
Actual Minds Possible Worlds

*Actual Minds Possible
Worlds*

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FINAL THOUGHT

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Actual Minds, Possible Worlds
Harvard University Press

Actual Minds, Possible Worlds

Actual Minds, Possible Worlds
Harvard University Press

In this characteristically graceful and provocative book, Jerome Bruner, one of the principal architects of the cognitive

revolution, sets forth nothing less than a new agenda for the study of mind. According to Professor Bruner, cognitive science has set its sights too narrowly on the logical, systematic aspects of mental life—those thought processes we use to solve puzzles, test hypotheses, and advance explanations. There is obviously another side to the mind—a side devoted to the irrepressibly human acts of imagination that allow us to make experience meaningful. This is the side of the mind that leads to good stories, gripping drama, primitive myths and rituals, and plausible historical accounts. Bruner calls it the “narrative mode,” and his book makes important advances in the effort to unravel its nature. Drawing on recent work in literary theory, linguistics, and symbolic anthropology,

as well as cognitive and developmental psychology, Professor Bruner examines the mental acts that enter into the imaginative creation of possible worlds, and he shows how the activity of imaginary world making undergirds human science, literature, and philosophy, as well as everyday thinking, and even our sense of self. Over twenty years ago, Jerome Bruner first sketched his ideas about the mind's other side in his justly admired book, *On Knowing: Essays for the Left Hand*. *Actual Minds, Possible Worlds* can be read as a sequel to this earlier work, but it is a sequel that goes well beyond its predecessor by providing rich examples of just how the mind's narrative mode can be successfully studied. The collective force of these examples points the way toward

a more humane and subtle approach to the investigation of how the mind works.

Actual Minds, Possible Worlds

Harvard University Press

Offers a psychological approach to literature, examines the connection between language and reality, and discusses education and intellectual development

Acts of Meaning *Harvard University Press*

Jerome Bruner argues that the cognitive revolution, with its current fixation on mind as "information processor," has led psychology away from the deeper objective of understanding mind as a creator of meanings. Only by breaking out of the limitations imposed by a

computational model of mind can we grasp the special interaction through which mind both constitutes and is constituted by culture.

On Knowing *Harvard University Press*

The left hand has traditionally represented the powers of intuition, feeling, and spontaneity. In this classic book, Jerome Bruner inquires into the part these qualities play in determining how we know what we do know; how we can help others to know--that is, to teach; and how our conception of reality affects our actions and is modified by them. The striking and subtle discussions contained in *On Knowing* take on the core issues concerning man's sense of self: creativity, the search for identity, the nature of

aesthetic knowledge, myth, the learning process, and modern-day attitudes toward social controls, Freud, and fate. In this revised, expanded edition, Bruner comments on his personal efforts to maintain an intuitively and rationally balanced understanding of human nature, taking into account the odd historical circumstances which have hindered academic psychology's attempts in the past to know man. Writing with wit, imagination, and deep sympathy for the human condition, Jerome Bruner speaks here to the part of man's mind that can never be completely satisfied by the right-handed virtues of order, rationality, and discipline.

The Relevance of Education *W. W.*

Norton & Company

"Education is in a state of crisis. It has failed to respond to changing social needs—lagging behind rather than leading." The crisis that Jerome Bruner identifies in this volume admits of no easy solutions. But the noted American psychologist makes clear that educational reform must begin with the understanding of how a child acquires information and converts knowledge into action. Drawing on his current work on infant development, Bruner underscores the importance of formulating educational strategies that expand rather than constrict the skills of the young learner. Since education takes place under conditions imposed by a technological society, Professor Bruner maintains that it is not enough to

attempt reform through minor curriculum revisions. The program that fails to set knowledge within the context of action must be replaced. And to be truly relevant to our social needs, the scope of education must be extended toward overcoming the severe handicaps faced by children from impoverished areas.

