

Keith J Holyoak And Robert G Morrison Scientific

The first philosophical monograph on the ethics of memory manipulation (MM), "Forget Me Not: The Neuroethical Case Against Memory Manipulation" contends that any attempt to directly and intentionally erase episodic memories poses a grave threat to the human condition that cannot be justified within a normative moral calculus. Grounding its thesis in four evidential effects – namely, (i) MM disintegrates autobiographical memory, (ii) the disintegration of autobiographical memory degenerates emotional rationality, (iii) the degeneration of emotional rationality decays narrative identity, and (iv) the decay of narrative identity disables one to seek, identify, and act on the good – DePergola argues that MM cannot be justified as a morally licit practice insofar as it disables one to seek, identify, and act on the good. A landmark achievement in the field of neuroethics, this book is a welcome addition to both the scholarly and professional community in philosophical and clinical bioethics.

Living is a balancing act. Ordinary activities like walking, running, or riding a bike require the brain to keep the body in balance. A dancer's poised elegance and a tightrope walker's breathtaking performance are feats of balance. Language abounds with expressions and figures of speech that invoke balance. People fret over work-life balance or try to eat a balanced diet. The concept crops up from politics—checks and balances, the balance of power, balanced budgets—to science, in which ideas of equilibrium are crucial. Why is balance so fundamental, and how do physical and metaphorical balance shed light on each other? Paul Thagard explores the physiological workings and metaphorical resonance of balance in the brain, the body, and society. He describes the neural mechanisms that keep bodies balanced and explains why their failures can result in nausea, falls, or vertigo. Thagard connects bodily balance with leading ideas in neuroscience, including the nature of consciousness. He analyzes balance metaphors across science, medicine, economics, the arts, and philosophy, showing why some aid understanding but others are misleading or harmful. Thagard contends that balance is ultimately a matter of making sense of the world. In both literal and metaphorical senses, balance is what enables people to solve the puzzles of life by turning sensory signals or an incongruous comparison into a coherent whole. Bridging philosophy, psychology, and neuroscience, Balance shows how an unheralded concept's many meanings illuminate the human condition.

This primer on legal reasoning is aimed at law students and upper-level undergraduates. But it is also an original

exposition of basic legal concepts that scholars and lawyers will find stimulating. It covers such topics as rules, precedent, authority, analogical reasoning, the common law, statutory interpretation, legal realism, judicial opinions, legal facts, and burden of proof.

Similarity and analogy are fundamental in human cognition. They are crucial for recognition and classification, and have been associated with scientific discovery and creativity. Any adequate understanding of similarity and analogy requires the integration of theory and data from diverse domains. This interdisciplinary volume explores current development in research and theory from psychological, computational, and educational perspectives, and considers their implications for learning and instruction. The distinguished contributors examine the psychological processes involved in reasoning by similarity and analogy, the computational problems encountered in simulating analogical processing in problem solving, and the conditions promoting the application of analogical reasoning in everyday situations.

Conditions, Processes, and Knowledge in SLA and Bilingualism

Differences, Similarities and Meanings

Analyzing Social Knowledge

Similarity and Analogical Reasoning

Conceptual and Representational Change in Humans and Machines

What the New Science of Child Development Tells Us About the Relationship Between Parents and Children

Over the last several decades, neuroscientists, cognitive psychologists, and psycholinguists have investigated the implicit and explicit continuum in language development and use from theoretical, empirical, and methodological perspectives. This book addresses these perspectives in an effort to build connections among them and to draw pedagogical implications when possible. The volume includes an examination of the psychological and neurological processes of implicit and explicit learning, what aspects of language learning can be affected by explicit learning, and the effects of bilingualism on the mental processing of language. Rigorous empirical research investigations probe specific aspects of acquiring morphosyntax and phonology, including early input, production, feedback, age, and study abroad. A final section explores the rich insights provided into language processing by bilingualism, including such major areas as aging, third language acquisition, and language separation.

