

INDEX

- Abadzi, H., 161–163
 abduction problem, innate cognitive
 modules and, 76–77
 abstraction
 linguistics and, 125
 modular units and, 42–43
 action grammar
 evolution of, 66–67, 126–127
 language and, 120
 spoken word recognition and, 103
 action potential propagation, 40–41
 activity-dependent connections, 22–23
 adaptation
 brain modules theory and, 5–6
 innate cognitive models and, 7–8
 macro level functional plasticity and, 49–50
 neural Darwinism and, 113–115
 top-down effects in, 46
 adaptive modular systems, 7–8
 Adaptive Representational Networks
 (ARN), 7–8
 Adger, P., 137
 affect
 behaviour and development and, 131–133
 brain structure and, 17–18
 defined, 27–29
 development and, 2–4, 113–115
 diffuse connections and role of, 10–11
 extended taxonomy of, 99–100
 feelings and, 86–99
 function and, 13–14, 113–115
 homeostatic vs. emotional affects, 27–29
 law of, 144–146
 in mammals, 83–85
 affective valence
 embodied mind and, 101–103
 learning and, 27
 aggression, RAGE system and, 92–93
 Alitto, H. J., 30–32
 Amodei, D., 122–124
 amphetamines, seeking instinct
 and, 89
 amygdala
 FEAR system and, 94–95
 memory and, 27
 RAGE system and, 92–93
 structure of, 26
 Anderson, R. C., 163–165
 Anderson, S., 108–109
 Ansaldo, U., 137
 appetitive systems, SEEKING instinct
 and, 89–91
 Archangeli, D., 137
 Ardrey, Robert, 100
 ascending systems, 10–11
 hard-wired connections, 112–113
 hard-wired connections and, 14
 innate cognitive modules, 109–111
 association cortex, 24–27
 atoms, in brain modules, 40
 automatization, 27–29
 axons, pathfinding of, 52–57

 Baldwin effect, 76
 Barkow, J. H., 61–62
 Barrett, Clark, 81, 109–111
 Bayesian inference
 behaviour and, 80–82, 115
 categorization ability, 118
 behaviour/function
 affect and, 131–133
 brain modules theory and, 5–6

- behaviour/function (cont.)
 innate cognitive modules and, 6–7, 59,
 106–113
 needs and, 21–22
 unconditioned behavioural responses, 27–29
- Benítez-Burraco, A., 37
- Berridge, K. C., 87–91
- Bickerton, D., 70
- Bingham, R., 6–7, 12, 60–61, 68–69, 80–82, 105,
 172–173
- biology
 evolution and innate cognition and, 138–144
 innate cognitive models and, 59, 106–113
 modules in, 43
- Biven, L., 91–92
- black-box abstractions, 42–43
- blindsight, 23–24
- Bloch, Carole, 14, 116–117, 155–156, 167
- body-monitoring nuclei, 21–22
- Boeckx, C., 37
- Booch, G., 42–43
- brain modules
 abstraction and information hiding in, 42–43
 atoms and cells in, 40
 developmental origin of, 55–58
 emotions and, 146
 evolutionary origin of, 4–6
 guiding principles concerning, 4–6
 hard- and soft-wired connections in, 8–10
 hierarchy in, 38–39
 innate knowledge and, 1–4
 interlevel relations, 44–46
 levels and emergence of, 38–41
 plasticity and development of, 50–55
- brain structure and function, 12, 16–18
 affective and cognitive structures, 17–18
 connectionist view of, 46–50
 evolution and, 35–37
 extrinsic connectivity and, 34–35
 functional domains, 32–35
 hierarchy in, 48
 innate cognitive models and, 59–63
 inner and outer worlds and, 19–24
 language-ready brain model and, 37
 learning and, 24–27, 146–155
 mind and, 19–24
 periaqueductal grey (PAG) matter, 86–87
 plasticity and development in, 50–55
 spoken and written language and, 159
 triune brain structure, 16, 145–146
- Broca's area, 32–35
- Brown, G. R., 12, 60–61, 80–82
- Bruner, J. S., 79–80
- Bryant, P., 151
- Buller, D. J., 7–8, 12, 80–82
- Buss, D. M., 12, 13, 138–139
- CARE system, 97–98
 gender and, 133–134
 LUST instinct and, 91–92
- Carruthers, P., 62–63, 68–71, 122–123
- Cartwright, 2–4
- Cassenaer, S., 113–115
- categorization ability, language acquisition
 and, 118
- causality, interlevel relations and, 44–46
- cells
 in brain modules, 40
 diversification in nervous system of, 52
 nerve cell generation, 52
- central nervous system, 16
 development of, 38–41
 hierarchical structure of, 38–39
 induction and patterning of, 52
 innate cognitive modules, 109–111
 modular outcomes thesis concerning, 58
- cerebellum, innate cognitive modules, 109–111
- chain of causation, 5–6
 developmental causation, 51
- cheater detection modules, 69
- Chloe's Story* (Bloch), 14, 116–117
- cholinergic system, 10–11
- Chomsky, Noam, 1–2, 12, 13, 14, 32–35, 59
 on abstract structure, 125
 on gender and language, 133–134
 innate cognitive modules and, 63–67, 74–75,
 77–79
 innate language modules, 101–103
 linguistics and, 168–172
 poverty of stimulus hypothesis and, 79–80,
 122–123
- Christiansen, M. H., 76, 126–127, 137, 157–161
- clauses, Systemic Functional Linguistics and,
 129–133
- cocaine, SEEKING instinct and, 89
- cognition
 brain structure and, 17–18, 32–35
 genome pathways to, 72–75
 language learning and, 117–119
 manipulation of abstractions and, 24–27
 neural network connectivity and weights
 and, 47

