

## Unit B1 Goals

- Review Module A Evaluation
- Discuss Module B Evaluation Form
- Discuss human mind
  - Exercise A6: Identify potential research questions
- Plan a group research project
  - Identify research topics/questions
- Understand what to do with Exercise B1

FSP111 B1

1

## Module A Review Exercise 1

- How could one predict the way an adult would raise their children based on the results of Adult Attachment Interview (AAI)? Why did you think so?

FSP111 B1

2

## Module A Evaluation

- Review your portfolio
  - If you are satisfied with the adjustment, return it now.
  - Otherwise, see below.
- Procedure after this (only for Module A)
  - If you want to discuss your evaluation, you can do so till **5pm, Thu., Oct. 7**. Make an individual appointment (use my on-line schedule).

FSP111 B1

3

## Module B Evaluation Form (1)

- C1 Our personality and behavior are affected by our infancy and childhood experience including the child-caregiver attachment. (also discussed in A4-6)
- a. Understood typical behaviors/properties of securely/insecurely attached children/adults.
  - b. Understood how different types of attachment would develop in an infant's mind.
  - c. Can explain this goal statement to a students outside this class.

FSP111 B1

4

## Module B Evaluation Form (2)

- C4 Mind emerges from brain activities as we interact in a society (i.e., "emergence" aspect of a complex system).
- a. Understood the basic organization of the brain, esp. in connection to attachment.
  - b. Understood the connection between memory, emotion, and attachment.
  - c. Understood *each* Module B group's problem, its cost/significance and the response.
  - d. Can explain this goal statement to a students outside this class.

FSP111 B1

5

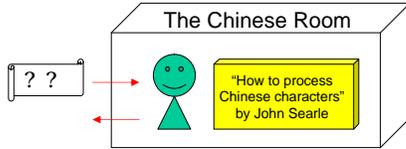
## Exercise A6

- Report to the class
  - List of questions

FSP111 B1

6

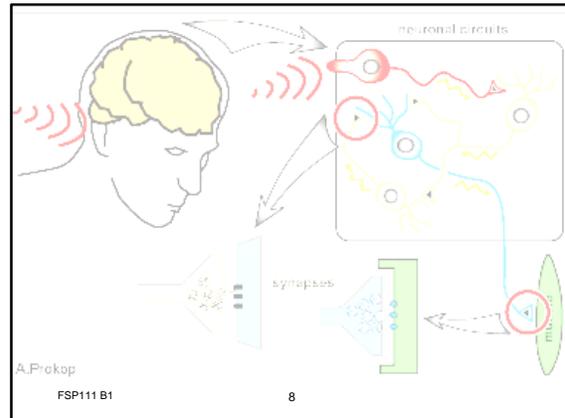
## In-class Exercise 1



- A. Does the *guy* in the room “understand” Chinese?
- B. Does the *room* seen from outside “understand” Chinese?

FSP111 B1

7



A. Prickop

FSP111 B1

8

## In-class Exercise 2

- A. Does each neuron in the brain “understand” Chinese (or anything else)?
- B. Does the brain seen from outside “understand” Chinese (or anything else)?

FSP111 B1

9

## In-class Exercise 3

- Explain the gap between the whole and its components.
  - Exercise 1: Room vs. Guy
  - Exercise 2: Brain vs. Neurons

FSP111 B1

10

## Complex Systems

Preview

- Family, Mind, and Society
- The whole is greater than the sum of the components.
- The components self-organize through interaction.
- The outcome depends on the initial conditions, and is often unpredictable.

Principles underlying every complex system including mind and society

FSP111 B1

11

## Group Research Project

- Why?
- How?

FSP111 B1

12

## Ex B1: Group Research Project

- Identify a research topic (broadly speaking) about human mind
- Identify a specific research problem/question (including the cost/significance), which you try to solve
- Plan
  - Interim report/discussion: Fri., Oct. 5
  - Presentation (12 min): Tue., Oct. 8
  - Critical review/discussion: Fri., Oct. 12

FSP111 B1

13

## Unit Summary

- Module B Evaluation Form
- Human mind
- Group research project
- Summary question
  - Do you think that the group project would help you to understand human mind better? Why or why not?

FSP111 B1

14