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. More than any other psychology textbook, Don and Sandra Hockenbury's Psychology relates the science of psychology to the lives of the wide range of students taking the introductory course. Now Psychology returns in a remarkable new edition that shows just how well-attuned the Hockenburys are to the needs of today's students and instructors. Psychology began with a basic idea: combine scientific authority with a narrative that engages students and relates to their lives. From decades of experience teaching, the Hockenburys created a book filled with cutting-edge science and real-life stories that draw students of all kinds into the course. New and evolving technologies and increasing globalization continue to impact many businesses. To compete in this rapidly changing environment, individuals and organizations must take their ability to learn—the foundation for continuous improvement, operational excellence, and innovation—to a much higher level. In Learn or Die, Edward D. Hess combines recent advances in neuroscience, psychology, behavioral economics, and education with key research on high-performance businesses to create an actionable blueprint for becoming a leading-edge learning organization. Learn or Die examines the process of learning from both an individual and an organizational standpoint. From an individual perspective, the book discusses the cognitive, emotional, motivational, attitudinal, and behavioral factors that promote better learning. Organizationally, Learn or Die focuses on what kind of structures, culture, leadership, employee learning behaviors, and human resource policies are necessary to create an environment that enables critical and innovative thinking, learning conversations, and collaboration. The volume also provides strategies to mitigate the reality that humans can be reflexive, lazy thinkers who seek confirmation of what they believe to be true and affirmation of their self-image, a reality that makes seeking the truth and high-quality learning difficult. Exemplar learning organizations discussed in the book include the secretive Bridgewater Associates, LP; Intuit, Inc.; United Parcel Service (UPS); W. L. Gore & Associates; and IDEO.

Thinking Like a Lawyer

Forget Me Not: The Neuroethical Case Against Memory Manipulation

The Spider's Thread

Splitting the Atom of Systematic Risk

Induction

Gareth B. Matthews, The Child's Philosopher

This book is the first to explore the varied ways in which invented languages can be used to

teach languages and linguistics in university courses. There has long been interest in invented languages, also known as constructed languages or conlangs, both in the political arena (as with Esperanto) and in the world of literature and science fiction and fantasy media - Tolkien's Quenya and Sindarin, Dothraki in Game of Thrones, and Klingon in the Star Trek franchise, among many others. Linguists have recently served as language creators or consultants for film and television, with notable examples including Jessica Coon's work on the film Arrival Christine Schreyer's Kryptonian for Man of Steel, David Adger's contributions to the series Beowulf, and David J. Peterson's numerous languages for Game of Thrones and other franchises. The chapters in this volume show how the use of invented languages as a teaching tool can reach a student population who might not otherwise be interested in studying linguistics, as well as helping those students to develop the fundamental core skills of linguistic analysis. Invented languages encourage problem-based and active learning; they shed light on the nature of linguistic diversity and implicational universals; and they provide insights into the complex interplay of linguistic patterns and social, environmental, and historical processes. The volume brings together renowned scholars and junior researchers who have used language invention and constructed languages to achieve a range of pedagogical objectives. It will be of interest to graduate students and teachers of linguistics and those in related areas such as anthropology and psychology.

This is a book about leadership for college and university administrators, written by a professor of higher education who has also had a long administrative career. As Dr. Davis explains in the preface, leadership has been recognized recently as an activity that not only is associated with formal leadership roles, but also can bubble up in various places within the organization. Given that understanding, the author has written this book for a broadly defined audience of higher education administrators, including presidents, provosts, deans, and department chairs, as well as myriad administrators who work in student affairs, athletics, finance, admissions, funded research, development, and alumni relations, for example. The book also addresses the needs of those who facilitate leadership workshops, serve as mentors to potential leaders, and teach courses on higher education leadership and administration. While presenting all sides of key issues, the author calls for the reader to define his or her own position through a series of provocative questions in "Reflection" sections scattered throughout each chapter. Thus the book invites interaction and teaches administrators not what to think about leadership, but how to think about it. A directory of selected resources helps readers expand their learning through professional associations; key journals, magazines, and newspapers; and useful Web sites dedicated to postsecondary education. Notes at the end of each of the ten chapters list critical texts for further reading on the book's concepts, theories, and models. Valuable summaries of the best works on leadership and administration drawn from both higher education and business literature make this book an indispensable desk reference for the busy administrator. It may also soon be regarded as the best text available for leadership training for college and university administrators.