- perception and, 22–23
 - uniformity and predictability of, 72–75
- cognitive functional linguistics, 119
- cognitive integration, 172–173
- Cohen, L., 33–34, 160–161, 165
- cold aggression, 92–93
- Coles, G., 120–122
- collocations, mental lexicon and, 64–65
- communication, brain and evolution and, 36–37
- compound objects, abstraction of, 42–43
- computer programming, top-down effects in, 45–46
- conditioned pattern recognition, 29
- connectionist brain model, 46–50
- connectivity
 - in neural networks, 47
 - pruning of connections, 53–55
- ‘Connectome’ model, 46–50
- consciousness, extended reticulo-thalamic activating system, 21–22
- consolidation
 - affective valence, 27
 - learning and, 25–26
- consummation system, SEEKING instinct and, 89–91
- context
 - brain development and, 52
 - development and, 143
 - innate cognitive modules and, 76–77, 106–113
 - pattern recognition and, 30
 - perception and, 34–35
 - social context, language learning and, 117–119
- corpus linguistics research, 64–65
 - Language Pattern View, 127–128
 - Systemic Functional Linguistics and, 129–133
- cortex
 - development and plasticity of, 53–55
 - functional domains in, 32–35, 74–75
 - gender and activation of, 133–134
 - hippocampus and, 26
 - language pre-requisites and, 78
 - microconnections in, 58
 - pattern recognition in, 22–23
 - physical and social interactions and development of, 80–82
 - primary and association areas, 21–22
 - semantic mapping and, 34–35
 - soft-wired connections in, 9–10
- corticofugal feedback, 30–32
- corticoid tissue, 26
- corticothalamic circuitry, 30–32
- Cosmides, I., 61–62, 113–115
- Coulter, D., 108–109
- Crespi, Bernard, 138–139
- Cudeiro, J., 30–32
- Culbertson, J., 137
- culture
 - innate cognitive models and, 59
 - innate cognitive modules and, 76–77
- Dąbrowska, E., 137
- Damasio, A., 11, 12
- Darwin, Terry Burnham, 138–139
- Deacon, T., 14, 123–125, 169
- deafness, language acquisition and, 158
- deep brainstem, body-monitoring nuclei in, 21–22
- Deep Learning Neural Networks, 66–67, 74–75, 123–124
- degeneracy, cognitive function and, 32–35
- Dehaene, S., 33–34, 160–161, 165
- despair, 95–97
- development
 - affect and, 131–133
 - of brain modules, 55–58
 - emotions and, 2–4, 145
 - epigenetics and, 143
 - evolution and, 138–144
 - in humans, 143–144
 - innate cognitive modules and, 76, 113–115
 - language and, 116–133
 - linguistics and, 126
 - plasticity and brain development, 50–55
 - primary systems for, 134–135
 - top-down effects in, 44–46
- Developmental Systems Theory, 140–141
- Devlin, J. T., 34–35, 70
- de Waal, F., 71–72
- diencephalic nuclei, 21–22
- diffuse systems
 - hard-wired connections, 8–10
 - microconnections, 58
 - neuronal connections, 56–57
 - role of emotion and, 10–11
- DISGUST system, 99–100
 - affect and intellect and, 113–115
- distress vocalizations, 95–97
- distributed functional view, language acquisition, 128–133
- DNA
 - epigenetics and, 143