Minding the Law *Harvard University Press*

In this remarkable collaboration, one of the nation's leading civil rights lawyers joins forces with one of the world's foremost cultural psychologists to put American constitutional law into an American cultural context. By close readings of key Supreme Court opinions, they show how storytelling tactics and

deeply rooted mythic structures shape the Court's decisions about race, family law, and the death penalty. *Minding the Law* explores crucial psychological processes involved in the work of lawyers and judges: deciding whether particular cases fit within a legal rule ("categorizing"), telling stories to justify one's claims or undercut those of an adversary ("narrative"), and tailoring one's language to be persuasive without appearing partisan ("rhetorics"). Because these processes are not unique to the law, courts' decisions cannot rest solely upon legal logic but must also depend vitally upon the underlying culture's storehouse of familiar tales of heroes and villains. But a culture's stock of stories is not changeless. Amsterdam and Bruner argue that culture itself is a

dialectic constantly in progress, a conflict between the established canon and newly imagined "possible worlds." They illustrate the swings of this dialectic by a masterly analysis of the Supreme Court's race-discrimination decisions during the past century. A passionate plea for heightened consciousness about the way law is practiced and made, *Minding the Law* will be welcomed by a new generation concerned with renewing law's commitment to a humane justice.

Table of Contents: 1. Invitation to a Journey 2. On Categories 3. Categorizing at the Supreme Court *Missouri v. Jenkins* and *Michael H. v. Gerald D.* 4. On Narrative 5. Narratives at Court *Prigg v. Pennsylvania* and *Freeman v. Pitts* 6. On Rhetorics 7. The Rhetorics of Death

McCleskey v. Kemp 8. On the Dialectic of Culture 9. Race, the Court, and America's Dialectic From Plessy through Brown to Pitts and Jenkins 10. Reflections on a Voyage Appendix: Analysis of Nouns and Verbs in the Prigg, Pitts, and Brown Opinions Notes Table of Cases Index Reviews of this book: Amsterdam, a distinguished Supreme Court litigator, wanted to do more than share the fruits of his practical experience. He also wanted to...get students to think about thinking like a lawyer...To decode what he calls "law-think," he enlisted the aid of the venerable cognitive psychologist Jerome Bruner...[and] the collaboration has resulted in [this] unusual book. --James Ryerson, *Lingua Franca* Reviews of this book: It is hard to imagine a better time

for the publication of *Minding the Law*, a brilliant dissection of the court's work by two eminent scholars, law professor Anthony G. Amsterdam and cultural anthropologist Jerome Bruner...Issue by issue, case by case, Amsterdam and Bruner make mincemeat of the court's handling of the most important constitutional issue of the modern era: how to eradicate the American legacy of race discrimination, especially against blacks. --Edward Lazarus, *Los Angeles Times Book Review* Reviews of this book: This book is a gem...[Its thesis] is easily stated but remarkably unrecognized among a shockingly large number of lawyers and law professors: law is a storytelling enterprise thoroughly entrenched in culture....Whereas critical legal theorists have talked among

themselves for the past two decades, Amsterdam and Bruner seek to engage all of us in a dialogue. For that, they should be applauded. --Daniel R. Williams, New York Law Journal Reviews of this book: In *Minding the Law*, Anthony Amsterdam and Jerome Bruner show us how the Supreme Court creates the magic of inevitability. They are angry at what they see. Their book is premised on the conviction that many of the choices made in Supreme Court opinions 'lack any justification in the text'...Their method is to analyze the text of opinions and to show how the conclusions reached do not always follow from the logic of the argument. They also show how the Court casts its rhetoric like a spell, mesmerizing its audience, and making the highly contingent shine with

the light of inevitability. --Mitchell Goodman, News and Observer (Raleigh, North Carolina) Reviews of this book: What do controversial Supreme Court decisions and classic age-old tales of adultery, villainy, and combat have in common? Everything--at least in the eyes of [Amsterdam and Bruner]. In this substantial study, which is equal parts dense and entertaining, the authors use theoretical discussions of literary technique and myths to expose what they see as the secret intentions of Supreme Court opinions...Studying how lawyers and judges employ the various literary devices at their disposal and noting the similarities between legal thinking and classic tactics of storytelling and persuasion, they believe, can have 'astonishing consciousness-retrieving