Our understanding of human rationality has changed significantly since the beginning of the century, with growing emphasis being placed on multiple rationalities, each adapted to the specific tasks of communities of practice. We may think of the world as an ontological unity-but we use a plurality of methods to investigate and represent this world. This development has called into question both the appeal to a universal rationality, characteristic of the Enlightenment, and also the simple 'modern-postmodern' binary. The Territories of Human Reason is the first major study to explore the emergence of multiple situated rationalities. It focuses on the relation of the natural sciences and Christian theology, but its approach can easily be extended to other disciplines. It provides a robust intellectual framework for discussion of transdisciplinarity, which has become a major theme in many parts of the academic world. Alister E. McGrath offers a major reappraisal of what it means to be 'rational'

which will have significant impact on older discussions of this theme. He sets out to explore the consequences of the seemingly inexorable move away from the notion of a single universal rationality towards a plurality of cultural and domain-specific methodologies and rationalities. What does this mean for the natural sciences? For the philosophy of science? For Christian theology? And for the interdisciplinary field of science and religion? How can a single individual hold together scientific and religious ideas, when these arise from quite different rational approaches? This groundbreaking volume sets out to engage these questions and will provoke intense discussion and debate.

Who Owns Knowledge? explores the emerging linkages between the extension of knowledge and the law. It anticipates that the legal system will not only be called upon to adjudicate in matters of creative minds, but will be expected to do so to an ever increasing degree. Linkages between the legal system and knowledge are bound to multiply in modern societies. Ironically, while increasingly relying on knowledge, we are simultaneously investing significant resources into controlling this same knowledge. This includes developing a system of legal governance over how knowledge is extended or enlarged. Such modes of governance may take the form of regulatory legal codes, or legal challenges and judgments that shape the evolution of modern society and potentially transform knowledge itself, as a productive force. *Who Owns Knowledge?* asks such questions as: What is the appropriate balance of public and private interests involved in this process? How can creative powers, natural resources and indigenous knowledge be protected from either public or private exploitation? Does the law have the power to prevent this exploitation, or is adaptive technology needed? Also, in this identity theft conscious age, how can the rights of the individual be protected against policies allowing access to any kind of information, especially confidential information? The editors and contributors demonstrate that the relationship between knowledge and the law needs to be further researched and discussed. *Who Owns Knowledge?* is a must-read for those interested in the subjects of intellectual property, the history and development of modern legal and economic systems and their entanglements, and how judicial systems make choices between the legal and economic systems and, especially, between the public and private good and their often opposing interests.

Advances in Research and Theory

The Remnants of the Rechtsstaat

Can You Learn to Be Lucky?

The Geometry of Thought

Causal Learning

Psychology (Loose Leaf)

During the last three decades, there have been enormous advances in our understanding of the neural mechanisms of selective attention at the network as well as the cellular level. The Oxford Handbook of Attention brings together the different research areas that constitute contemporary attention research into one comprehensive and authoritative volume. In 40 chapters, it covers the most important aspects of attention research from the areas of cognitive psychology, neuropsychology, human and animal neuroscience, computational modelling, and philosophy. The book is divided into 4 main sections. Following an introduction from Michael Posner, the books starts by looking at theoretical models of attention. The next two sections are dedicated to spatial attention and non-spatial attention respectively. Within section 4, the authors consider the interactions between attention and other psychological domains. The last two sections focus on attention-related disorders, and finally, on computational models of attention. Aimed at both scholars and students, the Oxford Handbook of Attention provides a concise and state-of-the-art review of the current literature in this field.

"I don't know when I've been so wowed by a new author" –Chip Heath, co-author of The Power of Moments and Switch A talented journalist reveals the hidden patterns behind what we call

"luck" -- and shows us how we can all improve outcomes despite life's inevitable randomness. "Do you believe in luck?" is a polarizing question, one you might ask on a first date. Some of us believe that we make our own luck. Others see inequality everywhere and think that everyone's fate is at the whim of the cosmos. Karla Starr has a third answer: unlucky, "random" outcomes have predictable effects on our behavior that often make us act in self-defeating ways without even realizing it. In this groundbreaking book, Starr traces wealth, health, and happiness back to subconscious neurological processes, blind cultural assumptions, and tiny details you're in the habit of overlooking. Each chapter reveals how we can cultivate personal strengths to overcome life's unlucky patterns. For instance:

- Everyone has free access to that magic productivity app—motivation. The problem? It isn't evenly distributed. What lucky accidents of history explain patterns behind why certain groups of people are more motivated in some situations than others?
- If you look like an underperforming employee, your resume can't override the gut-level assumptions that a potential boss will make from your LinkedIn photo. How can we make sure that someone's first impression is favorable?
- Just as people use irrelevant traits to make assumptions about your intelligence, kindness, and trustworthiness, we also make inaccurate snap judgments. How do these judgments affect our interactions, and what should we assume about others to maximize our odds of having lucky encounters? We don't always realize when the world's invisible biases work to our advantage or recognize how much of a role we play in our own lack of luck. By ending the guessing game about how luck works, Starr allows you to improve your fortunes while expending minimal effort.