- DNA (cont.)
 innate cognitive models and, 6–7, 108–109
 selection and, 140–141
- Dobzhansky, T., 4, 106
- Dolega, K., 32–35
- domain links, neuronal connections, 56–57
- domain-specific brain modules, 1–4
- dopamine systems, 10–11
- drive
 defined, 27–29
 language acquisition and, 78–79
- Dunbar, R., 122
- dyslexic students, 161–163
- Edelman, G. M., 7–8, 11, 12, 22–23
- education
 divide in, 167
 evolutionary theory and, 146–148
 fear of learning and, 165–167
 written and spoken language learning and, 155–165
- Ekman, P., 87
- Ellis, George, 99–100, 155–156, 171, 174–177
- Elman, J. L., 80–82
- embodied construction grammar,
 development and learning and, 126
- Embodied Construction Grammar, 14, 78,
 101–103, 116–117
- embodied language, 119–120, 126, 174–177
- embodied mind, 101–103
 language evolution and, 66–67
- emergence
 levels in brain of, 38–41
 Systemic Functional Linguistics and, 132–133
- emotions
 affects and, 27–29
 brain structure and, 17–18, 146
 development and, 2–4, 145
 diffuse connections and role of, 10–11
 evolution and, 14, 115–116, 145–146
 extended taxonomy of, 99–100
 feelings and, 86–99
 functions of, 13–14
 gender and, 133–134
 innate cognitive modules and, 11, 113–116,
 144–146
 language development and, 36–37, 116–133
 in mammals, 83–85
 primary systems for, 113–115, 134–135
 teaching and, 166–167
- encapsulation, modularity and, 43
- Enfield, N. J., 137
- environmental context, Evo-Devo tradition
 and, 139–141
- environment of evolutionary adaptedness
 (EEA), 6–7, 68–69, 146–148, 150–152
- epigenetics
 development and, 143
 innate cognitive modules and, 76
- ethical modules, 71–72
- Evans, V., 137
- Everett, D. L., 137
- Evo-Devo tradition, innate modules and,
 138–144
- evolution
 action grammar and, 126–127
 brain structure and, 35–37
 education and, 146–148
 emotions and, 14, 115–116, 145–146
 guiding principles of, 4–6
 innate cognitive modules and, 6–7, 72–75, 76,
 112–113, 115–116, 138–144
 multilevel selection and, 142
 primary systems for, 134–135
 top-down effects in, 46
 written and spoken language and, 156–157
- evolutionarily informed education science
 (EIES), 146–155, 161–163
- evolutionary educational psychology, 152–153
- evolutionary psychology, 60–61
 cheater detection module, 69
 innate cognitive modules and, 74, 80–82,
 138–139
- experience-dependent connections, 22–23
- extended mind hypothesis, 172–173
- Extended Mind hypothesis, 103
- extended reticulo-thalamic activating system
 (ERTAS), 21–22
- extrinsic connectivity
 brain development and, 34–35
 Visual Wordform Area and, 33–34
- face recognition module, 68–69
- facial attractiveness, instinct for detection of,
 68–69
- Faculty Psychology, 60–61
- FEAR system, 94–95
- feelings, 98–99
 CARE system, 97–98
 DISGUST system, 99–100
 evolutionary value of, 100–101
 FEAR system, 94–95

- instincts and, 86–99
 - LUST system, 91–92
 - PANIC/GRIEF system, 95–97
 - RAGE system, 92–93
 - RANKING/HIERARCHY/DOMINANCE system, 100
 - SEEKING system, 87–91
- Feferman, S., 66
- Feldman, J. A., 119–120, 174–177
- fight or flight response, 94–95
- filopodia, axon guidance and, 52
- ‘fire together, wire together’ principle, 106–113
- fixed function networks, 49
- Flanagan, J. R., 103
- flexibility, innate cognitive modules and, 76–77
- Fodor, J. A., 55, 62–63, 76–77, 103, 106
- folk biology modules, 70, 134–135, 146–155
- folk physics modules, 69, 134–135, 146–155
- folk psychology modules, 34–35, 69, 134–135, 146–155
- folk sociology module, 71
- foraging (SEEKING) instinct, 87–91
- formal learning theory, 170–171
- framing problem
 - embodied language and, 119–120
 - emotion, development and modules and, 61–62
 - innate cognitive modules and, 74, 82, 106–113
- Friederici, A. D., 32–35
- Fries, Peter, 130–131, 132–133
- Frishkoff, G. A., 159
- Friston, K. J., 159
- functional hierarchy, 39–40
 - innate cognitive modules, 109–111
 - language and, 126
- ‘functional language system’ (FLS), 66–67
- Functional Linguistic Grammar, 116–117, 128–129