effects'...The agile minds of Amsterdam and Bruner, clearly storehouses of knowledge on a range of subjects, allow an approach that might sound far-fetched occasionally but pays dividends in the form of gained perspective--and amusement. --Elisabeth Lasch-Quinn, Washington Times Reviews of this book: Stories and the way judges-intentionally or not-categorize and spin them, are as responsible for legal rulings as logic and precedent, Mr. Amsterdam and Mr. Bruner said. Their novel attempt to reach into the psyche of...members of the Supreme Court is part of a growing interest in a long-neglected and cryptic subject: the psychology of judicial decision-making. --Patricia Cohen, New York Times Most law professors teach by the 'case method,' or say they do. In this

fascinating book, Anthony Amsterdam--a lawyer--and Jerome Bruner--a psychologist--expose how limited most case 'analysis' really is, as they show how much can be learned through the close reading of the phrases, sentences, and paragraphs that constitute an opinion (or other pieces of legal writing). Reading this book will undoubtedly make one a better lawyer, and teacher of lawyers. But the book's value and interest goes far beyond the legal profession, as it analyzes the way that rhetoric--in law, politics, and beyond--creates pictures and convictions in the minds of readers and listeners. --Sanford Levinson, author of Constitutional Faith Tony Amsterdam, the leader in the legal campaign against the death penalty, and Jerome Bruner, who has struggled for

equal justice in education for forty years, have written a guide to demystifying legal reasoning. With clarity, wit, and immense learning, they reveal the semantic tricks lawyers and judges sometimes use--consciously and unconsciously--to justify the results they want to reach. --Jack Greenberg, Professor of Law, Columbia Law School

Making Stories *Harvard University Press*

Stories pervade our daily lives. We use them to make sense of the world. But how does this work? In *Making Stories*, the eminent psychologist Jerome Bruner examines this pervasive human habit and suggests new and deeper ways to think about how we use stories to make sense of lives and the great moral and

psychological problems that animate them.

Play *Penguin*

From a leading expert, a groundbreaking book on the science of play, and its essential role in fueling our happiness and intelligence throughout our lives. We've all seen the happiness on the face of a child while playing in the school yard. Or the blissful abandon of a golden retriever racing across a lawn. This is the joy of play. By definition, play is purposeless, all-consuming, and fun. But as Dr. Stuart Brown illustrates, play is anything but trivial. It is a biological drive as integral to our health as sleep or nutrition. We are designed by nature to flourish through play. Dr. Brown has spent his career studying animal

behavior and conducting more than six-thousand "play histories" of humans from all walks of life—from serial murderers to Nobel Prize winners. Backed by the latest research, Play explains why play is essential to our social skills, adaptability, intelligence, creativity, ability to problem solve and more. Particularly in tough times, we need to play more than ever, as it's the very means by which we prepare for the unexpected, search out new solutions, and remain optimistic. A fascinating blend of cutting-edge neuroscience, biology, psychology, social science, and inspiring human stories of the transformative power of play, this book proves why play just might be the most important work we can ever do.

Beyond the Information Given (Routledge Revivals)

In this book are gathered together Jerome Bruner's major papers on the "psychology of knowing". Spanning virtually the entire range of knowledge acquired from infancy onwards, they present the complete spectrum of his research, theories, and ideas concerning perception, thought, skills (of the eye, hand, ear, tongue and mind) developed in childhood, mental representation and cognition, the process of discovery and the nature and techniques of education. This will be invaluable not only for students of psychology, but also for a wider readership including teachers, doctors, biologists, sociologists and all who are interested in child development.

Time, Narrative, and History *Indiana University Press*

"For description and defense of the narrative configurations of everyday life, and of the practical and social character of those narratives, there is no better treatment than *Time, Narrative, and History*.... a clear, judicious, and truthful account, provocative from beginning to end." -- *Journal of the British Society for Phenomenology* "... a superior work of philosophy that tells a unique and insightful story about narrative." -- *Quarterly Journal of Speech*