Pricing is an essential aspect of the marketing mix for brands and products. Further, pricing research in marketing is interdisciplinary, utilizing economic and psychological concepts with special emphasis on measurement and estimation. This unique Handbook provides current knowledge of pricing in a single, authoritative volume and brings together new cutting-edge research by established marketing scholars on a range of topics in the area. The environment in which pricing decisions and transactions are implemented has changed dramatically, mainly due to the advent of the Internet and the practices of advance selling and yield management. Over the years, marketing scholars have incorporated developments in game theory and microeconomics, behavioral decision theory, psychological and social dimensions and newer market mechanisms of auctions in their contributions to pricing research. These chapters, specifically written for this Handbook, cover these various developments and concepts as applied to tackling pricing problems. Academics and doctoral students in marketing and applied economics, as well as pricing-focused business practitioners and consultants, will appreciate the state-of-the-art research herein.

Gareth B. Matthews, *The Child's Philosopher* brings together groundbreaking essays by renowned American philosopher Gareth B. Matthews in three fields he helped to initiate: philosophy in children's literature, philosophy for children, and philosophy of childhood. In addition, contemporary scholars critically assess Matthews' pioneering efforts and his legacy. Gareth B. Matthews (1929-2011) was a specialist in ancient and medieval philosophy who had conversations with young children, discovering that they delight in philosophical puzzlement and that their philosophical thinking often enriched his own understanding. Those conversations became the impetus for a substantial component of Matthews' scholarship, from which this book features essays spanning the length of his career. Contemporary contributors to the book critically evaluate Matthews' scholarship, showing where he broke new ground and identifying developments and debates in the fields he helped to initiate. They take up pressing challenges, including biased idealizations of childhood in children's literature; the tensions between teaching philosophy to, and doing philosophy with young people; the merits of theorizing childhood without theorizing children; and how professional philosophy at once desires and resists a return to childhood. This second volume in the *Philosophy for Children Founders* series is an important resource for philosophers, educators, and anyone interested in children's

philosophical thinking, developmental psychology, what it means to philosophize with children, the nature of childhood, and how children's literature goes philosophical. It will guide and inspire those who share Matthews' conviction that the impulse to philosophize begins in early childhood. Contributors (in addition to Gareth B. Matthews): Stephanie Burdick-Shepherd, Cristina Cammarano, Claire Cassidy, Stanley Cavell, Maughn Rollins Gregory, Jennifer Glaser, Walter Omar Kohan, Megan Jane Laverty, Jana Mohr Lone, Karin Murriss, Peter Shea, Susan M. Turner, Susannah Sheffer.

The Oxford Handbook of Attention

Balance

An Ethnography of Nazi Law

Word-Formation

Who Owns Knowledge?

The Gardener and the Carpenter

"Alison Gopnik, a ... developmental psychologist, [examines] the paradoxes of parenthood from a scientific perspective"-- This book rehabilitates beta as a definition of systemic risk by using particle physics to evaluate discrete components of financial risk. Much of the frustration with beta stems from the failure to disaggregate its discrete components; conventional beta is often treated as if it were "atomic" in the original Greek sense: uncut and indivisible. By analogy to the Standard Model of particle physics theory's three generations of matter and the three-way interaction of quarks, Chen divides beta as the fundamental unit of systemic financial risk into three matching pairs of "baryonic" components. The resulting econophysics of beta explains no fewer than three of the most significant anomalies and puzzles in mathematical finance. Moreover, the model's three-way analysis of systemic risk connects the mechanics of mathematical finance with phenomena usually attributed to behavioral influences on capital markets. Adding consideration of volatility and correlation, and of the distinct cash flow and discount rate components of systematic risk, harmonizes mathematical finance with labor markets, human capital, and macroeconomics.

