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For scholars working on almost any aspect of American thought, The Bloomsbury Encyclopedia to Philosophers in America presents an indispensable reference work. Selecting over 700 figures from the Dictionary of Early American Philosophers and the Dictionary of Modern American Philosophers, this condensed edition includes key contributors to philosophical thought. From 1600 to the present day, entries cover psychology, pedagogy, sociology, anthropology, education, theology and political science, before these disciplines came to be considered distinct from philosophy. Clear and accessible, each entry contains a short biography of the writer, an exposition and analysis of his or her doctrines and ideas, a bibliography of writings and suggestions for further reading. Featuring a new preface by the editor and a comprehensive introduction, The Bloomsbury Encyclopedia to Philosophers in America includes 30 new entries on twenty-first century thinkers including Martha Nussbaum and Patricia Churchland. With in-depth overviews of Waldo Emerson, Margaret Fuller, Noah Porter, Frederick Rauch, Benjamin Franklin, Thomas Paine and Thomas Jefferson, this is an invaluable one-stop research volume to understanding leading figures in American thought and the development of American intellectual history.

Explorations of language development in different types of learner populations and across various languages. This volume examines language development in different types of learner populations and across various languages. The contributors analyze experimental studies of child and adult language acquisition, heritage language development, bilingualism, and language disorders. They consider theoretical and methodological issues; language development in children, discussing topics that range from gestures to errors in person and number agreement; and development and attrition of (morpho)syntactic constructions in second language learners, bilinguals, and Alzheimer's patients. The approach is "crosslinguistic" in three senses of the word: the contributors offer analyses of acquisition phenomena in different languages; they consider "crosslinguistic influence," or the potential effects of multiple languages on one another in the mind of the same speaker; and (in a novel use of the term, proposed by the editors) the chapters bring together theoretical and methodological approaches pertinent to the linguistics of language development in children, adults, and heritage speakers. This book offers a new theory of the structure of propositions, which provides a uniform treatment of constative and performative sentences. Jerrold Katz shows that performatives can enter into logically valid arguments, even though, as Austin claimed, they can't be true or false. Katz also argues that "speech act theory" is not a theory at all, but an assortment of observations about heterogeneous aspects of the performance of speech acts. He shows that a better explanation of speech acts is given by a grammatical account of the illocutionary potential of sentences and a separate pragmatic account of how this potential is realized in actual speech situations. Katz provides such a grammatical account, which makes it possible for the first time to explain the illocutionary potential of sentences within grammar.

Reanalysis in Sentence Processing Springer Science & Business Media

What are the landmarks of the cognitive revolution? What are the core topics of modern cognitive science? Where is cognitive science heading? These and other questions are addressed in this volume by leading cognitive scientists as they examine the work of one of cognitive science's most influential and polemical figures: Jerry Fodor. Contributions by Noam Chomsky, Tom Bever, Merrill Garrett, Massimo Piattelli-Palmarini, Zenon Pylyshyn, Janet Fodor, C. Randy Gallistel, Ernie Lepore, Mary C. Potter, Lila R. Gleitman, and others, put in perspective Fodor's contribution to cognitive science by focusing on three main themes: the nature of concepts, the modularity of language and vision, and the language of thought. On Modules, Concepts, and Language: Cognitive Science at Its Core is a one-of-a-kind series of essays on cognitive science and on Fodor. In this volume, Chomsky contrasts, for the first time, his view of modularity with that of Fodor's; Bever--one of the pioneers of modern psycholinguistics--discusses the nature of consciousness in particular with respect to language perception; Garrett--another of the pioneers of psycholinguistics--reassesses his view of modularity in language production; Pylyshyn--one of the leading figures of the modern symbolic, computational view of the mind--presents his view of the connection between visual perception and conceptual attainment; Gallistel--one of the most prominent cognitive neuroscientists--presents a proposal on what the biological bases of the computational theory of mind might be. Massimo Piattelli-Palmarini discusses Fodor's views on conceptual nativism, stemming from the epic debate between Chomsky and Piaget, which Piattelli-Palmarini organized. These and many other key figures of cognitive science are brought together, for the first time, constituting the most up-to-date critical view of some of cognitive science's most polemical topics and its prospects as the science of the mind. This volume is aimed at students and advanced researchers in core areas of cognitive science and is bound to become one of the classics in the field.

A central theme of this collection is that the philosophy of language, at least a core portion of it, has matured to the point where it is now being spun off into linguistic theory.