Mindfulness (HBR Emotional Intelligence Series) *Harvard Business Press*

The benefits of mindfulness include better performance, heightened

creativity, deeper self-awareness, and increased charisma—not to mention greater peace of mind. This book gives you practical steps for building a sense of presence into your daily work routine. It also explains the science behind mindfulness and why it works and gives clear-eyed warnings about the pitfalls of the fad. This volume includes the work of: Daniel Goleman Ellen Langer Susan David Christina Congleton This collection of articles includes "Mindfulness in the Age of Complexity," an interview with Ellen Langer by Alison Beard; "Mindfulness Can Literally Change Your Brain," by Christina Congleton, Britta K. Hölzel, and Sara W. Lazar; "How to Practice Mindfulness Throughout Your Work Day," by Rasmus Hougaard and Jacqueline Carter; "Resilience for the

Rest of Us,” by Daniel Goleman; “Emotional Agility: How Effective Leaders Manage Their Thoughts and Feelings,” by Susan David and Christina Congleton; “Don’t Let Power Corrupt You,” by Dacher Keltner; “Mindfulness for People Who Are Too Busy to Meditate,” by Maria Gonzalez; “Is Something Lost When We Use Mindfulness as a Productivity Tool?” by Charlotte Lieberman; and “There Are Risks to Mindfulness at Work,” by David Brendel. How to be human at work. The HBR Emotional Intelligence Series features smart, essential reading on the human side of professional life from the pages of Harvard Business Review. Each book in the series offers proven research showing how our emotions impact our work lives, practical advice for managing

difficult people and situations, and inspiring essays on what it means to tend to our emotional well-being at work. Uplifting and practical, these books describe the social skills that are critical for ambitious professionals to master.

Rational Intuition *Cambridge University Press*

Rational Intuition explores the concept of intuition as it relates to rationality through mediums of history, philosophy, cognitive science, and psychology.

Child's Talk *W. W. Norton*

A detailed look at how children learn to use language covers games and play, linguistic reference, the development of requests, and the transmission of culture

Stories Matter *Routledge*

First published in 2002. Routledge is an imprint of Taylor & Francis, an informal company.

In Search of Mind**Deconstructing Communication** *U of Minnesota Press*

Through a detailed examination of the basis of the idea of communication - with its semantic core of "commonality" or the transcendence of difference - Chang argues against the tendency of theorists to value understanding over misunderstanding, clarity over ambiguity, order over disorder. To this end the author revisits the thought of Derrida and considers deconstruction in general. Specifically, he uses the critique

of the phenomenological tradition emerging from poststructuralism to clarify the commitments and assumptions inherent in models of communication. A seminal work, *Deconstructing Communication* will serve as the guiding framework for a constructive debate about the future direction of communication theory. Situated at the intersection of current debates regarding meaning and representation, *Deconstructing Communication* casts doubt on the seeming innocence of the activity of communication. Using poststructuralist literary theory and philosophy, Brian G. Chang argues that modern theories fail to provide an adequate explanation for how communication is possible.

Releasing the Imagination *John Wiley & Sons*

"This remarkable set of essays defines the role of imagination in general education, arts education, aesthetics, literature, and the social and multicultural context.... The author argues for schools to be restructured as places where students reach out for meanings and where the previously silenced or unheard may have a voice. She invites readers to develop processes to enhance and cultivate their own visions through the application of imagination and the arts. *Releasing the Imagination* should be required reading for all educators, particularly those in teacher education, and for general and academic readers." —Choice "Maxine Greene, with her customary eloquence,

makes an impassioned argument for using the arts as a tool for opening minds and for breaking down the barriers to imagining the realities of worlds other than our own familiar cultures.... There is a strong rhythm to the thoughts, the arguments, and the entire sequence of essays presented here." —American Journal of Education "Releasing the Imagination gives us a vivid portrait of the possibilities of human experience and education's role in its realization. It is a welcome corrective to current pressures for educational conformity." —Elliot W. Eisner, professor of education and art, Stanford University "Releasing the Imagination challenges all the cant and cliché littering the field of education today. It breaks through the routine, the

frozen, the numbing, the unexamined; it shocks the reader into new awareness."
—William Ayers, associate professor,
College of Education, University of
Illinois, Chicago

