

Bureaucracy:

Solms, 2 talks.

Feb. 19, 10-11a, Brain Inst., LG101-A. "New Findings Regarding the Brain

Mechanisms of Dreaming."

Feb. 20, 11:30-12:30a, Paramount Motel. "Is the Brain More Real Than the Mind?"

(with discussion)

Substantive:

5. February 4. Whence language? How does Coleridge's "willing suspension of disbelief" work? Why do we feel real emotions toward fictional people and situations? <notes for this session are now> <online>.

I. Whence language? 1. Holland, "Whence Language?" Online. 24 pp.

What are the possibilities?

Evolution. Then what evolved?

Learning (=PDP).

Linguists: You need to explain recursion. They do not talk brain architecture.

Neurologists (PDP): similarity to brain architecture. Do not talk recursion.

II. What is crucial for literature?

What is "literature"? Fish's class: Possible literature: Tibetan I Ching. Egyptian Book of the Dead. Tlingit totem pole. The Spectator. Sports columns of Roger Angell. Convention.

What is the question? What differentiates literature from non-literature? Yes?

But what is literature is a matter of convention.

How does convention manifest itself?

Recursion. The ability to embed a sentence in another sentence that makes it not truth but play. Analogy to inhibition. Mammals and play. How to catch a monkey.

We are getting into the key matter of the "willing suspension of disbelief." What is the feeling? Go round class. Note down.

III. Luria, The Working Brain, pp. 248-50. Handout. 3 pp.

Model of future need describes feedforward. Allows for different intermediate means.

Efferent to afferent. He is describing feedback. Use handouts.

How does feedforward apply in the literary situation?

How does feedback apply in the literary situation?

IV. Feedforward --> Imagining counterfactuals. In feedback, the standard may be counterfactual. Knight et al., "Role of Human Prefrontal Cortex," 20-34. Handout, 15pp. Concentrate on pp. 29-31. Knight and Grabowecy, "Escape from Linear Time, 1357-1371 . 14 pp. Skip over 1361-66.

Prefrontal cortex - frontal lobes - executive function.

Feedforward & -backward means imagine! You imagine when you write. When you read?

Reading as involuntary. The Stroop test.

You are not going to act. Is that so? No counterfactuals? But literary work, movie, play gives you a constant stream of counterfactuals. Inconsistent messages? But you are not doing the imagining. You are "passive."

POSTPONED TO NEXT WEEK

V. How do the counterfactuals make you feel? Bownds, ch. 10, pp. 228-261. Handout. 34 pp.

POSTPONED TO NEXT WEEK

VI. Hogan, "The Reader," ch. 6, pp. 140-165. For reading the latter part of this chapter, you can look at the Picasso painting Hogan discusses here. 26 pp.

Approaches to emotion: 1) Hogan, Oatley, Johnson-Laird functional account. Goals. Next week look for Panksepp's approach and LeDoux's. Hogan all at a cognitive level, lot of introspection.

Heavy reliance on identification. (Cp. "empathy." Einfuhlung.

Literature: no goals, says Hogan. 148.3

Is Hogan consistent with reader-response in his theoretical section? 156.2-4. "dhavani." Suggestions in the work? Or nodes in the reader's mind? 160.4 Oatley's Suggestion Structure.

Hogan on the Picasso painting. A pure reader-response performance. Who cares about his feelings toward his mother? How do you write reader-response criticism?

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6. February 11. Why do we feel real emotions at unreal, i.e., fictional, situations? What are emotions, anyway? Talk about the hour exam.

Discussion:

- What are emotions?
- When do we feel them and why?
- Why do we feel them in response to fictions?
- What are our brains doing when we are "rapt," "absorbed" in a literary experience?

Reading:

- Holland, "How Do We Become `Absorbed'?" Online. 24 pp.
- Holland, "Why Do We Believe?" Online. 14 pp.
- Fadiga et al., "Visuomotor neurons." Handout. 13 pp.
- Rizzolatti et al., "Language within our grasp." Handout. 7 pp.
- Cohen, "What the Monkeys Can Teach America," 2 pp.
- Bear, et al., Neuroscience, ch. 16, pp. 432-456. Handout. 25 pp.
- Solms and Turnbull, "Emotion and Motivation," ch. 4. 35 pp.
- Panksepp, "Response to the Commentaries," pp. 69-70, 78-81. 7 pp.
- Panksepp, excerpt from "The Affective Neuroscience Personality Scales," pp. 59-60. 2 pp.