Computational Social Psychology showcases a new approach to social psychology that enables theorists and researchers to specify social psychological processes in terms of formal rules that can be implemented and tested using the power of high speed computing technology and sophisticated software. This approach allows for previously infeasible investigations of the multi-dimensional nature of human experience as it unfolds in accordance with different temporal patterns on different timescales. In effect, the computational approach represents a rediscovery of the

themes and ambitions that launched the field over a century ago. The book brings together social psychologists with varying topical interests who are taking the lead in this redirection of the field. Many present formal models that are implemented in computer simulations to test basic assumptions and investigate the emergence of higher-order properties; others develop models to fit the real-time evolution of people's inner states, overt behavior, and social interactions. Collectively, the contributions illustrate how the methods and tools of the computational approach can investigate, and transform, the diverse landscape of social psychology.

The first collection of essays on Aristotle's philosophy of human nature, covering the metaphysical, biological and ethical works.

The MIT Encyclopedia of the Cognitive Sciences (MITECS)
Computational Social Psychology
Congress Volume Aberdeen 2019

Semiotic Investigations of Contemporary Communication
Phenomena

The Cambridge Handbook of Thinking and Reasoning
Knowledge and the Law

Handbook of Research Methods in Human Memory and Cognition is a compilation of critical examinations of major contemporary research methods in the area of human memory and cognition. The book covers topics that are defined in terms of experimental tasks and materials, aiming to introduce newcomers to the range of methodologies available and allow flexibility of choices for established investigators on how to attack the problem. Recognition memory, free-recall, and prose memory are discussed in detail. Psychologists and researchers in allied fields will find the book a good reference material.

The Psychology of Learning and Motivation publishes empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditions to complex learning and problem solving. This guest-edited special volume is devoted to current research and discussion on associative versus cognitive accounts of learning. Written by major investigators in the field, topics include all aspects of causal learning in an open forum in which different approaches are brought together. Up-to-date review of the literature Discusses recent controversies Presents major advances in understanding causal learning Synthesizes contrasting approaches Includes important empirical contributions Written by leading researchers in the field

Music-Dance explores the identity of choreomusical work, its complex authorship and its modes of reception as well as the cognitive processes involved in the reception of dance performance. Scholars of dance and music analyse the ways in which a musical score changes its prescriptive status when it becomes part of a choreographic project, the encounter between sound and motion on stage, and the intersection of listening and seeing. As well as being of interest to musicologists and choreologists considering issues such as notation, multimedia and the analysis of performance, this volume will appeal to scholars interested in applied research in the fields of cognition and neuroscience. The line-up of authors comprises

representative figures of today's choreomusicology, dance historians, scholars of twentieth-century composition and specialists in cognitive science and performance studies. Among the topics covered are multimedia and the analysis of performance; the notational practice of choreographers and the parallel attempts of composers to find a graphic representation for musical gestures; and the experience of dance as a paradigm for a multimodal perception, which is investigated in terms of how the association of sound and movement triggers emotions and specific forms of cognition.

Recent work in cognitive science, much of it placed in opposition to a computational view of the mind, has argued that the concept of representation and theories based on that concept are not sufficient to explain the details of cognitive processing. These attacks on representation have focused on the importance of context sensitivity in cognitive processing, on the range of individual differences in performance, and on the relationship between minds and the bodies and environments in which they exist. In each case, models based on traditional assumptions about representation have been assumed to be too rigid to account for the effects of these factors on cognitive processing. In place of a representational view of mind, other formalisms and methodologies, such as nonlinear differential equations (or dynamical systems) and situated robotics, have been proposed as better explanatory tools for understanding cognition. This book is based on the notion that, while new tools and approaches for understanding cognition are valuable, representational approaches do not need to be abandoned in the course of constructing new models and explanations. Rather, models that incorporate representation are quite compatible with the kinds of complex situations being modeled with the new methods. This volume illustrates the power of this explicitly representational approach--labeled "cognitive dynamics"--in original essays by prominent researchers in cognitive science. Each chapter explores some aspect of the dynamics of cognitive processing while still retaining representations as the centerpiece of the explanations of the key phenomena. These chapters serve as an existence proof that representation is not incompatible with the dynamics of cognitive processing. The book is divided into sections on foundational issues about the use of representation in cognitive science, the dynamics of low level cognitive processes (such as visual and auditory perception and simple lexical priming), and the dynamics of higher cognitive processes (including categorization, analogy, and decision making).