Research on creolization, language change, and language acquisition has been converging toward a triangulation of the constraints along which grammatical systems develop within individual speakers--and (viewed externally) across generations of speakers. The originality of this volume is in its comparison of various sorts of language development from a number of linguistic-theoretic and empirical perspectives, using data from both speech and gestural modalities and from a diversity of acquisition environments. In turn, this comparison yields fresh insights on the mental bases of language creation. The book is organized into five parts: creolization and acquisition; acquisition under exceptional circumstances; language processing and syntactic change; parameter setting in acquisition and through creolization and language change; and a concluding part integrating the contributors' observations and proposals into a series of commentaries on the state of the art in our understanding of language development, its role in creolization and diachrony, and implications for linguistic theory. Contributors : Dany Adone, Derek Bickerton, Adrienne Bruyn, Marie Coppola, Michel DeGraff, Viviane Dprez, Alison Henry, Judy Kegl, David Lightfoot, John S. Lumsden, Salikoko S. Mufwene, Pieter Muysken, Elissa L. Newport, Luigi Rizzi, Ian Roberts, Ann Senghas, Rex A. Sprouse, Denise Tangney, Anne Vainikka, Barbara S. Vance, Maaïke Verrips.

Top researchers in prosody and psycholinguistics present their research and their views on the role of prosody in processing speech and also its role in reading. The volume characterizes the state of the art in an important area of psycholinguistics. How are general constraints on prosody ('timing') and intonation ('melody') used to constrain the parsing and interpretation of spoken language? How are they used to assign a default prosody/intonation in silent reading, and more generally what is the role of phonology in reading? Prosody and intonation interact with phonology, syntax, semantics and pragmatics and thus are at the very core of language processes.

Introducing the fundamental issues in psycholinguistics, this book explores the amazing story of the unconscious processes that take place when humans use language. It is an ideal text for undergraduates taking a first course in the study of language. Topics covered include the biological foundations of language; acquisition of first and second languages in children and adults; the mental lexicon; and speech production, perception, and processing Structured as an engaging narrative that takes the reader from an idea in the mind of a speaker to its comprehension in the mind of the hearer Reflects the latest empirical developments in psycholinguistics, and is illustrated throughout with examples from bilingual as well as monolingual language processing, second language acquisition, and sign languages Student-friendly features include chapter-by-chapter study questions and discussion summaries; the appendix offers an excellent overview of experimental designs in psycholinguistics, and prepares students for their own research Written by an internationally-regarded author team, drawing on forty years of experience in teaching psycholinguistics

The impetus for this volume developed from the 1982 University of Western Ontario Learnability Workshop, which was organized by the editors and sponsored by that University's Department of Philosophy and the Centre for Cognitive Science. The volume explores the import of learnability theory for contemporary linguistic theory, focusing on foundational learning-theoretic issues associated with the parametrized Government-Binding (G-B) framework. Written by prominent researchers in the field, all but two of the eight contributions are previously unpublished. The editor's introduction provides an overview that interrelates the separate papers and elucidates the foundational issues addressed by the volume. Osherson, Stob, and Weinstein's "Learning Theory and Natural Language" first appeared in *Cognition* (1984); Matthews's "The Plausibility of Rationalism" was published in the *Journal of Philosophy* (1984). The editors would like to thank the publishers for permission to reprint these papers. Mr. Marin Marinov assisted with the preparation of the indices for the volume.

VB ROBERT 1. MATTHEWS INTRODUCTION: LEARNABILITY AND LINGUISTIC THEORY 1. INTRODUCTION Formal learning theory, as the name suggests, studies the learnability of different classes of formal objects (languages, grammars, theories, etc.) under different formal models of learning. The specification of such a model, which specifies (a) a learning environment, (b) a learning strategy, and (c) a criterion for successful learning, determines (d) a class of formal objects, namely, the class that can be acquired to the level of the specified success criterion by a learner implementing the specified strategy in the specified environment.

A comprehensive review for those interested in the range of theoretical concerns in speech and language processing.

This title looks at the representation of semitic words in the mental lexicon of semitic language speakers. It asks: should we see semitic words' morphology as root-based or word-based?.