Reality+: Virtual Worlds and the Problems of Philosophy *W. W. Norton & Company*

A leading philosopher takes a mind-bending journey through virtual worlds, illuminating the nature of reality and our place within it. Virtual reality is genuine reality; that's the central thesis of Reality+. In a highly original work of "technophilosophy," David J. Chalmers gives a compelling analysis of our technological future. He argues that virtual worlds are not second-class worlds, and that we can live a

meaningful life in virtual reality. We may even be in a virtual world already. Along the way, Chalmers conducts a grand tour of big ideas in philosophy and science. He uses virtual reality technology to offer a new perspective on long-established philosophical questions. How do we know that there's an external world? Is there a god? What is the nature of reality? What's the relation between mind and body? How can we lead a good life? All of these questions are illuminated or transformed by Chalmers' mind-bending analysis. Studded with illustrations that bring philosophical issues to life, Reality+ is a major statement that will shape discussion of philosophy, science, and technology for years to come.

The Origins of Creativity *Liveright Publishing*

“Brimming with ideas. . . . The Origins of Creativity approach[es] creativity scientifically but sensitively, feeling its roots without pulling them out.”—Economist In a stirring exploration of human nature recalling his foundational work *Consilience*, Edward O. Wilson offers a “luminous” (Kirkus Reviews) reflection on the humanities and their integral relationship to science. Both endeavors, Wilson argues, have their roots in human creativity—the defining trait of our species. By studying fields as diverse as paleontology, evolution, and neurobiology, Wilson demonstrates that creative expression began not 10,000 years ago, as we have long assumed, but more than 100,000

years ago in the Paleolithic Age. A provocative investigation into what it means to be human, *The Origins of Creativity* reveals how the humanities have played an unexamined role in defining our species. With the eloquence, optimism, and pioneering inquiry we have come to expect from our leading biologist, Wilson proposes a transformational “Third Enlightenment” in which the blending of science and humanities will enable a deeper understanding of our human condition, and how it ultimately originated.

Human Communication as Narration *Univ of South Carolina Press*

This book addresses questions that have concerned rhetoricians, literary theorists, and philosophers since the time of the

pre-Socratics and the Sophists: How do people come to believe and to act on the basis of communicative experiences? What is the nature of reason and rationality in these experiences? What is the role of values in human decision making and action? How can reason and values be assessed? In answering these questions, Professor Fisher proposes a reconceptualization of humankind as homo narrans, that all forms of human communication need to be seen as stories—symbolic interpretations of aspects of the world occurring in time and shaped by history, culture, and character; that individuated forms of discourse should be considered "good reasons"—values or value-laden warrants for believing or acting in certain ways; and that a narrative logic

that all humans have natural capacities to employ ought to be conceived of as the logic by which human communication is assessed.

Theoretical Perspectives on Autobiographical Memory *Springer Science & Business Media*

The meeting Theoretical Perspectives on Autobiographical Memory was held at the Grange Hotel, Grange-over-Sands, in the Lake District region of North Western England, July 1991. The workshop was financed by a generous grant from the NATO Scientific Affairs Division under the Advanced Research Workshop programme and without this funding the meeting would not have been possible: the organisers and delegates gratefully acknowledge the support of the NATO

Advanced Research Workshops programme. Thirty-five scientists from five different NATO countries attended the workshop and twenty-seven delegates presented papers. The two aims of the workshop were to bring together in one forum a number of comparatively separate approaches to autobiographical memory and to promote theory in the area generally. These aims were fulfilled in the presentations and discussions, particularly the final discussion session, in which delegates focussed on the central issues of the nature, structure, and functions of autobiographical memory and how these emerge in different research areas. The present volume contains the papers arising from the workshop. We thank Mrs. Sheila

Whalley for secretarial help and Fiona Hirst and Stephen Anderson für practical assistance in coordinating registration for the workshop.