Cognition, language and beyond

Processes of Inference, Learning, and Discovery

How It Works and What It Means

Handbook of Research Methods in Human Memory and Cognition

Science and Theology in an Age of Multiple Rationalities

Handbook of Pricing Research in Marketing

This volume presents authoritative and up-to-date research in colour studies by specialists across a wide range of academic disciplines, including vision science, psychology, psycholinguistics, linguistics, anthropology, onomastics, philosophy, archaeology and design. The chapters have been developed from papers and posters presented at the Progress in Colour Studies (PICS2016) conference held at University College London in September 2016. The book continues the series from the earlier PICS conferences, which have become renowned for their insights into colour in language and cognition. In the present book all chapters have been rigorously peer-reviewed and revised to ensure the highest standards throughout. The chapters are grouped into three sections: Colour Perception and Cognition; The Language of Colour; and The Diversity of Colour. Each section is preceded by a short introduction drawing together the themes of its chapters. There are over 120 colour illustrations.

This handbook comprises an in-depth presentation of the state of the art in word-formation. The five volumes contain 207 articles written by leading international scholars. The XVI chapters of the handbook provide the reader, in both general articles and individual studies, with a wide variety of

perspectives: word-formation as a linguistic discipline (history of science, theoretical concepts), units and processes in word-formation, rules and restrictions, semantics and pragmatics, foreign word-formation, language planning and purism, historical word-formation, word-formation in language acquisition and aphasia, word-formation and language use, tools in word-formation research. The final chapter comprises 74 portraits of word-formation in the individual languages of Europe and offers an innovative perspective. These portraits afford the first overview of this kind and will prove useful for future typological research. This handbook will provide an essential reference for both advanced students and researchers in word-formation and related fields within linguistics.

This volume presents the main lectures of the 23rd Congress of the International Organization for the Study of the Old Testament (IOSOT) held in Aberdeen, United Kingdom, in August 2019.

The Oxford Handbook of Thinking and Reasoning brings together the contributions of many of the leading researchers in thinking and reasoning to create the most comprehensive overview of research on thinking and reasoning that has ever been available.

*An International Handbook of the Languages of Europe
Cognitive Dynamics*

Language Invention in Linguistics Pedagogy

Sound and Motion in Contemporary Discourse

The Psychology of Human Thought

Aristotle's Anthropology

Two psychologists, a computer scientist, and a philosopher have collaborated to present a framework for understanding processes of inductive reasoning and learning in organisms and machines. Theirs is the first major effort to bring the ideas of several disciplines to bear on a subject that has been a topic of investigation since the time of Socrates. The result is an integrated account that treats problem solving and induction in terms of rule-based mental models. Induction is included in the Computational Models of Cognition and Perception Series. A Bradford Book.

An examination of metaphor in poetry as a microcosm of the human imagination—a way to understand the mechanisms of creativity. In *The Spider's Thread*, Keith Holyoak looks at metaphor as a microcosm of the creative imagination. Holyoak, a psychologist and poet, draws on the perspectives of thinkers from the humanities—poets, philosophers, and critics—and from the sciences—psychologists, neuroscientists, linguists, and computer scientists. He begins each chapter with a poem—by poets including Samuel Taylor Coleridge, Sylvia Plath, Walt Whitman, Emily Dickinson, Robert Frost, Theodore Roethke, Du Fu, William Butler Yeats, and Pablo Neruda—and then widens the discussion to broader notions of metaphor and mind. Holyoak uses Whitman's poem “A Noiseless Patient Spider” to illustrate the process of interpreting a poem, and explains the relevance of two psychological mechanisms, analogy and conceptual combination, to metaphor. He outlines ideas first sketched by Coleridge—who called poetry “the best words in their best order”—and links them to modern research on the interplay between cognition and emotion, controlled and associative thinking, memory and creativity. Building on Emily Dickinson's declaration “the brain is wider than the sky,” Holyoak suggests that the control and default networks in the brain may combine to support creativity. He also

considers, among other things, the interplay of sound and meaning in poetry; symbolism in the work of Yeats, Jung, and others; indirect communication in poems; the mixture of active and passive processes in creativity; and whether artificial intelligence could ever achieve poetic authenticity. Guided by Holyoak, we can begin to trace the outlines of creativity through the mechanisms of metaphor.

