The Poetics Of Mind Figurative Thought Language And Understanding

Analogy has been the focus of extensive research in cognitive science over the past two decades. Through analogy, novel situations and problems can be understood in terms of familiar ones. Indeed, a case can be made for analogical processing as the very core of cognition. This is the first book to span the full range of disciplines concerned with analogy. Its contributors represent cognitive, developmental, and comparative psychology; neuroscience; artificial intelligence; linguistics; and philosophy. The book is divided into three parts. The first part describes computational models of analogy as well as their relation to computational models of other cognitive processes. The second part addresses the role of analogy in a wide range of cognitive tasks, such as forming complex cognitive structures, conveying emotion, making decisions, and solving problems. The third part looks at the development of analogy in children and the possible use of analogy in nonhuman primates. Contributors Miriam Bassok, Consuelo B. Boronat, Brian Bowdle, Fintan Costello, Kevin Dunbar, Gilles Fauconnier, Kenneth D. Forbus, Dedre Gentner, Usha Goswami, Brett Gray, Graeme S. Halford, Douglas Hofstadter, Keith J. Holyoak, John E. Hummel, Mark T. Keane, Boicho N. Kokinov, Arthur B. Markman, C. Page Moreau, David L. Oden, Alexander A. Petrov, Steven Phillips, David Premack, Cameron Shelley, Paul Thagard, Roger K.R. Thompson, William H. Wilson, Phillip Wolff

Our understanding of the nature and processing of figurative language is central to several important issues in cognitive science, including the relationship of language and thought, how we process language, and how we comprehend abstract meaning. Over the past fifteen years, traditional approaches to these issues have been challenged by experimental psychologists, linguists, and other cognitive scientists interested in the structures of the mind and the processes that operate on them. In Figurative Language and Thought, internationally recognized experts in the field of figurative language, Albert Katz, Mark Turner, Raymond W. Gibbs Jr., and Cristina Cacciari, provide a coherent and focused debate on the subject. The book's authors discuss a variety of fundamental questions, including: What can figures of speech tell us about the structure of the conceptual system? If and how should we distinguish the literal from the nonliteral in our theories of language and thought? Are we primarily figurative thinkers and consequently figurative language users or the other way around? Why do we prefer to speak metaphorically in everyday conversation, when literal options may be available for use? Is metaphor the only vehicle through which we can understand abstract concepts? What role do cultural and social factors play in our comprehension of figurative language? These and related questions are raised and argued in an integrative look at the role of nonliteral language in cognition. This volume, a part of Counterpoints series, will be thought-provoking reading for a wide range of cognitive psychologists, linguists, and philosophers.

Revised Ph.D. from the Catholic University of Portugal, for the degree of Doctor of German Language and Literature, 2007.

In this provocative and original study, Alan Richardson examines an entire range of intellectual, cultural, and ideological points of contact between British Romantic literary writing and the pioneering brain science of the time. Richardson breaks new ground in two fields, revealing a significant and undervalued facet of British Romanticism while demonstrating the 'Romantic' character of early neuroscience. Crucial notions like the active mind, organicism, the unconscious, the fragmented subject, instinct and intuition, arising simultaneously within the literature and psychology of the era, take on unsuspected valences that transform conventional accounts of Romantic cultural history. Neglected issues like the corporeality of mind, the role of non-linguistic communication, and the peculiarly Romantic understanding of cultural universals are reopened in discussions that bring new light to bear on long-standing critical puzzles, from Coleridge's suppression of 'Kubla Khan', to Wordsworth's perplexing theory of poetic language, to Austen's interest in head injury.

First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Interpreting Figurative Meaning explores interdisciplinary debates on the ways in which humans comprehend figurative language in everyday life.

In a culmination of humanity's millennia-long quest for self knowledge, the sciences of the mind are now in a position to offer concrete, empirically validated answers to the most fundamental questions about human nature. What does it mean to be a mind? How is the mind related to the brain? How are minds shaped by their embodiment and environment? What are the principles behind cognitive functions such as perception, memory, language, thought, and consciousness? By analyzing the tasks facing any sentient being that is subject to stimulation and a pressure to act, Shimon Edelman identifies computation as the common denominator in the emerging answers to all these questions. Any system composed of elements that exchange signals with each other and occasionally with the rest of the world can be said to be engaged in computation. A brain composed of neurons is one example of a system that computes, and the computations that the neurons collectively carry out constitute the brain's mind. Edelman presents a computational account of the entire spectrum of cognitive phenomena that constitutes the mind. He begins with sentience, and uses examples from visual perception to demonstrate that it must, at its very core, be a type of computation. Throughout his account, Edelman acknowledges the human mind's biological origins. Along the way, he also demystifies traits such as creativity, language, and individual and collective consciousness, and hints at how naturally evolved minds can transcend some of their limitations by moving to computational substrates other than brains. The account that Edelman gives in this book is accessible, yet unified and rigorous, and the big picture he presents is supported by evidence ranging from neurobiology to computer science. The book should be read by anyone seeking a comprehensive and current introduction to cognitive psychology.