- Gangestad, S. W., 60–61
- Garrod, S., 101–103
- Geary, David, 12, 13, 34–35, 76, 115–116, 146–155, 161–163, 165–167
- gender
 - CARE system and, 97–98
 - language and, 133–134
 - LUST instinct and, 91–92
- gene/culture co-evolution, 36–37
 - innate cognitive models and, 60–61
- gene regulatory networks, 140–141

- genetics
 - cognitive innateness and, 2–4
 - environmental influences and, 13
 - Evo-Devo tradition and, 139–141
 - gender and, 133–134
 - innate cognitive modules and, 76, 107–109
 - top-down effects in, 44–46
- genome pathways, to cognition, 72–75
- genotype, selection and, 140–141
- gestalt holism, 163–165
- Gigerenzer, G., 76–77
- Gilbert, S. F., 51
- Goldberg, A. E., 137, 169
- Gold’s theorem, 78–79, 170–171, 176–177
- Goodman, Kenneth, 155–156
- Gopnik, A., 134–135
- Goswami, U., 151, 155–156, 171
- grammar
 - embodied language and, 119–120, 126
 - innate cognitive modules and, 65–66, 123–124
 - Language Pattern View and, 127–128
- Greenspan, S., 74–75, 115–117, 120–123, 169–170
- Griffiths, P. E., 107–109, 144
- group formation
 - emotions and, 120–122
 - primary emotion systems and, 113–115
 - selection and, 140–141
- growth cone, axon guidance and, 52
- guilt, as hybrid affect, 27–29

- Haidt, J., 99–100
- Haith, M. M., 74–75
- Halliday, M. A. K., 116–117, 122, 126, 129–133
- hard-wired connections, 8–10
 - affective and cognitive brain structures, 17–18, 113–115
 - in cognitive modules, 13
 - development, 109
 - diffuse systems, 10–11
 - evolution of, 112–113
 - functions, 109–111
 - instinct as, 27–29
 - soft-wired interaction with, 111–112
- Harris, K. D., 34–35, 37
- Hauser, M. D., 71–72
- Hawkins, J., 171
- heuristic capacity, innate cognitive modules and, 76–77
- hierarchy
 - abstraction and information hiding in, 42–43

