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When I proceeded to more advanced courses, they only deepened the disappointment by revealing that the psychology canon was a laundry list of unrelated phenomena. The course on perception began with Weber's Law and Fechner's Law and proceeded to an assortment of illusions and aftereffects familiar to readers of cereal boxes. There was no there—no conception of what perception is or of what it is for. Cognitive psychology, too, consisted of laboratory curiosities analyzed in terms of dichotomies such as serial/parallel, discrete/analog, and top-down/bottom-up (inspiring Alan Newell's famous jeremiad, "You can't play twenty questions with nature and win"). To this day, social psychology is driven not by systematic questions about the nature of sociality in the human animal but by a collection of situations in which people behave in strange ways.

But the biggest frustration was that psychology seemed to lack any sense of explanation. Like the talk show guest on Monty Python's *Flying Circus* whose theory of the brontosaurus was that "the brontosaurus is skinny at one end; much, much thicker in the middle; and skinny at the other end," psychologists were content to "explain" a phenomenon by redescribing it. A student rarely enjoyed the flash of