From a religio-historical perspective, 2Maccabees should be considered a watershed narrative—one that describes the

threat of Hellenisation to traditional Jewish religious society. However, by the time 2Macc was written (c. 124 BCE), Judaism had already been greatly Hellenised and, quite ironically, the Jewish opponents to Hellenisation were deliberately employing Greek rhetorical and literary competencies to combat supposedly iniquitous Greek influences. Accordingly, 2Macc has intrigued scholars since at least the nineteenth century. Here, research has variously focused on the grammatical-historical approach (1891 to 1949), the socio- economical approach (1959 to 1985), and the ubiquitous impact of Hellenisation (1986 to 2012). The chapters in this book reflect post-2012 insights of nine prominent scholars dedicated to presenting some of the very latest findings in the context of 2Macc research. Here, they make use of some of the latest methods, with particular emphasis on narratology and rhetoric. This book, which offers a wide spectrum of the latest theological insights into Second Temple Judaism, should be considered an essential source for serious Biblical scholars.

Poetic Effects: A Relevance Theory Perspective offers a pragmatic account of the effects achieved by the poetic use of rhetorical tropes and schemes. It contributes to the pragmatics of poetic style by developing work on stylistic effects in relevance theory. It also contributes to literary studies by proposing a new theoretical account of literariness in terms of mental representations and mental processes. The book attempts to define literariness in terms of text-internal linguistic properties, cultural codes or special purpose reading strategies, as well as suggestions that the notion of literariness should be dissolved or rejected. It challenges the accounts of language and verbal communication that underpin such positions and outlines the theory of verbal communication developed within relevance theory that supports an explanatory account of poetic effects and a new account of literariness. This is followed by a broader discussion of philosophical and psychological issues having a bearing on the question of what is expressed non-propositionally in literary communication. The discussion of emotion, qualitative experience and, more specifically, aesthetic experience provides a fuller characterisation of poetic effects and 'poetic thought'.

What do our assumptions about authorship matter for our experience of meaning? This book examines the debates in the humanities and social sciences over whether authorial intentions can, or should, constrain our interpretation of language and art. Scholars assume that understanding of linguistic and artistic meaning should not be constrained by beliefs about authors and their possible intentions in creating a human artifact. It is argued here that people are strongly disposed to infer intentionality when understanding oral speech, written texts, artworks, and many other human actions. Although ordinary people, and scholars, may infer meanings that diverge from, or extend beyond, what authors intend, our experience of human artifacts as meaningful is fundamentally tied to our assumptions of intentionality. This challenges the traditional ideas of intentions as existing solely in the minds of individuals, and formulates a new conceptual framework for examining if and when intentions influence the interpretation of meaning.

Cognitive poetics is a new way of thinking about literature, involving the application of cognitive linguistics and psychology to literary texts. This book is the first introductory text to this growing field. In Cognitive Poetics: An Introduction, the reader is encouraged to re-evaluate the categories used to understand literary reading and analysis. Covering a wide range of literary genres and historical periods, the book encompasses both American and European approaches. Each chapter explores a different cognitive-poetic framework and relates it to a literary text. Including a range of activities, discussion points, suggestions for further reading and a glossarial index, the book is both interactive and highly accessible. Cognitive Poetics: An Introduction is essential reading for students on stylistics and literary-linguistic courses, and will be of interest to all those involved in literary studies, critical theory and linguistics.

Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition. The MIT Encyclopedia of the Cognitive Sciences (MITECS) is a landmark, comprehensive reference work that represents the methodological and theoretical diversity of this changing field. At the core of the encyclopedia are 471 concise entries, from Acquisition and Adaptationism to Wundt and X-bar Theory. Each article, written by a leading researcher in the field, provides an accessible introduction to an important concept in the cognitive sciences, as well as references or further readings. Six extended essays, which collectively serve as a roadmap to the articles, provide overviews of each of six major areas of cognitive science: Philosophy; Psychology; Neurosciences; Computational Intelligence; Linguistics and Language; and Culture, Cognition, and Evolution. For both students and researchers, MITECS will be an indispensable guide to the current state of the cognitive sciences.