This book is an intellectual history of Ernst Fraenkel's *The Dual State* (1941, reissued 2017), one of the most erudite books on the theory of dictatorship ever written. Fraenkel's was the first comprehensive analysis of the rise and nature of Nazism, and the only such analysis written from within Hitler's Germany. His sophisticated-not to mention courageous-analysis amounted to an ethnography of Nazi law. As a result of its clandestine origins, *The Dual State* has been hailed as the ultimate piece of intellectual resistance to the Nazi regime. In this book, Jens Meierhenrich revives Fraenkel's innovative concept of "the dual state," restoring it to its rightful place in the annals of public law scholarship. Blending insights from legal theory and legal history, he tells in an accessible manner the remarkable gestation of Fraenkel's ethnography of law from inside the belly of the behemoth. In addition to questioning the conventional wisdom about the law of the Third Reich, Meierhenrich explores the legal origins of dictatorship elsewhere, then and now. The book sets the parameters for a theory of the "authoritarian rule of law," a cutting edge topic in law and society scholarship with immediate policy implications.

Analyzing Social Knowledge argues for both socialized and naturalized epistemology. J. Angelo Corlett takes social epistemology in a new direction, applying the findings of experimental cognitive psychology to theories of social knowledge. Corlett analyzes social knowledge in terms of group belief, individual belief, truth, justification, coherence, and reliability and responsibility. He provides a critique of leading theories of social knowledge and defends his analysis against respected criticisms of naturalized epistemology. The far-reaching implications of *Analyzing Social Knowledge* will interest epistemologists, philosophers of the mind, and cognitive psychologists.

Music-Dance

Using Science to Build a Leading-Edge Learning Organization

Progress in Colour Studies

The Territories of Human Reason

Why Some People Seem to Win More Often Than Others

Analogy as the Fuel and Fire of Thinking

Analogy is the core of all thinking. This is the simple but unorthodox premise that Pulitzer Prize -- winning author Douglas Hofstadter and French psychologist Emmanuel Sander defend in their new work. Hofstadter has been grappling with the mysteries of human thought for over thirty years. Now, with his trademark wit and special talent for making complex ideas vivid, he has partnered with Sander to put forth a highly novel perspective on cognition. We are constantly faced with a swirling and intermingling multitude of ill-defined situations. Our brain's job is to

try to make sense of this unpredictable, swarming chaos of stimuli. How does it do so? The ceaseless hail of input triggers analogies galore, helping us to pinpoint the essence of what is going on. Often this means the spontaneous evocation of words, sometimes idioms, sometimes the triggering of nameless, long-buried memories. Why did two-year-old Camille proudly exclaim, "I undressed the banana!"? Why do people who hear a story often blurt out, "Exactly the same thing happened to me!" when it was a completely different event? How do we recognize an aggressive driver from a split-second glance in our rearview mirror? What in a friend's remark triggers the offhand reply, "That's just sour grapes"? What did Albert Einstein see that made him suspect that light consists of particles when a century of research had driven the final nail in the coffin of that long-dead idea? The answer to all these questions, of course, is analogy-making -- the meat and potatoes, the heart and soul, the fuel and fire, the gist and the crux, the lifeblood and the wellsprings of thought. Analogy-making, far from happening at rare intervals, occurs at all moments, defining thinking from top to toe, from the tiniest and most fleeting thoughts to the most creative scientific insights. Like Gö, Escher, Bach before it, *Surfaces and Essences* will profoundly enrich our understanding of our own minds. By plunging the reader into an extraordinary variety of colorful situations involving language, thought, and memory, by revealing bit by bit the constantly churning cognitive mechanisms normally completely hidden from view, and by discovering in them one central, invariant core -- the incessant, unconscious quest for strong analogical links to past experiences -- this book puts forth a radical and deeply surprising new vision of the act of thinking.

Within cognitive science, two approaches currently dominate the problem of modeling representations. The symbolic approach views cognition as computation involving symbolic manipulation. Connectionism, a special case of associationism, models associations using artificial neuron networks. Peter Gärdenfors offers his theory of conceptual representations as a bridge between the symbolic and connectionist approaches. Symbolic representation is particularly weak at modeling concept learning, which is paramount for understanding many cognitive phenomena. Concept learning is closely tied to the notion of similarity, which is also poorly served by the symbolic approach. Gärdenfors's theory of conceptual spaces presents a framework for representing information on the conceptual level. A conceptual space is built up from geometrical structures based on a number of quality dimensions. The main applications of the theory are on the constructive side of cognitive science: as a constructive model the theory can be applied to the development of artificial systems capable of solving cognitive tasks. Gärdenfors also shows how conceptual spaces can serve as an explanatory framework for a number of empirical theories, in particular those concerning concept formation, induction, and semantics. His aim is to present a coherent research program that can be used as a basis for more detailed investigations.