Collaborative Learning Through Computer Conferencing *Springer Science & Business Media*

The idea for the Workshop on which this book is based arose from discussions which we had when we both attended an earlier - and more broadly based - NATO Advanced Research Workshop on Computer Supported Collaborative Learning, directed by Claire O'Malley in Maratea, Italy, in 1989. We both felt that it would be interesting to organise a second Workshop in this area, but specifically concerned with the use of computers and networking (telematics)

as communication tools for collaborative learning outside the formal school setting. We were particularly interested in examining the ways in which computer conferencing can be used for collaboration and group learning in the contexts of distance education, adult learning, professional training, and organisational networking. And we wanted to ensure that we included, in the scope of the Workshop, situations in which learning is a primary, explicit goal (e.g. an online training programme) as well as situations where learning occurs as a secondary, even incidental, outcome of a collaborative activity whose explicit purpose might be different (e.g. the activities of networked product teams or task groups). Another goal was to try to bring together for a

few days people with three different perspectives on the use of computer conferencing: users, researchers, and software designers. We hoped that, if we could assemble a group of people from these three different constituencies, we might, collectively, be able to make a small contribution to real progress in the field.

Cognitive Development Today SAGE

At the end of the day, what is crucial is to enable educationalists to promote and apply their own metatheories and models of child development which they feel comfortable with and which enable children to develop. ... Peter Sutherland should be credited with making a significant contribution towards achieving this fundamental goal' -

"Educational Psychology in Practice " ... this book deserves to become a classic in the field. Will appeal alike to academics and students in higher education, and to serving teachers- "BPS: Educational Review Section " This book provides a general outline of the dominant schools of thought on cognitive development, with a focus on Piaget. His views are outlined and a range of critical responses and alternatives are detailed. The author examines the application of these schools of thought to teaching pre-school, primary and secondary children. Each chapter includes a summary and questions for discussion. The book concludes with a glossary of terms.

Myths and Mythologies *Routledge*

In all cultures and at all times, humans have told stories about where they came from, who they are and how they should live their lives. 'Myths and Mythologies' brings together the key classic and contemporary writings - philosophical, psychological, sociological, semiological and cognitivist - on myth. To the insider, myths contain truth, revelation and a 'history of ourselves'; to the outsider, a culture's myths can be seen as the product of foolish, infantile and wishful thinking. Myths tell us about specific cultures, about human creativity, and how narrative shapes and reflects understanding. The 'Reader' is an invaluable resource for students and scholars interested in the impact of narrative on human culture and the meaning of truth in religious language.

The Mind of Primitive Man

Possible Minds *Penguin*

Science world luminary John Brockman assembles twenty-five of the most important scientific minds, people who have been thinking about the field artificial intelligence for most of their careers, for an unparalleled round-table examination about mind, thinking, intelligence and what it means to be human. "Artificial intelligence is today's story--the story behind all other stories. It is the Second Coming and the Apocalypse at the same time: Good AI versus evil AI." --John Brockman More than sixty years ago, mathematician-philosopher Norbert Wiener published a book on the place of machines in society that ended with a warning: "we shall

never receive the right answers to our questions unless we ask the right questions.... The hour is very late, and the choice of good and evil knocks at our door." In the wake of advances in unsupervised, self-improving machine learning, a small but influential community of thinkers is considering Wiener's words again. In *Possible Minds*, John Brockman gathers their disparate visions of where AI might be taking us. The fruit of the long history of Brockman's profound engagement with the most important scientific minds who have been thinking about AI--from Alison Gopnik and David Deutsch to Frank Wilczek and Stephen Wolfram--*Possible Minds* is an ideal introduction to the landscape of crucial issues AI presents. The collision between opposing

perspectives is salutary and exhilarating; some of these figures, such as computer scientist Stuart Russell, Skype co-founder Jaan Tallinn, and physicist Max Tegmark, are deeply concerned with the threat of AI, including the existential one, while others, notably robotics entrepreneur Rodney Brooks, philosopher Daniel Dennett, and bestselling author Steven Pinker, have a very different view. Serious, searching and authoritative, *Possible Minds* lays out the intellectual landscape of one of the most important topics of our time.