Language and Creativity has become established as a pivotal text for courses in English Language, Linguistics and Literacy. Creativity in language has conventionally been regarded as the preserve of institutionalised discourses such as literature and advertising, and individual gifted minds. In this ground-breaking book, bestselling author Ronald Carter explores the idea that creativity, far from being simply a property of exceptional people, is an exceptional property of all people. Drawing on a range of real examples of everyday conversations and speech, from flatmates in a student house and families on holiday to psychotherapy sessions and chat-lines, the book argues that creativity is an all-pervasive feature of everyday language. Using close analysis of naturally occurring language, taken from a unique 5 million word corpus, Language and Creativity reveals that speakers commonly make meanings in a variety of creative ways, in a wide range of social contexts and for a diverse set of reasons. This Routledge Linguistics Classic is here reissued with a new preface from the author, covering a range of key topics from e-language and internet discourse to English language teaching and world Englishes. Language and Creativity continues to build on the previous theories of creativity, offering a radical contribution to linguistic, literary and cultural theory. A must for anyone interested in the creativity of our everyday speech.

Slightly revised version of the author's thesis (doctoral)--University of Copenhagen.

Explores the physical, psychological and social factors that shape the way in which people engage with embodied metaphor, including, for example, the shape of one's body, age, gender, physical or linguistic impairments, ideology and religious beliefs. It will appeal to students and researchers in cognitive linguistics and cognitive psychology.

Brad Pasanek's unusual work is the written report of a massive digital humanities project that involved searching 18th-century texts for the many ways writers use metaphors to characterize the mind. The book takes a selection of broad metaphorical categories that the author discovered in his digital research - including animals, coinage, metal, rooms, and writing - and examines particular examples within each category. Pasanek also frames the "dictionary" elements of the project with a more theoretical discussion of what he calls "desultory reading," a form of "unsystematic perusal" of writing exemplified in the way we approach dictionaries. Pasanek not only argues that 18th-century thinkers largely employed desultory reading, but also that his work on this very project is itself an instance of this approach. The project succeeds twofold: in treating 18th-century writing as its topic and in exemplifying its approach. Pasanek maintains an accompanying website (https://metaphorized.com) that collects the results of his digital searches.

Focusing on a wide range of linguistic structures, the articles in this volume explore the explanatory potential of two of the most influential cognitive-linguistic theories, conceptual metaphor and metonymy theory and conceptual blending theory. Whether enthusiastic or critical in their stance, the contributors seek to enhance our understanding of how conventional as well as creative ways of thinking influence our language and vice versa.

Featuring new coverage of the brain and language, and lexicalcorpora, the 4th edition of Words in the Mind offers readersthe latest thinking about the ways in which we learn words,remember them, understand them, and find the ones

we want to use. Explores the latest insights into the complex relationshipbetween language, words, and the human mind, creating a rich andrevealing resource for students and non-specialists alike Addresses the structure and content of the human word-store– the 'mental lexicon' – with particularreference to the spoken language of native English speakers Features a wealth of new material, including an all-new chapterfocusing exclusively on the brain and language, and enhancedcoverage of lexical corpora – computerized databases –and on lexical change of meaning Incorporates numerous updates throughout, including expansionof many notes and suggestions for further reading Comprises state-of-the-art research, yet remains accessible andstudent-friendly

Includes papers, which introduce and elaborate upon the concept of sociocultural situatedness, understood as the way in which minds and cognitive processes are shaped, both individually and collectively, and by their interaction with culturally contextualized structures and practices.

Introduction: bringing the body to mind -- Cognitive science and Dewey's theory of mind, thought, and language -- Cowboy bill rides herd on the range of consciousness -- We are live creatures: embodiment, American pragmatism, and the cognitive organism / Mark Johnson and Tim Rohrer -- The meaning of the body -- The philosophical significance of image schemas -- Action, embodied meaning, and thought -- Knowing through the body -- Embodied realism and truth incarnate -- Why the body matters

When people speak, their words never fully encode what they mean, and the context is always compatible with a variety of interpretations. How can comprehension ever be achieved? Wilson and Sperber argue that comprehension is a process of inference guided by precise expectations of relevance. What are the relations between the linguistically encoded meanings studied in semantics and the thoughts that humans are capable of entertaining and conveying? How should we analyse literal meaning, approximations, metaphors and ironies? Is the ability to understand speakers' meanings rooted in a more general human ability to understand other minds? How do these abilities interact in evolution and in cognitive development? Meaning and Relevance sets out to answer these and other questions, enriching and updating relevance theory and exploring its implications for linguistics, philosophy, cognitive science and literary studies.