Common sense tells us that verbal communication should be a central concern both for the study of communication and for the study of language. Language is the most pervasive means of communication in human societies, especially if we consider the huge gamut of communication phenomena where spoken and written language combines with other modalities, such as gestures or pictures. Most communication researchers have to deal with issues of language use in their work. Classic methods in communication research - from content analysis to interviews and questionnaires, not to mention the obvious cases of rhetorical analysis and discourse analysis - presuppose the understanding of the meaning of spontaneous or elicited verbal productions. Despite its pervasiveness, verbal communication does not currently define one cohesive and distinct subfield within the communication discipline. *The Handbook of Verbal Communication*

seeks to address this gap. In doing so, it draws not only on the communication discipline, but also on the rich interdisciplinary research on language and communication that developed over the last fifty years as linguistics interacted with the social sciences and the cognitive sciences. The interaction of linguistic research with the social sciences has produced a plethora of approaches to the study of meanings in social context - from conversation analysis to critical discourse analysis, while cognitive research on verbal communication, carried out in cognitive pragmatics as well as in cognitive linguistics, has offered insights into the interaction between language, inference and persuasion and into cognitive processes such as framing or metaphorical mapping. The Handbook of Verbal Communication volume takes into account these two traditions selecting those issues and themes that are most relevant for communication scholars. It addresses background matters such as the evolution of human verbal communication and the relationship between verbal and non-verbal means of communication and offers an extensive discussion of the explicit and implicit meanings of verbal messages, with a focus on emotive and figurative meanings. Conversation and fundamental types of discourse, such as argument and narrative, are presented in-depth, as is the key notion of discourse genre. The nature of writing systems as well as the interaction of spoken or written language with non-verbal modalities are devoted ample attention. Different contexts of language use are considered, from the mass media and the new media to the organizational contexts. Cultural and linguistic diversity is addressed, with a focus on phenomena such as multilingual communication and translation. A key feature of the volume is the coverage of verbal communication quality. Quality is examined both from a cognitive and from a social perspective. It covers topics that range from the cognitive processes underlying deceptive communication to the methods that can be used to assess the quality of texts in an organizational context.

In a world of global communication, where each one's life depends increasingly on signs, language and communication, understanding how we relate and opening ourselves to otherness, to differences in all their forms and aspects is becoming more and more relevant. Today, we often understand the differences in terms of adversity or opposition and forget the value of the similarities. Semiotic approaches can provide a critical point of view and a more general reflection that can redefine some aspects of the discussion about the nature of these semiotic categories, differences and similarities. The dichotomy differences – similarities is fundamental to understanding the meaning-making mechanisms in language (De Saussure, 1966; Deleuze, 1995), as well as in other sign systems (Ponzio, 1995; Sebeok & Danesi, 2000). Meaning always appears in the "play of differences" (Derrida, 1978) and similarities. Therefore, the phenomena of similarities and differences must be considered complementary (Marcus, 2011). This book addresses and offers new perspectives for analyzing and understanding sensitive topics in the world of global communication (humanities education, responsive understanding of otherness, digital culture and new media power).

The Oxford Handbook of Thinking and Reasoning

Implicit and Explicit Language Learning

A Handbook for Postsecondary Administrators

Learn or Die

Surfaces and Essences

Verbal Communication

The Cambridge Handbook of Thinking and Reasoning is the first comprehensive and authoritative handbook covering all the core topics of the field of thinking and reasoning.

Written by the foremost experts from cognitive psychology, cognitive science, and cognitive

neuroscience, individual chapters summarize basic concepts and findings for a major topic, sketch its history, and give a sense of the directions in which research is currently heading. The volume also includes work related to developmental, social and clinical psychology, philosophy, economics, artificial intelligence, linguistics, education, law, and medicine. Scholars and students in all these fields and others will find this to be a valuable collection.

An Invitation to Cognitive Science: Visual cognition and action

A New Introduction to Legal Reasoning

Conceptual Spaces

Econophysics and Capital Asset Pricing

Metaphor in Mind, Brain, and Poetry

Learning to Lead