

Module C Review Exercise

- World hunger
 - Donate food and/or money
 - Go back to agricultural world
 - Work together (e.g., like ants); decrease greed
 - Adapt to the environment
 - Increase awareness (e.g., situation, interaction); education
- Global warning
 - Being (naturally) solved
 - Control the auto industry
 - Drive less; car pool; alternative energy
 - Work together (e.g., like ants)
 - Increase awareness (e.g., situation, interaction); education

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Dealing with real-world (complex) problems?

Academic Disciplines Visited So Far

- Psychology
 - Neuroscience
 - Computer science (artificial intelligence)
 - Philosophy (ethics)
 - Sociology
 - Economics (game theory)
 - Biology (ecology)
 - Geography (game)
 - History (Japanese invasion of Iraq)
- Did I miss anything else?

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Unit D1 Leftover

- Summary question
 - In your future courses, reductionistic approaches would more likely be emphasized. How would you feel and respond? Why?
- Note: “reductionism” (the whole is the sum of components) ↔ “holism”

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Unit D2 Goals

- Explore more examples
- Discuss your presentation drafts
 - Sample presentation
- Fix the presentation schedule

Modules A-C grades available in SOCS
(for confirmation)

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Whose Poem?

From childhood's hour I have not been
As others were - I have not seen
As others saw - I could not bring
My passions from a common spring

Attachment type of the author?

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Edgar Allan Poe



- 1809-1849
- Born in Boston
- His father left the family soon after
- His mother died and orphaned at the age of 2 and adopted
- Alcoholic problems later

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Eureka: A Prose Poem (1848)

To give an instance: — In polar climates the human frame, to maintain its animal heat, requires, for combustion in the capillary system, an abundant supply of highly azotized food, such as train-oil. But again: — in polar climates nearly the sole food afforded man is the oil of abundant seals and whales. Now, whether is oil at hand because imperatively demanded, or the only thing demanded because the only thing to be obtained? It is impossible to decide. There is an absolute *reciprocity of adaptation*.

<http://www.eapoe.org/works/editions/eurekac.htm>
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Eureka: A Prose Poem (1848)

The pleasure which we derive from any display of human ingenuity is in the ratio of *the approach* to this species of reciprocity. In the construction of *plot*, for example, in fictitious literature, we should aim at so arranging the incidents that we shall not be able to determine, of any one of them, whether it depends from any one other or upholds it. In this sense, of course, *perfection* of plot, is really, or practically, unattainable — but only because it is a finite intelligence that constructs. The plots of God are perfect. The Universe is a plot of God.

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Research Approaches

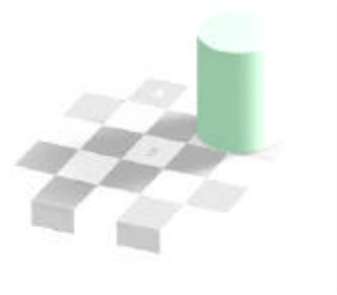
Very rough

- **Positivistic (~ reasoning)** ... "quantitative"
 - Methods: Logical proof, Statistics, Experiments
 - Areas: Natural sciences, Psychology, etc.
- **Phenomenological (~ intuition)** ... "qualitative"
 - Methods: Cases/stories, Observations (in natural setting)
 - Areas: Sociology/Anthropology, Psychology, etc.

Another hallmark in Poe's *Eureka*

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How can we justify that the "A" and "B" areas have the same darkness?

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How about $9 + 4 = 1?$

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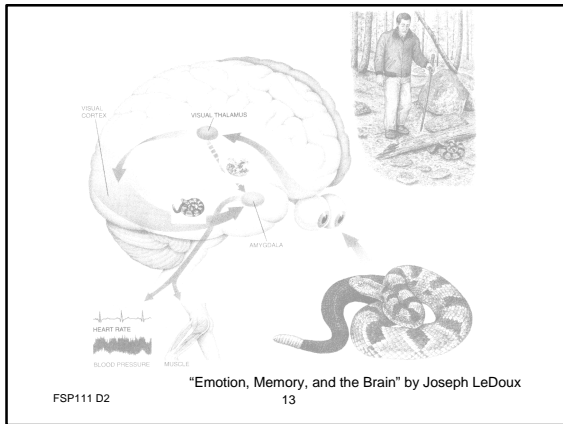
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More Questions

- Are we naturally afraid of snakes?
- Why does a healthy heart change its rate?
- Know any of native American tribes' stories, e.g., Hopi vs. Navajo?
- Any connection between the Incas and the Japanese?

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Case Study: Locomotion

- Human
- Horse
- Cockroach
- Centipede

What would happen to amputees?

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Sample Presentation: Slide 0/7

The Visiting Mother Problem

Sabrina May
FSP111-01 Fall 2004

FSP111 D215

Sample Presentation: Slide 1/7

A Frequent Flyer

FSP111 D216

Sample Presentation: Slide 2/7

The “Visiting Mother Problem”

(practical problem)

- **Research question:** How would the attachment type and competitiveness *jointly* affect child-parent dyads?
- **Cost:** The dyad would not be able to solve the “visiting mother problem,” without understanding the underlying psychosocial elements (if these elements are actually involved).

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Sample Presentation: Slide 3/7

Overview

Approach: Single-case study of NK

- Current situation
- Competitiveness analysis
- Attachment type analysis
- Interactive effects of these on dyads

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Current Situation

- Mother
 - Living in a retirement community
 - Taking care of her mother (Alzheimer)
 - Husband: sailing crazy (also arthritis)
 - Younger son: divorced and distressed
- Son (elder)
 - Busy with teaching and research
 - Studying “complex systems”
 - Enjoying his life with his wife (and a cat)

Competitiveness

- Son
 - Originally, very competitive
 - Decreasing competitiveness, influenced by his noncompetitive wife and also by some experience/research
- Mother
 - Extremely competitive throughout her life
 - Unable to admit her “losing” situations at home
- Extreme competitiveness: Possibly preventing one from accepting the reality **Impossible to keep winning**

Attachment Type

Using modified AAI (Main and Goldwyn, 1984, etc.)

- Son
 - Insecurely attached (“dismissing” type)
 - Independent (including from his parents)
 - Was able to accept his attachment type
- Mother
 - Insecurely attached (“dismissing” type)
 - Would not accept her own “insecure” attachment, again also due to her pride (extreme competitiveness)
- Difficulty with emotional communication ↔ Pride

Conclusion

- Summary
 - The attachment type and competitiveness can *interactively* affect child-mother dyads.
- Significance
 - The “visiting mother problem” can be seen from the underlying psychosocial view points.
 - Possible reason for “unaccounted” insecure cases **Insecure ⇒ inferior?**
- Future, hopefully ...
 - The mother might become more comfortable at home.
 - The son might want to see his mother more often.

Group Exercise 1

- Mutually discuss your presentation drafts with respect to the class guidelines

Presentation guidelines on Exercise D2

Show your presentation to me before you during the session

Group Exercise 2

- Step 1: Identify a *fair* procedure to assign the presentation slots to all students on which all the present students can agree
 - But avoid random assignment
- Step 2: Class discussion
- Step 3: We will actually assign the slots, following the procedure.

Unit Summary

- Explore more examples
- Discuss your presentation drafts
- Fix the presentation schedule

Exercise D2

- Prepare your presentation
- If you have questions, feel free to contact me

On the presentation days, please come on time