- hierarchy (cont.)
 in brain, 48
 complexity and, 38–39
 in grammar, 65–66
 Hilbert, David, 176–177
 hippocampus, systems consolidation
 and, 26
 histamine system, 10–11
 Hodgkin-Huxley law, 40–41
 Hoey, M., 64–65, 127–128, 130–131
 holistic processes
 gestalt holism, 163–165
 innate cognitive modules and, 74
 spoken and written language and, 157–161
 Systemic Functional Linguistics and, 132–133
 homeostatic affects, 27–29
 hot aggression, 92–93
 Hruby, G. G., 155–156
 human behavioural ecology, 60–61
 human development, 143–144
 human sociobiology, 60–61
 Huybregts, M. A. C., 158
 hypothalamus, 19–20
 LUST instinct and, 91–92
 iconicity, innate cognitive modules and, 78
 illusion, power of, 30
 implementation hierarchy, 39–40
 incompleteness theorem, 66
 individuals, selection and, 140–141
 inductive signaling, 52
 infinity, language modules and, 78–79
 information hiding, modular units and, 42–43
 information processing
 hierarchy in, 48
 innate cognitive modules and, 76
 network plasticity and, 46–50
 Ingroup/Outgroup detection, 71
 inheritance, modularity and, 43
 innate arithmetic module, 70, 79–80
 innate cognitive modules
 alternative modules, 68–72
 alternatives to, 80–82
 arguments against, 75–80, 136–138
 arguments for, 72–75
 CNS modules, 27–29, 56–57
 cortical modules and, 13
 development and structures, 107–109, 113–115
 discourse of brain, behaviour and biology in,
 59–63
 education and, 146–148
 emotions and, 11, 113–116, 144–146
 evolution and, 6–7, 72–75, 76, 112–113, 115–116,
 138–144
 evolutionary psychology and, 80–82, 138–139
 function, 109–111
 future research issues, 172–173
 grammar and, 65–66, 123–124
 greedy proposal for, 63
 hard-wired modules, 109
 intuition vs., 148–150
 language and, 63–67, 74–75, 77–79, 116–133
 learning implications, 76–77, 146–155
 modest proposal for, 62–63
 origins of, 1–4
 primary emotion systems and, 134–135
 principles of, 6–8
 range of, 106–113
 soft-wired modules, 109
 summary of discourse on, 104–106
 theoretical background on, 59–63
 thesis concerning, 58
 innate emotional systems, 72
 innate modularity, 61–62
 innateness
 defined, 63
 Putnam's discussion of, 168–172
 inner world, brain structure and function
 and, 19–24
 instincts, 27–29
 CARE system, 97–98
 DISGUST system, 99–100
 evolutionary value of, 100–101
 for facial attractiveness detection, 68–69
 FEAR system, 94–95
 feelings and, 86–99
 LUST system, 91–92
 in mammals, 84–85
 PANIC/GRIEF system, 95–97
 periaqueductal grey (PAG) matter, 86–87
 PLAY system, 98–99
 RAGE system, 92–93
 RANKING/HIERARCHY/DOMINANCE
 system, 100
 SEEKING system, 87–91
Integrated Causal Model (ICM), 61–62
 integrative view, language acquisition, 128–133
 intellect, affect and, 113–115
 intention-reading, language development and,
 118
 interlevel relations, modular hierarchical
 structures, 44–46

- intuition, 27–29
 innate modules vs., 148–150
- Johnson, K., 51, 53, 176–177
- Kamorova, N. L., 1–2, 79–80, 174–177
- Kandel, E., 48, 51, 53–55, 108–109
- Kant, Immanuel, 95
- Karmiloff-Smith, A., 12
- Kingsley, R., 9
- Kirby, S., 76, 126–127, 137, 157–161
- Knott, A., 120
- Ko, H., 111–112
- labelling
 abstraction and, 42–43
 symbolic ability and, 118
- La Cerra, P., 6–7, 12, 60–61, 68–69, 80–82, 105, 172–173
- Lakoff, George, 70
- Laland, K. N., 12, 60–61, 80–82
- language
 action grammar and, 120
 affective and cognitive brain structures, 17–18
 alternatives to innate models of, 116–117
 ascending systems and, 14
 automatization and, 29
 brain and evolution and, 36–37
 cognitive prerequisites and social context, 117–119
 embodied language, 119–120
 embodied mind and, 101–103
 emotion link to, 116–133
 functional domains and, 32–35
 gender and, 133–134
 gestalt holism and, 163–165
 infinities, 174–177
 innate cognitive modules and, 63–67, 74–75, 77–79, 116–133, 137
 integrative view of, 128–133
 language-ready brain model and, 37
 modalities, 157–161
 origin of universals, 124–125
 poverty of stimulus and, 122–123
 rule-based systems for, 2–4
 Systemic Functional Linguistics, 129–133
 written and spoken language, 155–165
- Language Acquisition Device (LAD), 79–80
- language instinct, 1–2
- Language Pattern View, 127–128
- ‘language universals,’ 17–18
- Latent Semantic Analysis (LSA), 2–4, 66–67
- Laurent, G., 113–115
- learning
 basic process, 166–167
 brain structure and function and, 24–27
 evolutionarily informed education science and, 146–155
 fear of, 165–167
 innate cognitive modules and, 76–77, 146–155
 intention-reading and, 118
 linguistics and, 126
 macro level functional plasticity and, 49–50
 mathematical theory of, 176–177
 mathematics, 165
 motivation and, 153–155
 primary and secondary abilities and, 150–152
 SEEKING instinct and, 89
 Systemic Functional Linguistics and, 131–133
 written and spoken language, 155–165
- LeDoux, J., 11
- lexical priming studies, 64–65, 127–128
- Lieberman, P., 79–82
- LIKING system, 89–91
- limbic system, innate cognitive modules, 109–111
- linguistics
 nature of, 125–133
 Systemic Functional Linguistics, 129–133
- lip reading, 160–161
- Lovtrup, S., 145–146
- lower-level modules, interlevel relations and, 44–46
- LUST system, 91–92, 100
- MacLean, P. D., 16, 145–146
- macro level functional plasticity, 49–50, 171
 neural substrates, 113–115
- mammals
 emotion/affect in, 83–85
 instinct in, 84–85
 values in, 85
- maternal instinct, LUST instinct and, 91–92
- mathematical theory of learning, 176–177
- mathematics, 165
 fear of learning and, 166–167
- Matthiessen, M. I. M., 116–117, 126, 129–133
- Matyja, J. R., 32–35
- Maynard Smith, J., 65–66, 120
- McLean, 145–146
- meaning, embodies theory of, 119–120