This volume is a direct result of the International Symposium on Japanese Sentence Processing held at Duke University. The symposium provided the first opportunity for researchers in three disciplinary areas from both Japan and the United States to participate in a conference where they could discuss issues concerning Japanese syntactic processing. The goals of the symposium were three-fold: * to illuminate the mechanisms of Japanese sentence processing from the viewpoints of linguistics, psycholinguistics and computer science; * to synthesize findings about the mechanisms of Japanese sentence processing by researchers in these three fields in Japan and the United States; * to lay foundations for future interdisciplinary research in Japanese sentence processing, as well as international collaborations between researchers in Japan and the United States. The chapters in this volume have been written from the points of view of three different disciplines, with various immediate objectives -- from building usable speech understanding systems to investigating the nature of competence grammars for natural languages. All of the papers share the long term goal of understanding the nature of human language processing mechanisms. The book is concerned with two central issues -- the universality of language processing mechanisms, and the nature of the relation between the components of linguistic knowledge and language processing. This volume demonstrates that interdisciplinary research can be fruitful, and provides groundwork for further research in Japanese sentence processing.

This book contains papers that were written to honor Professor Lyn Frazier on the occasion of her retirement from the University of Massachusetts Amherst. Some were presented at the Lynschrift on May 19-20, 2018; others were written especially for this volume. The papers report original research on, or research-based theoretical analyses of, several of the domains that Professor Frazier contributed to during her career. The volume begins with a brief overview of Professor Frazier's research contributions and an appreciation of the contributions she has made to the field of psycholinguistics and to her students and colleagues. The next several chapters discuss the roles that prosody plays in language processing, and the volume continues with chapters on the topic that established Professor Frazier as a major psycholinguistic theorist, syntactic processing. The volume then explores the roles semantics and pragmatics play in language comprehension, and concludes with reports of applications and extensions of research on language processing. All chapters were contributed by current and former students and colleagues of Professor Frazier in gratitude for the impact she has had on their lives and careers.

This volume of proceedings contains papers, posters, and summaries of symposia presented at the leading conference that brings cognitive scientists together to discuss issues of theoretical and applied concern. For researchers and educators in the field.

An accessible introduction to learnability theory and its interactions with linguistic theories.

The Dictionary of Modern American Philosophers includes both academic and non-academic philosophers, and a large number of female and minority thinkers whose work has been neglected. It includes those intellectuals involved in the development of psychology, pedagogy, sociology, anthropology, education, theology, political science, and several other fields, before these disciplines came to be considered distinct from philosophy in the late nineteenth century. Each entry contains a short biography of the writer, an exposition and analysis of his or her doctrines and ideas, a bibliography of writings, and suggestions for further reading. While all the major post-Civil War philosophers are present, the most valuable feature of this dictionary is its coverage of a huge range of less well-known writers, including hundreds of presently obscure thinkers. In many cases, the Dictionary of Modern American Philosophers offers the first scholarly treatment of the life and work of certain writers. This book will be an indispensable reference work for scholars working on almost any aspect of modern American thought.

This handbook provides a critical guide to the most central proposition in modern linguistics: the notion, generally known as Universal Grammar, that a universal set of structural principles underlies the grammatical diversity of the world's languages. Part I considers the implications of Universal Grammar for philosophy of mind and the philosophy of language, and examines the history of the theory. Part II focuses on linguistic theory, looking at topics such as explanatory adequacy and how phonology and semantics fit into Universal Grammar. Parts III and IV look respectively at the insights derived from UG-inspired research on language acquisition, and at comparative syntax and language typology, while part V considers the evidence for Universal Grammar in phenomena such as creoles, language pathology, and sign language. The book will be a vital reference for linguists, philosophers, and cognitive scientists.

In a compelling defense of the speculative approach to the philosophy of mind, Jerry Fodor argues that, while our best current theories of cognitive psychology view many higher processes as computational, computation itself presupposes an internal medium of representation. Fodor's prime concerns are to buttress the notion of internal representation from a philosophical viewpoint, and to determine those characteristics of this conceptual construct using the empirical data available from linguistics and cognitive psychology. The topic addressed in this volume lies within the study of sentence processing, which is one of the major divisions of psycholinguistics. The goal has been to understand the structure and functioning of the mental mechanisms involved in sentence comprehension. Most of the experimental and theoretical work during the last twenty or thirty years has focused on 'first-pass parsing', the process of assigning structure to a sentence as its words are encountered, one at a time, 'from left to right'. One important guiding idea has been to delineate the processing mechanisms by studying where they fail. For this purpose we identify types of sentences which perceivers have trouble assigning structure to. An important class of perceptually difficult sentences are those which contain temporary ambiguities. Since the parsing mechanism cannot tell what the intended structure is, it

may make an incorrect guess. Then later on in the sentence, the structure assignment process breaks down, because the later words do not fit with the incorrect structural analysis. This is called a 'garden path' situation. When it occurs, the parsing mechanism must somehow correct itself, and find a different analysis which is compatible with the incoming words. This reanalysis process is the subject of the research reported here.