Time's Arrow, Time's Cycle *Harvard University Press*

Rarely has a scholar attained such popular acclaim merely by doing what he does best and enjoys most. But such

is Stephen Jay Gould's command of paleontology and evolutionary theory, and his gift for brilliant explication, that he has brought dust and dead bones to life, and developed an immense following for the seeming arcana of this field. In *Time's Arrow*, *Time's Cycle* his subject is nothing less than geology's signal contribution to human thought—the discovery of “deep time,” the vastness of earth's history, a history so ancient that we can comprehend it only as metaphor. He follows a single thread through three documents that mark the transition in our thinking from thousands to billions of years: Thomas Burnet's four-volume *Sacred Theory of the Earth* (1680–1690), James Hutton's *Theory of the Earth* (1795), and Charles Lyell's three-volume *Principles of*

Geology (1830–1833). Gould’s major theme is the role of metaphor in the formulation and testing of scientific theories—in this case the insight provided by the oldest traditional dichotomy of Judeo-Christian thought: the directionality of time’s arrow or the immanence of time’s cycle. Gould follows these metaphors through these three great documents and shows how their influence, more than the empirical observation of rocks in the field, provoked the supposed discovery of deep time by Hutton and Lyell. Gould breaks through the traditional “cardboard” history of geological textbooks (the progressive march to truth inspired by more and better observations) by showing that Burnet, the villain of conventional accounts, was

a rationalist (not a theologically driven miracle-monger) whose rich reconstruction of earth history emphasized the need for both time’s arrow (narrative history) and time’s cycle (immanent laws), while Hutton and Lyell, our traditional heroes, denied the richness of history by their exclusive focus upon time’s arrow.

The Evolution of Human Language

Cambridge University Press

The way language as a human faculty has evolved is a question that preoccupies researchers from a wide spread of disciplines. In this book, a team of writers has been brought together to examine the evolution of language from a variety of such standpoints, including language's

genetic basis, the anthropological context of its appearance, its formal structure, its relation to systems of cognition and thought, as well as its possible evolutionary antecedents. The book includes Hauser, Chomsky, and Fitch's seminal and provocative essay on the subject, 'The Faculty of Language,' and charts the progress of research in this active and highly controversial field since its publication in 2002. This timely volume will be welcomed by researchers and students in a number of disciplines, including linguistics, evolutionary biology, psychology, and cognitive science.

Possible Worlds Theory and Contemporary Narratology *U of Nebraska Press*

The notion of possible worlds has played a decisive role in postclassical narratology by awakening interest in the nature of fictionality and in emphasizing the notion of world as a source of aesthetic experience in narrative texts. As a theory concerned with the opposition between the actual world that we belong to and possible worlds created by the imagination, possible worlds theory has made significant contributions to narratology. Possible Worlds Theory and Contemporary Narratology updates the field of possible worlds theory and postclassical narratology by developing this theoretical framework further and applying it to a range of contemporary literary narratives. This volume systematically outlines the theoretical

underpinnings of the possible worlds approach, provides updated methods for analyzing fictional narrative, and profiles those methods via the analysis of a range of different texts, including contemporary fiction, digital fiction, video games, graphic novels, historical narratives, and dramatic texts. Through the variety of its contributions, including those by three originators of the subject area--Lubomír Doležal, Thomas Pavel, and Marie-Laure Ryan--Possible Worlds Theory and Contemporary Narratology demonstrates the vitality and versatility of one of the most vibrant strands of contemporary narrative theory.

The Analysis of Mind Createspace
Independent Publishing Platform
An unabridged edition with updated

footnotes and layout, to include: Recent Criticisms of "Consciousness" - Instinct and Habit - Desire and Feeling - Influence of Past History on Present Occurrences in Living Organisms - Psychological and Physical Causal Laws - Introspection - The Definition of Perception - Sensations and Images - Memory - Words and Meaning - General Ideas and Thought - Belief - Truth and Falsehood - Emotions and Will - Characteristics of Mental Phenomena

Narrative Psychology Praeger Pub
Text

This book features essays by the major supporters of the narrative metaphor. They approach the subject from philosophical, religious, anthropological, and historical perspectives as well as

from the psychological point of view. Psychologists, psychiatrists, and literary theorists will find the book provocative and a convenient reference source to the narrative approach.