- Mehle, J., 158
 memory, consolidation and, 25–26
 mental illness, seeking instinct and, 89
 mental lexicon, 64–65
 metabolic regulatory networks, 140–141
 mind
 brain structure and function and, 19–24
 embodied mind, 101–103
 innate cognitive modules and modularity of, 76–77
 Modern Synthesis, 138–144
 modular hierarchical structures
 brain development and plasticity and, 50–55
 complexity and, 13
 interlevel relations, 44–46
 levels and emergence of, 38–41
 modularity in, 41–44
 neural complexity and, 4–6
 thesis of CNS development and, 58
 top-down effects in, 45–46
 units in, 40
 mother-child bonding
 development and learning and, 126
 language learning and, 14, 116–117
 motivation, learning and, 153–155
 motor system, 17
 innate cognitive modules, 109–111
 output systems, 72
 Mrsic-Flogel, T. D., 34–35, 37
 Müller, G. B., 139–141
 multilevel selection, 142

 National Council of Teachers of English, 164
 nativism, 60–61, 137
 natural pedagogy hypothesis, 71
 natural selection, brain module evolution and, 4–6
 nature/nurture debate, current discourse on, 1–4
 ‘need detectors,’ in hypothalamus, 19–20
 needs, learning and, 27
 Nelson, 4
 neocortex, 16
 innate cognitive modules and, 109–111, 136–138
 mathematics learning and, 165
 nerve cell generation, 52
 networks
 in brain modules, 39–40
 information processing and functional plasticity, 46–50
 modular units and, 40
 neural Darwinism, 7–8, 11, 27
 affect and intellect and, 113–115
 emotion/affect and, 13–14
 instincts and, 100–101
 neural networks
 cognitive innateness and, 2–4
 connectivity and weights in, 47, 49
 cortical pre-requisites and, 78
 Deep Learning Neural Networks, 66–67, 74–75, 123–124
 embodied language and, 126
 grammar and, 65–66
 information processing and, 46–50
 principle of, 48
 neural plasticity
 brain development and, 50–55
 brain modules theory and, 5–6
 cortical modules and, 13, 53
 hard- and soft-wired interactions, 111–112
 information processing and, 46–50
 innate cognitive models and, 7–8
 innate cognitive modules and, 76–77
 at macro level, 49–50
 in neural networks, 49
 nonlocal neural connections and, 13–14
 physical and social interactions and development of, 80–82
 neural substrates, 113–115
 neuronal cell death, 53–55
 neuronal connections, classification of, 56–57
 Neuronal Group Selection, 113–115
 neuroplasticity, sensory and motor systems in, 17
 niche construction, 140–141, 143–144
 Nichols, J., 128–129
 non-declarative memory, 29
 noradrenaline (norepinephrine) system, 10–11
 ‘Nothing Makes Sense Except in the Light of Evolution’ (Dobzhansky), 4
 Nowak, M. A., 1–2, 79–80, 174–177
 number module, 70
 mathematics learning and, 165

 ontogeny, evolution and, 145–146
 opioids
 LIKING system and, 89–91
 PANIC/GRIEF system and, 95–97
 Osher, D. E., 34–35
 Oudeyer, P.-Y., 126
 outer world

