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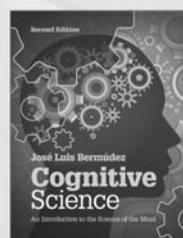
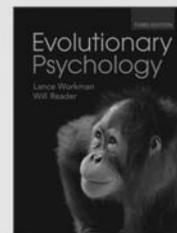


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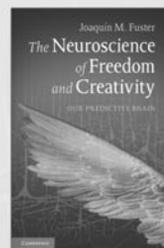


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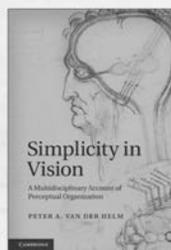
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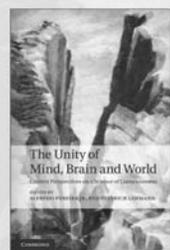
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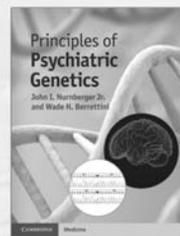


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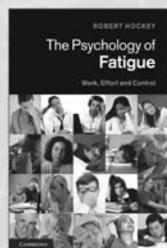
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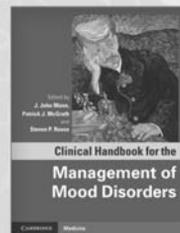
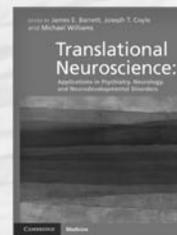


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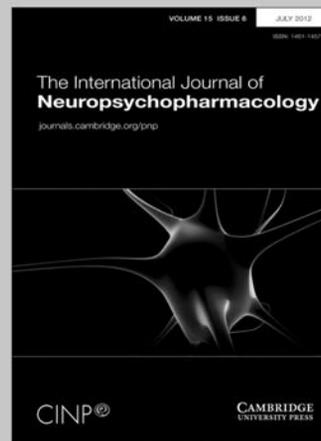
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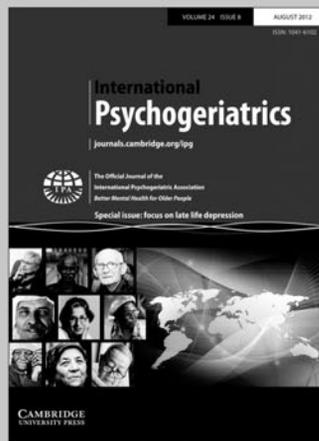
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Stephen M. Rao, *Cleveland Clinic, USA*

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Adam Lankford

Evolving the future: Toward a science of intentional change

David Sloan Wilson, Steven C. Hayes, Anthony Biglan, and Dennis D. Embry

To appear in upcoming issues (2014)

Brain mechanisms of acoustic communication in humans and nonhuman primates: An evolutionary perspective

Hermann Ackermann, Steffen R. Hage, University of Tuebingen, and Wolfram Ziegler, City Hospital Munich-Bogenhausen

Clinical data suggest that the basal ganglia provide a platform for the integration of primate-general mechanisms of acoustic communication with human-specific motor capacities to produce articulate speech. Neurobiological and paleoanthropological evidence indicates a two-stage model of the evolution of this integrative central-motor network for speaking: (i) monosynaptic refinement of motor-cortical projections to the brain stem nuclei that steer the laryngeal muscles; (ii) subsequent vocal-laryngeal elaboration of cortico-basal ganglia circuits, driven by human-specific *FOXP2* mutations.

This concept implies vocal continuity at the motor level and elucidates the deep entrenchment of spoken language into a nonverbal matrix that is not accounted for by "gestural-origin theories". As a solution to the question of the adaptive value of the first words of our species, the initial speech-like utterances are assumed to have enhanced vocal displays supporting social cooperation and prestige. The model, finally, proposes age-dependent interactions between the basal ganglia and their cortical targets, similar to vocal learning in some songbirds.

With commentary from KJ Aitken; GJL Beckers, RC Berwick, & JJ Bolhuis; MH Bornstein & G Esposito; G Bryant; AC Catania; KB Clark; B de Boer & M Perlman; B Ferguson, DR Perszyk, & SR Waxman; S Frühholz, D Sander, & D Grandjean; T Hanakawa & C Hosoda; U Hasson, DA Ilano, G Miceli, & AS Dick; H Honing & H Merchant; S Johansson; AR Lameira; D Lenti Boero; P Lieberman; PB Marschik, WE Kaufmann, S Bölte, J Sigafoos, & C Einspieler; TA Mattei; C McGettigan & SK Scott; A Meguerditchian, JP Tagliabeta, DA Leavens, & WD Hopkins; B Merker; DK Oller; CI Petkov & ED Jarvis; G Pezzulo, L Barca, & A D'Ausilio; A Ravignani; M Martins, & WT Fitch; DH Reser & M Rosa; DY Takahashi & AA Ghazanfar; CM Vicario; DJ Weiss, CF Hotchkiss, & SE Parks; A Zenon & E Olivier

The inference heuristic: An intuitive means of making sense of the world, and a potential precursor to psychological essentialism

Andrei Cimpian, University of Illinois, and Erika Salomon, University of Illinois

We propose that human reasoning relies on an inference heuristic, an implicit cognitive process that leads people to explain observed patterns in terms of the inherent features of their constituents. This proposal can provide a unified account for a diverse set of psychological phenomena (e.g., system justification, nominal realism). In addition, the inference heuristic may serve as a precursor to psychological essentialism, the belief that natural and social kinds are underlain by hidden, causally powerful essences. In sum, this article illuminates a cognitive process that emerges early in life and has profound effects on many aspects of human psychology.

With commentary from AS Baron; K Bartsch & D Estes; B Bastian; RS Bigler & C Clark; FL Bookstein; N Braisby; TC Denney; V Džubljević & E Racine; Y Dunham; D Gaucher & JT Jost; SA Gelman & M Meyer; JA Hampton; N Haslam; B Hood; MA Khalidi & J Mugg; KD Kinzler & KR Sullivan; A Marmodoro, RA Murphy & AG Baker; R Meleady, & RJ Crisp; A-K Newheiser & KR Olson; NS Noles & JH Danovitch; C O'Connor & H Joffe; CY Olivola & E Machery; S Prasada; H Rakoczy & T Cacchione; M Rhodes; M Strevens; EL Uhlmann, L Zhu, VI Brescoll, & GE Newman; G Wood; VY Yzerbyt & S Demoulin

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A. Cimpian & E. Salomon, "The inference heuristic: An intuitive means of making sense of the world, and a potential precursor to psychological essentialism"
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M. A. Kline, "How to learn about teaching: An evolutionary framework for the study of teaching behavior in humans and other animals"

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