

## Intro Questions

- How do you feel today?
- Connection among attachment, emotion, and memory? [Content Goal 4b]

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## Unit B5-B6 Goals

- Motivation: Significance of better understanding attachment **~ practical problems**
- Goal: Explain attachment (or the development of attachment) using a **model**
- Approach
  - Analysis (top-down): Identify relevant issues; **Identify research questions [B5]** **yours vs. mine**
  - Research: **Reading (Ex B5)** **Why didn't we read a lot?**
  - Synthesis (bottom-up): Identify a model [B6]

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## Attachment: Significance

**Cf. practical problems**

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## Attachment Types

		Adult (AAI)	Infant (Strange Situation)
Secure		Coherent	Cries
Insecure	Dismissing/Avoidant	Normalizing, not remember	Fails to cry
	Preoccupied/Ambivalent	Emotional, too long	Distressed
	Unresolved/Disoriented	Striking lapse, misunderstand	Disoriented

(simplified)

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## Underlying Mechanism?

- Something to do with
  - Child-caregiver interaction
  - Something to do with the brain (of whom?)

**using a model**

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## Modeling: Other Examples

- Solar system
- Weather
- Effectiveness of teaching
- Economics
- Electric power grid
- Human cardiovascular system
- Bacteria

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## Observation (1)

- Childhood must be awfully important for everyone.
- Dismissing/avoidant: Cannot remember their childhood
- What should we know to analyze this point?

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## Group Exercise 1A

- Summarize what you know and what you don't know about human memory.
- Prepare to present the summary to the class.

Also prepare to submit your summaries for all the group exercises (4 or so) for today

- Rotate the role of writer

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## Group Exercise 1B

- Summarize the similarities and differences between human memory and computer memory.
- Prepare to present the summary to the class.

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## Observation (2)

- Insecure attachment ~ incoherent interview (of various sorts)
- What should we know to analyze this point?

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## Group Exercise 2

- Summarize what you know and what you don't know about emotion (and its development).
  - Supplemental question: Could a computer have emotion?
- Prepare to present the summary to the class.

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## Observation (3)

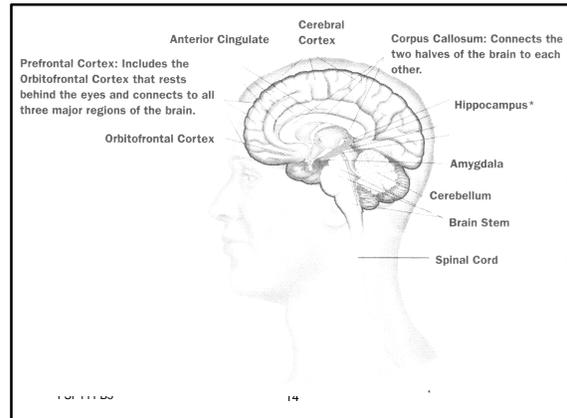
- Infants' brains are different from adults'
  - At least, infants' brains are smaller than adults'. But is there any qualitative difference as well?
- What should we know to analyze this point?

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### Group Exercise 3

- Summarize what you know and what you don't know about **the development of the brain**.
- Prepare to present the summary to the class.



### Group Exercise 4

- Summarize what you know and what you don't know about **the connection between attachment, memory, and emotion**, possibly also **referring to the brain**.
- Prepare to present the summary to the class.

### Research Questions?

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1. Why do many "dysfunctional" cases involve "insecurely attached" people?
2. Why does the interview of an "insecurely attached" adult tend to violate Grice's maxims (e.g., incoherent, false, irrelevant)?
3. Why could the "dismissing" type not remember their childhood?
4. Are there different kinds of emotion?
5. Are there different kinds of memory?
6. How does an infant/child's brain develop, esp. in connection to emotion and memory?
7. Would language acquisition be relevant to the development of emotion and memory?
8. Would self-consciousness be relevant to the development of emotion and memory?
9. How would Hebb's axiom (neurons which fire together at one time will tend to fire together in the future) affect the explanation of the development of a brain?
10. Is emotion limited to the human?

### Unit Summary

- Review attachment
- Discuss issues relevant to attachment
- Identify **research questions** (for reading)
- Summary question
  - Do you think that reading with research questions in mind would help the reading process? Why or why not?