Universal Grammar (UG) is a theory of both the fundamental principles for all possible languages and the language faculty in the "initial state" of the human organism. These two volumes approach the study of UG by joint, tightly linked studies of both linguistic theory and human competence for language acquisition. In particular, the volumes collect comparable studies across a number of different languages, carefully analyzed by a wide range of international scholars. The issues surrounding cross-linguistic variation in "Heads, Projections, and Learnability" (Volume 1) and in "Binding, Dependencies, and Learnability" (Volume 2) are arguably the most fundamental in UG. How can principles of grammar be learned by general learning theory? What is biologically programmed in the human species in order to guarantee their learnability? What is the true linguistic representation for these areas of language knowledge? What universals exist across languages? The two volumes summarize the most critical current proposals in each area, and offer both theoretical and empirical evidence bearing on them. Research on first language acquisition and formal learnability theory is placed at the center of debates relative to linguistic theory in each area. The convergence of research across several different disciplines -- linguistics, developmental psychology, and computer science -- represented in these volumes provides a paradigm example of cognitive science.

Vol inclu all ppers & postrs presntd at 2000 Cog Sci mtg & summaries of symposia & invtd addresses. Dealg wth issues of representg & modelg cog procsses, appeals to scholars in all subdiscip tht comprise cog sci: psy, compu sci, neuro sci, ling, & philo

Is there a universal biolinguistic disposition for the development of 'basic' colour words? This question has been a subject of debate since Brent Berlin and Paul Kay's Basic Color Terms: Their Universality and Evolution was published in 1969. Naming the Rainbow is the first extended study of this debate. The author describes and criticizes empirically and conceptually unified models of colour naming that relate basic colour terms directly to perceptual and ultimately to physiological facts, arguing that this strategy has overlooked the cognitive dimension of colour naming. He proposes a psychosemantics for basic colour terms which is sensitive to cultural difference and to the nature and structure of non-linguistic experience. Audience: Contemporary colour naming research is radically interdisciplinary and Naming the Rainbow will be of interest to philosophers, psychologists, anthropologists, and cognitive scientists concerned with: biological constraints on cognition and categorization; problems inherent in cross-cultural and in interdisciplinary science; the nature and extent of cultural relativism.

This book addresses one of the most famous and controversial arguments in the study of language and mind, the Poverty of the Stimulus. Internationally recognised scholars consider afresh the issues surrounding this argument and discuss its relation to the process of language acquisition.

An integrated understanding of structure building, movement and locality couched in a syntactic theory constructing trees from the top down.

An Invitation to Cognitive Science provides a point of entry into the vast realm of cognitive science, offering selected examples of issues and theories from many of its subfields. All of the volumes in the second edition contain substantially revised and as well as entirely new chapters. Rather than surveying theories and data in the manner characteristic of many introductory textbooks in the field, An Invitation to Cognitive Science employs a unique case study approach, presenting a focused research topic in some depth and relying on suggested readings to convey the breadth of views and results. Each chapter tells a coherent scientific story, whether developing themes and ideas or describing a particular model and exploring its implications. The volumes are self contained and can be used individually in upper-level undergraduate and graduate courses ranging from introductory psychology, linguistics, cognitive science, and decision sciences, to social psychology, philosophy of mind, rationality, language, and vision science.

The study of opacity falls under the general programme of showing how the meaning of any complex sentence is composed from the meanings of its constituent clauses, phrases and words. Opaque constructions are special from this point of view because the compositional principles that determine their meaning are so intricate. The main argument of this book is that the systematic ambiguity of opaque constructions has generally been underestimated.

A collection of papers reflecting the shift away from characterizing second language acquisition as either having, or not having, access to principles and parameters of Universal Grammar, and towards theories of putative L1 influence on the L2 learner.

This volume contains the invited lectures, invited symposia, symposia, papers and posters presented at the 2nd European Cognitive Science Conference held in Greece in May 2007. The papers presented in this volume range from empirical psychological studies and computational models to philosophical arguments, meta-analyses and even to neuroscientific experimentation. The quality of the work shows that the Cognitive Science Society in Europe is an exciting and vibrant one. There are 210 contributions by cognitive scientists from 27 different countries, including USA, France, UK, Germany, Greece, Italy, Belgium, Japan, Spain, the Netherlands, and Australia. This book will be of interest to anyone concerned with current research in Cognitive Science.

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