- brain structure and function and, 19–24
- learning and, 27
- oxytocin, lust and, 91–92
- Painter, C., 120–122, 131–133
- panic, 95–97
- PANIC/GRIEF system, 95–97, 100, 126–127
 - affect and intellect and, 113–115
 - gender and, 133–134
- Panksepp, Jaak, 2–4, 11, 12, 13–14
 - on affect and intellect, 113–115
 - evolutionary psychology and, 138–139
 - extended taxonomy of, 99–100
 - on feeling and instinct, 86–99
 - law of affect and, 144–146
 - PANIC/SEPARATION system, 126–127
- patterned neuronal connections, 56–57
- pattern recognition
 - categorization ability, 118
 - cortical plasticity and, 53
 - number module and, 70
- patterns of activity
 - instinct as, 27–29
 - learning and, 24–27
 - in nervous system, 52
- Peperkamp, S., 158
- perception
 - contextual nature of, 34–35
 - modalities of, 22
 - in tectum, 23–24
- Perfetti, C. A., 159
- periaqueductal grey (PAG) matter, 86–87
 - RAGE system and, 92–93
 - SEEKING system and, 89–91
- peripheral nervous system, 16
- phrenology, 60–61
- Piaget, Jean, 120–122
- Pickering, M. J., 101–103
- Pigliucci, M., 139–141
- Pinker, Stephen, 1–2, 12, 13, 59, 63–67, 75–80, 106, 133–134, 157–161
- placebos, embodied mind and, 101–103
- plastic networks, 49
- PLAY system, 98–99, 100
 - gender and, 133–134
 - learning and motivation and, 153–155
- pleasure
 - as instinct, 86–99
 - periaqueductal grey (PAG) matter and, 86–87
- pluripotency, cognitive function and, 32–35
- posterior fusiform gyrus, 34–35
- poverty of stimulus hypothesis, 1–2
 - future research and, 172–173
 - innate cognitive modules and, 69–71, 74–75
 - language and, 78–79, 122–123
 - mother-child bonding and, 14
 - Putnam and, 169–170
 - Systemic Functional Linguistics and, 131–133
- prediction
 - language learning and, 160–161
 - SEEKING instinct and, 89
 - senses and thalamus and, 29–32
- Price, C. J., 159
- Price, J., 12, 100, 126–127
- primary emotion systems
 - evolution and development and, 113–115, 134–135
 - innate cognitive modules and, 136–138
- problem-solving, intuition and, 148–150
- procedural learning, non-declarative memory and, 29
- proneural region, nerve cell generation and, 52
- proteins, 140–141
- protest behaviour, 95–97
- Pulleyblank, D., 137
- Pulvermüller, F., 116–117
- 'purity' module, 99–100
- Putnam, Hilary, 168–172
- Raff, R. A., 4
- RAGE system, 92–93, 100
 - CARE system and, 97–98
- Ramachandran, V. S., 49–50
- random microconnections, 58
- RANKING/HIERARCHY/DOMINANCE system, 100, 153–155
- rational choice, emotions and, 144–146
- reading
 - dyslexic students and, 161–163
 - evolution and, 156–157
 - gestalt holism and, 163–165
 - posterior fusiform gyrus and, 34–35
- recursion
 - innate cognitive modules and, 76
 - language acquisition and, 66–67
- representations
 - cognition and, 22–23
 - cortical plasticity and, 53
 - learning and, 24–27
- reusability, modularity and, 43

Richardson, Robert, 138–139
 Robinson, G. E., 108–109
 Rolls, E., 87–91
 Rosenfelder, Mark, 125
 Rozin, P., 113–115
 rule-based language systems, 2–4
 abstract structure, 125
 computational strategies and, 66–67
 innate cognitive modules and, 65–66, 77–79

 sadness, 95–97
 Sampson, G., 79–80
 Sapolsky, R. M., 100
 ‘second brain,’ stomach as, 99–100
 SEEKING system, 87–91
 affect and intellect and, 113–115
 cold aggression and, 92–93
 learning and motivation and, 153–155
 primary emotions and, 134–135
 selection
 Evo-Devo tradition and, 139–141
 learning and principle of, 25–26
 multilevel selection, 142
 Selten, R., 76–77
 semantic mapping, cortex and, 34–35
 semiotics
 language universals and, 124–125
 linguistics and, 126
 sensory affects, 27–29
 sensory experience
 innate cognitive modules, 109–111
 input systems, 72
 modalities of perception and, 22
 sensory motor system, 17
 synaptic tuning and, 53–55
 tectum and, 23–24
 thalamus and, 29–32
 serotonin system, 10–11
 sexuality, LUST instinct and, 91–92
 Shanahan, D., 120–122
 Shanker, S., 74–75, 115–117, 120–123, 169–170
 Shaywitz, S., 156–157, 161–163
 signalling
 emotions and language and, 120–122
 nerve cell generation and, 52
 signal transduction networks, 140–141
 sign language, 158
 Sillito, A. M., 30–32
 Simon, H. A., 42–43
 Simpson, J. A., 60–61
 *Simpson, 122–123