Multilingualism is integral to the human condition. Hinging on the concept of Creative Multilingualism – the idea that language diversity and creativity are mutually enriching – this timely and thought-provoking volume shows how the concept provides a matrix for experimentation with ideas, approaches and methods. The book presents four years of joint research on Creative Multilingualism conducted across disciplines, from the humanities through to the social and natural sciences. It is structured as a manifesto, comprising ten major statements which are unpacked and explored through various case studies across ten chapters. They encompass areas including the rich relationship between language diversity and diversity of identity, thought and expression; the interaction between language diversity and biodiversity; the 'prismatic' unfolding of meaning in translation; the benefits of linguistic creativity in a classroom-setting; and the ingenuity underpinning 'conlangs' ('constructed languages') such as Tolkien's Quenya and Sindarin, designed to give imagined peoples a distinctive medium capable of expressing their cultural identity. Creative Multilingualism: A Manifesto is a welcome contribution to the field of modern languages, highlighting the intricate relationship between multilingualism and creativity, and, crucially, reaching beyond an Anglo-centric view of the world. Intended to spark further research and discussion, this book appeals to young people interested in languages, language learning and cultural exchange. It will be a valuable resource for academics, educators, policy makers and parents of bilingual or multilingual children. Its accessible style also speaks to general readers interested in the role of language diversity in our everyday lives, and the untapped creative potential of multilingualism.

This 2006 book explores how people's subjective, felt experiences of their bodies in action provide part of the fundamental grounding for human cognition and language. Cognition is what occurs when the body engages the physical and cultural world and must be studied in terms of the dynamical interactions between people and the environment. Human language and thought emerge from recurring patterns of embodied activity that constrain ongoing intelligent behavior. We must not assume cognition to be purely internal, symbolic, computational, and disembodied, but seek out the gross and detailed ways that language and thought are inextricably shaped by embodied action. Embodiment and Cognitive Science describes the abundance of empirical evidence from many disciplines, including work on perception, concepts, imagery and reasoning, language and communication, cognitive development, and emotions and consciousness, that support the idea that the mind is embodied.

This book presents an original thesis about the notion of sensory experience and of the mind's architecture, which is grounded in current trends in cognitive science and philosophy of mind. Presented in the form of a dialogue, the book explores some of the psychological and philosophical consequences that the author derives from his proposal.

"Provocative and imaginative, the first volume in the VIBS' Special Series in Cognitive Science is a critique of the traditional theoretical apparatus of the discipline. In The Dissolution of Mind, neuroscientist Oscar Vilarroya undertakes the ambitious project of reformulating the traditional notions of "concept," "thought," "communication," "representation," "language" and eventually "mind." Metapsychology, May 2003

How do we make sense of our experience? In order to understand how we construct meaning, the varied and complex relationships among language, mind, and culture need to be understood. While cognitive linguists typically study the cognitive aspects of language, and linguistic anthropologists typically study language and culture, Language, Mind, and Culture is the first book to combine all three and provide an account of meaning-making in language and culture by examining the many cognitive operations in this process. In addition to providing a comprehensive theory of how we can account for meaning making, Language, Mind, and Culture is a textbook for anyone interested in the fascinating issues surrounding the relationship between language, mind, and culture. Further, the book is also a "practical" introduction: most of the chapters include exercises that help the student understand the theoretical issues. No prior knowledge of

linguistics is assumed, and the material is accessible and useful to students in a variety of other disciplines, such as anthropology, English, sociology, philosophy, psychology, communication, rhetoric, and others. Language, Mind, and Culture helps us make sense of not only linguistic meaning but also of some of the important personal and social issues we encounter in our lives as members of particular cultures and as human beings.