Creativity Across Domains
Psychology Press

Creativity Across Domains: Faces of the Muse sorts through the sometimes-confusing theoretical diversity that domain specificity has spawned. It also brings together writers who have studied creative thinkers in different areas, such as the various arts, sciences, and communication/leadership. Each contributor explains what is known about the cognitive processes, ways of conceptualizing and solving problems, personality and motivational attributes,

guiding metaphors, and work habits or styles that best characterize creative people within the domain he or she has investigated. In addition, this book features: *an examination of how creativity is similar and different in diverse domains; *chapters written by an expert on creativity in the domain about which he or she is writing; *a chapter on creativity in psychology which examines patterns of performance leading to creative eminence in different areas of psychology; and *a final chapter proposing a new theory of creativity--the Amusement Park Theoretical Model. This book appeals to creativity researchers and students of creativity; cognitive, education, social, and developmental psychologists; and educated laypeople interested in exploring their own

creativity.

The Future of the Mind *Anchor*

Michio Kaku, the New York Times bestselling author of *Physics of the Impossible* and *Physics of the Future* tackles the most fascinating and complex object in the known universe: the human brain. *The Future of the Mind* brings a topic that once belonged solely to the province of science fiction into a startling new reality. This scientific tour de force unveils the astonishing research being done in top laboratories around the world—all based on the latest advancements in neuroscience and physics—including recent experiments in telepathy, mind control, avatars, telekinesis, and recording memories and dreams. *The Future of the Mind* is an

extraordinary, mind-boggling exploration of the frontiers of neuroscience. Dr. Kaku looks toward the day when we may achieve the ability to upload the human brain to a computer, neuron for neuron; project thoughts and emotions around the world on a brain-net; take a “smart pill” to enhance cognition; send our consciousness across the universe; and push the very limits of immortality.

Identity and Story *Amer Psychological Assn*

The editors bring together an interdisciplinary and international group of creative researchers and theorists to examine the way the stories we tell create our identities. The contributors to this volume explore how, beginning in adolescence and young adulthood,

narrative identities become the stories we live by.

Legal Education in the Digital Age

Cambridge University Press

This collection of essays by legal scholars explores the digital revolution that has transformed legal education. It discusses the way digital materials will be created and how they will change concepts of authorship as well as methods of production and distribution. The book also explores the impact of digital materials on law school classrooms and law libraries, and the potential transformation of the curriculum that these materials are likely to produce.

Fahrenheit 451

A fireman in charge of burning books meets a revolutionary school teacher who dares to read. Depicts a future world in which all printed reading material is burned.

The Originality of the Avant-Garde and Other Modernist Myths *MIT Press*

Co-founder and co-editor of *October* magazine, a veteran of *Artforum* of the 1960s and early 1970s, Rosalind Krauss has presided over and shared in the major formulation of the theory of postmodernism. In this challenging collection of fifteen essays, most of which originally appeared in *October*, she explores the ways in which the break in style that produced postmodernism has forced a change in our various understandings of twentieth-

century art, beginning with the almost mythic idea of the avant-garde. Krauss uses the analytical tools of semiology, structuralism, and poststructuralism to reveal new meanings in the visual arts and to critique the way other prominent practitioners of art and literary history write about art. In two sections, "Modernist Myths" and "Toward Postmodernism," her essays range from the problem of the grid in painting and the unity of Giacometti's sculpture to the works of Jackson Pollock, Sol Lewitt, and Richard Serra, and observations about major trends in contemporary literary criticism.

Letting Stories Breathe *University of Chicago Press*
 Stories accompany us through life from

birth to death. But they do not merely entertain, inform, or distress us—they show us what counts as right or wrong and teach us who we are and who we can imagine being. Stories connect people, but they can also disconnect, creating boundaries between people and justifying violence. In *Letting Stories Breathe*, Arthur W. Frank grapples with this fundamental aspect of our lives, offering both a theory of how stories shape us and a useful method for analyzing them. Along the way he also tells stories: from folktales to research interviews to remembrances. Frank's unique approach uses literary concepts to ask social scientific questions: how do stories make life good and when do they endanger it? Going beyond theory, he presents a thorough introduction to

dialogical narrative analysis, analyzing modes of interpretation, providing specific questions to start analysis, and describing different forms analysis can take. Building on his renowned work exploring the relationship between

narrative and illness, *Letting Stories Breathe* expands Frank's horizons further, offering a compelling perspective on how stories affect human lives.