Literature Review

Student’s Name

Institutional Affiliation

Literature Review

**Annotated Bibliography**

**Source 1**

Crane, M. T., & Richardson, A. (1999). Literary studies and cognitive science: Toward a new interdisciplinary. *Mosaic: A Journal for the Interdisciplinary Study of Literature*, 123-140.

Crane and Richardson argue that there is a strong relationship between literary studies and cognitive science. The effects on brain and the understanding of neuroscience depends highly on the patterns that develop during reading and listening to music. Therefore, it approves that reading increases the stimulation of mind, and hence improves the mental capabilities.

**Source 2**

Patel, A. D. (2003). Language, music, syntax and the brain. *Nature neuroscience*, *6*(7), 674-681.

Patel did a through analysis on the existing research papers related to the study of language and music and their impact on brain. He found that reading with consistency improves attention, which then increases the eliminates the syntactic comprehension problems, and finally improves the cognitive thinking by eliminating problems in the Broca’s aphasia.

**Source 3**

Koopman, E. M. E., & Hakemulder, F. (2015). Effects of literature on empathy and self-reflection: A theoretical-empirical framework. *Journal of Literary Theory*, *9*(1), 79-111.

The authors analyzed the effect of reading in developing the self-reflection and empathy among the readers, which consequently, evoke more pro-social behavioral characteristics. They found that in terms of reading and empathy relationship, the literary work compared to fiction increase more cognitive ability and imagination among the readers by stimulating their consciousness. Furthermore, literary work evokes the “stillness” in mind, which is “slow thinking process” resulting in creating an empty space for self-reflection and contemplation.

**Source 4**

Elfenbein, A. (2006). Cognitive science and the history of reading. *PMLA*, *121*(2), 484-502.

According to Elfenbein (2006), the reading process allows a cognitive development that catches the patterns of cohesion and comprehension in the reading. These general patterns draw the attention of the readers to the extent that it enables the readers to even modify them with self-perceived cognitive thinking. Furthermore, the author asserted that such patterns vary from offline to online reading. In the former case, more coherent memory representation is involved. With continuous and steady reading process, an individual can become self-sufficient in devising the reading strategies for his or herself.

**Source 5**

Alexandrov, V. E. (2007). Literature, literariness, and the brain. *Comparative Literature*, *59*(2), 97-118.

The author in this article argues the definition of the two terms, “literature” and “poetry,” and their neuroscientific impacts on the brain. He construes the debate between the classical approach and the modern one pertaining to what draws the human’s attention the most. As per the former approach, the pattern and rhyming nature of the poetry pulls the reader’s attention, whereas, the modern approach argues that with the certain behavioral characteristics, such as reading habit, the literature and the poetry both compels the readers to pay a certain kind of attention through which a reader perceive poetic qualities in both works. Therefore, reading imparts cognitive behavior and interest in knowledge, and continuous reading habit instills a certain kind of attention among the readers.

**Source 6**

Ortega, F., & Vidal, F. (2013). Brains in literature/Literature in the brain. *Poetics Today*, *34*(3), 327-360.

The authors argued that literature creates consciousness in the mind of the reader. This consciousness has a reciprocity effect, meaning that the consistency in reading will enable the reader to think about new ideas or carve for new information. Therefore, at first, it can be construed that some ideas from one brain are transferred to another through reading process, but with attention and empathy, the readers’ cognition memory develop patterns that starts organizing the multidisciplinary ideas in the mind, and creating the new ideas. Consequently, the transformation from “brains in literature” to “literature in brain” occurs.

**Source 7**

Jacobs, A. M., & Willems, R. M. (2018). The fictive brain: neurocognitive correlates of engagement in literature. *Review of General Psychology*, *22*(2), 147-160.

The author analyzes that literary fiction increases more mental engagement with the work, thus imparting positive signs for the improvement of mind. It is mainly done through situation model building, which increases the mental capabilities, such as imagination. Beside, it also imparts mental stimulation.

**Source 8**

Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 1239918.

Kidd and Castano conducted series of experiments to understand the impact of literary fiction, popular fiction, or other type of fictions on the mind of the readers. They analyzed their assessment through the lens of Theory of Mind (ToM). With such experiments, they observed that reading literary fiction results better performance of the readers per the standardization test of ToM.