Tone of Voice and Mind is a synthesis of findings from neurophysiology (how neurons produce subjective feeling), neuropsychology (how the human cerebral hemispheres undertake complementary information-processing), intonation studies (how the emotions are encoded in the tone of voice), and music perception (how human beings hear and feel harmony). The focus is on the psychological characteristics that distinguish us from other primate species. At a neuronal level, we are just another mammalian species, but the functional specialization of the human cerebral hemispheres has resulted in three outstanding, uniquely-human talents: language, tool-usage and music. To understand how the human brain coordinates those behaviors is to understand who we are. (Series B)

This comprehensive collection of chapters is written by leading researchers in psycholinguistics from a wide array of subfields.

The roots of cognitivism lie deep in the history of Western thought, and to develop a genuinely post-cognitivist psychology, this investigation goes back to presuppositions descended from Platonic/Cartesian assumptions and beliefs about the nature of thought.

The present volume demonstrates the multifaceted potential of Relevance Theory, which, for more than two decades now, has been inspiring studies of the relationship between human communication and cognition. In the Mind and across Minds reflects the main strands of relevance-theoretic research, by expanding, evaluating and revising the researchers' ideas in a collection of papers by an international array of scholars. The papers explore various aspects of communication including such issues as non-literal meaning with the focus on irony and metaphor, the construction of ad hoc concepts, the conceptual-procedural meaning distinction, metarepresentation, context and politeness as well as test the applicability of Relevance Theory to the domain of translation. A set of readings on varied linguistic and sociocultural phenomena, this book will be a valuable resource for scholars and students investigating meaning in natural language and an insightful reference for those interested in relevance-theoretic pragmatics, or pragmatics in general, semantics, sociolinguistics and Translation Studies. Ewa Wa?aszewska, Marta Kisielewska-Krysiuk and Agnieszka Piskorska work at the Institute of English Studies, University of Warsaw as Assistant Professors. They pursue their individual research connected with Relevance Theory and jointly organise a biennial conference Interpreting for Relevance: Discourse and Translation.

Mixing metaphors in speech, writing, and even gesture, is traditionally viewed as a sign of inconsistency in thought and language. Despite the prominence of mixed metaphors, there have been surprisingly few attempts to comprehensively explain why people mix their metaphors so frequently and in the particular ways they do. This volume brings together a distinguished group of linguists, psychologists and computer scientists, who tackle the issue of how and why mixed metaphors arise and what communicative purposes they may serve. These scholars, almost unanimously, argue that mixing metaphors is a natural consequence of common metaphorical thought processes, highlighting important complexities of the metaphorical mind. Mixing Metaphor, for the first time, offers new, critical empirical and theoretical insights on a topic that has long been ignored within interdisciplinary metaphor studies.

The study of metaphor is now firmly established as a central topic within cognitive science and the humanities. This book explores the critical role that conceptual metaphors play in language, thought, cultural and expressive actions. It evaluates the arguments and evidence for and against conceptual metaphors across academic disciplines.

Meaning is embodied - but it is also social. If Cognitive Linguistics is to be a complete theory of language in use, it must cover the whole spectrum from grounded cognition to discourse struggles and bullshit. This book tries to show how. Cognitive Linguistics knocked down the wall between language and the experiential content of the human mind. Frame semantics, embodiment, conceptual construal, figure-ground organization, metaphorical mapping, and mental spaces are among the results of this breakthrough, which at the same time provided cognitive science as a whole with an essential human dimension. A new phase began when Cognitive Linguistics started to see itself as part of the wider movement of 'usage-based' linguistics. Bringing about an alliance between mind and discourse, it complemented the conceptual dimension that had been dominant until then with a 'use' dimension - thereby living up to the explicit 'experiential' commitment of Cognitive Linguistics. This outward expansion is continuing: The focus on 'meaning construction', which began with the theory of blending, highlights emergent, online effects rather than underlying mappings. Cognitive Linguistics is integrating the evolutionary perspective, which links up individual and population-based features of language. The empirical obligations incurred by this expansion have led to greatly increased attention to corpus and experimental methods, especially in relation to sociolinguistic and language acquisition research. The book describes this development and goes on to discuss the foundational challenge that it creates for Cognitive Linguistics as it begins to cover issues that are also central to types of discourse analysis focusing on social processes of determination. The book argues for a synthesis based on a renewed Cognitive Linguistics, which can accommodate everything from bodily grounding to deconstructible floating signifiers in an integrated complete picture, which also covers the roles of arbitrariness and structure.