Sly, B. J., 4
 Smith, Godfrey, 76
 Social Brain Hypothesis, 138–144
 social constructivism, innate cognitive models
 and, 60
 social context
 language learning and, 117–119
 linguistics and, 126
 Social Intelligence Hypothesis, 138–144
 social needs
 brain and evolution and, 35–37
 learning and, 27
 soft-wired connections, 8–10
 development, 109
 evolution of, 112–113
 functions, 109–111
 hard-wired interaction with, 111–112
 Solms, M., 100
 specific microconnections, 58
 specific neuronal connections, 56–57
 spelling, fear of learning and, 167
 spoken language
 education and, 161–163
 embodied mind and, 103
 evolution and, 156–157
 learning and, 155–165
 modalities, 157–161
 Systemic Functional Linguistics, 129–133
Standard Social Science Model (SSSM), 60
 Sterelny, K., 142, 143–144
 Stevens, A., 12, 100, 126–127
 stimulants, SEEKING instinct and, 89
 Stoeger, William, 174–177
 Stotz, K., 107–109, 144
 structured microconnections, 58
 structure/physiology
 brain modules theory and, 5–6
 innate cognitive models and, 7–8
 subjective states, 21–22
 hippocampal activation and, 26
 substantia innominata, 26
 Sur, M., 2–4, 53–55, 160–161
 survival, primary emotion systems and, 113–115
 Svenonius, D., 137
 Swisher, M., 158
 symbolic ability
 language acquisition and, 118, 120–122
 language universals and, 124–125
 synapses
 formation and generation of, 52
 hard- and soft-wired interactions, 111–112

- neuron connections in, 40–41, 113–115
- sensory experience and tuning of, 53–55
- ‘Synaptic Self,’ 46–50
- syntax
 - evolution of, 66–67
 - innate cognitive modules and, 70
- Systemic Functional Linguistics, 129–133
- systems level brain modules, 43
- Szathmáry, E., 65–66, 120

- targeted hard-wired connections, 8–10, 53–55
- teaching
 - emotional environment and, 166–167
 - of writing, 167
- tectum
 - language-ready brain and, 37
 - structure and function of, 23–24
- thalamus
 - language-ready brain and, 37
 - senses and prediction and, 29–32
- Theory of Mind
 - innate cognitive modules and modularity of, 69, 76–77
 - intention-reading and, 118
- Thibault, P. J., 128–129
- Tomasello, M., 79–80, 116–117, 124–125, 126–127, 132–133
- Tooby, J., 61–62, 113–115
- tool use, folk physics module and, 69, 150–152
- top-down effects
 - embodied mind and, 101–103
 - hard- and soft-wired interactions, 111–112
 - interlevel relations and, 44–46
- Toronchuk, J. A., 99–100
- triune brain structure, 16, 145–146

- Universal Grammar (UG) hypothesis, 66–67, 124–125, 137
 - gender and, 133–134
 - innate cognitive modules and, 64, 76, 78–79
 - universality, innate cognitive modules and, 78
- universals, language and origin of, 124–125, 168–172
- usage-based linguistics, 119, 126–127
- Usrey, Martin, 30–32

- valence, body-monitoring nuclei and, 21–22
- values
 - brain plasticity and, 113–115
 - innate cognitive modules and, 106–113
 - ‘liking’ system and, 89–91
 - in mammals, 85
- Van der Westhuizen, D., 100
- ventral tegmental area, SEEKING instinct and, 87–91
- visual cortex, sensory experience and tuning of, 53–55
- visual perception
 - innate cognitive module, 68–69
 - sensory experience and, 53–55
 - Systemic Functional Linguistics and, 132–133
- Visual Wordform Area (VWFA), 33–34

- WANTING system, 89–91
- weights
 - in neural networks, 47
 - synaptic weight adjustment, 53–55
- Wernicke’s area, 32–35
- West-Eberhard, M. J., 12, 41–42, 46, 51
- Wilson, E. O., 112–113
- Wimsatt, W. C., 38–39
- Wolpert, L., 51, 55, 103, 108–109
- written language
 - development of, 116–117
 - education and, 161–163
 - evolution and, 156–157
 - fear of learning and, 167
 - interpretation of, 30
 - learning and, 155–165
 - modalities, 157–161
 - Systemic Functional Linguistics, 129–133
 - Visual Wordform Area and, 33–34