

Contents

Preface vii

1 Introduction: A Fast Overview 1

- 1 Some Parallels and Contrasts with Kant 1
- 2 Representations in the Brain: Ephemeral versus Enduring 4
- 3 Individual Learning: Slow and Structural 11
- 4 Individual Learning: Fast and Dynamical 16
- 5 Collective Learning and Cultural Transmission 25
- 6 Knowledge: Is It True, Justified Belief? 30

2 First-Level Learning, Part 1: Structural Changes in the Brain and the Development of Lasting Conceptual Frameworks 35

- 1 The Basic Organization of the Information-Processing Brain 35
- 2 Some Lessons from Artificial Neural Networks 38
- 3 Motor Coordination 45
- 4 More on Colors: Constancy and Compression 50
- 5 More on Faces: Vector Completion, Abduction, and the Capacity for 'Globally Sensitive Inference' 62
- 6 Neurosemantics: How the Brain Represents the World 74
- 7 How the Brain Does *Not* Represent: First-Order Resemblance 78
- 8 How the Brain Does *Not* Represent: Indicator Semantics 90
- 9 On the Identity/Similarity of Conceptual Frameworks across Distinct Individuals 104

3 First-Level Learning, Part 2: On the Evaluation of Maps and Their Generation by Hebbian Learning 123

- 1 On the Evaluation of Conceptual Frameworks: A First Pass 123
- 2 The Neuronal Representation of Structures Unfolding in Time 139
- 3 Concept Formation via Hebbian Learning: Spatial Structures 157
- 4 Concept Formation via Hebbian Learning: The Special Case of Temporal Structures 165
- 5 A Slightly More Realistic Case 170

6	In Search of Still Greater Realism	174
7	Ascending from Several Egocentric Spaces to One Allocentric Space	180
4	Second-Level Learning: Dynamical Changes in the Brain and Domain-Shifted Redeployments of Existing Concepts	187
1	The Achievement of Explanatory Understanding	187
2	On the Evaluation of Conceptual Frameworks: A Second Pass (Conceptual Redeployments)	196
3	On the Evaluation of Conceptual Frameworks: A Third Pass (Intertheoretic Reductions)	204
4	Scientific Realism and the Underdetermination of Theory by Evidence	215
5	Underdetermination Reconceived	223
5	Third-Level Learning: The Regulation and Amplification of First- and Second-Level Learning through a Growing Network of Cultural Institutions	251
1	The Role of Language in the Business of Human Cognition	251
2	The Emergence and Significance of Regulatory Mechanisms	255
3	Some Prior Takes on This Epicerebral Process	261
4	How Social-Level Institutions Steer Second-Level Learning	268
5	Situated Cognition and Cognitive Theory	274
	Appendix	279
	References	281
	Index	287