SEE SHORT BLURB FOR ALTERNATE COPY... A complex, intriguing, and important verbal entity, the proverb has been the subject of a vast number of opinions, studies, and analyses. To accommodate the assorted possible audiences, this volume outlines seven views of the proverb -- personal, formal, religious, literary, practical, cultural, and cognitive. Because the author's goal is to provide a scientific understanding of proverb comprehension and production, he draws largely on scholarship stemming from the formal, cultural, and cognitive views. The only book about proverbs that is

written from the standpoint of cognitive science, cognitive psychology, and experimentalism, this text provides a larger, more interdisciplinary perspective on the proverb. It also gives a theoretically more integrated approach to proverb cognition. The conceptual base theory of proverb comprehension is extended via the "cognitive ideals hypothesis" so that the theory now addresses issues regarding the creation, production, and pragmatics of proverbs. This hypothesis also has strong implications for a taxonomy of proverbs, proverb comprehension, universal vs. culture-specific aspects of proverbs, and some structural aspects of proverbs. In general, the book extends the challenge of proverb cognition by using much of what cognitive science has to offer. In so doing, the proverb is compared to other forms of figurative language, which is then discussed within the larger rubric of intelligence and the inclination for using indirect modes of communication. Child developmental and brain substrates are also discussed.

Western philosophy has long been divided between empiricists, who argue that human understanding has its basis in experience, and rationalists, who argue that reason is the source of knowledge. A central issue in the debate is the nature of concepts, the internal representations we use to think about the world. The traditional empiricist thesis that concepts are built up from sensory input has fallen out of favor. Mainstream cognitive science tends to echo the rationalist tradition, with its emphasis on innateness. In Furnishing the Mind, Jesse Prinz attempts to swing the pendulum back toward empiricism. Prinz provides a critical survey of leading theories of concepts, including imagism, definitionism, prototype theory, exemplar theory, the theory theory, and informational atomism. He sets forth a new defense of concept empiricism that draws on philosophy, neuroscience, and psychology and introduces a new version of concept empiricism called proxytype theory. He also provides accounts of abstract concepts, intentionality, narrow content, and concept combination. In an extended discussion of innateness, he covers Noam Chomsky's arguments for the innateness of grammar, developmental psychologists' arguments for innate cognitive domains, and Jerry Fodor's argument for radical concept nativism.

An examination of the scientific evidence for the mechanisms which underlie the effect a writer's language has on the reader.

In this bold new work, Ray Gibbs demonstrates that human cognition is deeply poetic and that figurative imagination constitutes the way we understand ourselves and the world in which we live.

Vol. includes all papers and posters presented at 2001 Cog Sci Mtg & summaries of symposia & invited addresses. Deals w/ issues of repres & model'g cog processes. Appeals to scholars in subdisciplines that comprise Cog Sci: Psych, Computr Sci, Neuro, Lin

The Poetics of MindFigurative Thought, Language, and UnderstandingCambridge University Press

All normal human beings alive in the last fifty thousand years appear to have possessed, in Mark Turner's phrase, "irrepressibly artful minds." Cognitively modern minds produced a staggering list of behavioral singularities--science, religion, mathematics, language, advanced tool use, decorative dress, dance, culture, art--that seems to indicate a mysterious and unexplained discontinuity between us and all other living things. This brute fact gives rise to some tantalizing questions: How did the artful mind emerge? What are the basic mental operations that make art possible for us now, and how do they operate? These are the questions that occupy the distinguished contributors to this volume, which emerged from a year-long Getty-funded research project hosted by the Center for Advanced Study in the Behavioral Sciences at Stanford. These scholars bring to bear a range of disciplinary and cross-disciplinary perspectives on the relationship between art (broadly conceived), the mind, and the brain. Together they hope to provide directions for a new field of research that can play a significant role in answering the great riddle of human singularity.

There are profound, extensive, and surprising universals in literature, which are bound up with universals in emotion. Hogan maintains that debates over the cultural specificity of emotion are misdirected because they have ignored a vast body of data that bear directly on the way different cultures imagine and experience emotion - literature. This is the first empirically and cognitively based discussion of narrative universals. Professor Hogan argues that, to a remarkable degree, the stories people admire in different cultures follow a limited number of patterns and that these patterns are determined by cross-culturally constant ideas about emotion. In formulating his argument, Professor Hogan draws on his extensive reading in world literature, experimental research treating emotion and emotion concepts, and methodological principles from the contemporary linguistics and the philosophy of science. He concludes with a discussion of the relations among narrative, emotion concepts, and the biological and social components of emotion.

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