

Name: \_\_\_\_\_

## Exercise B5, 10/15/04

### Research: Reading (emotion, memory, and the brain)

#### Task

- Identify multiple research questions (from the list below) that would interest you. Note that all these questions are mutually related and relevant to Content Goal 4 Criteria *a* and *b*.
- Carefully prepare responses to your questions by reading the materials listed below. If you have not, I suggest you read at least the items A and B in that order (these would answer many questions, but it may take a fair amount of time). However, you may choose to read any materials relevant to your questions. You are encouraged to discuss with other people including the instructor (e.g., which materials to read and how to analyze). Since we will discuss your reading in groups [in B6], it would be a good idea to distribute your reading.
- When you read, try to understand the main points and logic behind the text so that you can respond to your research questions. You may need to skim over certain details.
- Write up an essay including your responses to the research questions you chose. Try to be as *concise* as possible but at the same time, as *logical* as possible (Performance Goal 5*d*).

#### Research questions

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) be relevant to the explanation of the development of a brain?
10. Is emotion limited to the human?

#### Reading list (copies of the items D through K available from the instructor)

- A. Text Chapter 4 Emotion (also see Text Chapter 1 Introduction, pp. 9-22 and the image on the back, as needed)
- B. Text Chapter 2 Memory (also see Text Chapter 1 Introduction, pp. 9-22 and the image on the back, as needed)
- C. Text Chapters 5, etc. (also see Text Chapter 1 Introduction, pp. 9-22 and the image on the back, as needed)
- D. “Emotion, Memory, and the Brain” by Joseph LeDoux (in Editors of Scientific American. 1999. *The Scientific American book of the brain*. Lyons Press.)
- E. “Emotional Networks in the Brain” by Joseph LeDoux and Elizabeth Phelps (in Lewis, Michael and Haviland-Jones, Jeannette M. 2000. *Handbook of emotions*, 2nd ed. Guilford Press.) [available in the library]
- F. “The Emergence of Human Emotions” by Michael Lewis (in Lewis, Michael and Haviland-Jones, Jeannette M. 2000. *Handbook of emotions*, 2nd ed. Guilford Press.) [available in the library]
- G. “Self-Conscious Emotions: Embarrassment, Pride, Shame, and Guilt” by Michael Lewis (in Lewis, Michael and Haviland-Jones, Jeannette M. 2000. *Handbook of emotions*, 2nd ed. Guilford Press.) [available in the library]
- H. “Love and Attachment Process” by Elaine Hatfield and Richard Rapson (in Lewis, Michael and Haviland-Jones, Jeannette M. 2000. *Handbook of emotions*, 2nd ed. Guilford Press.) [available in the library]

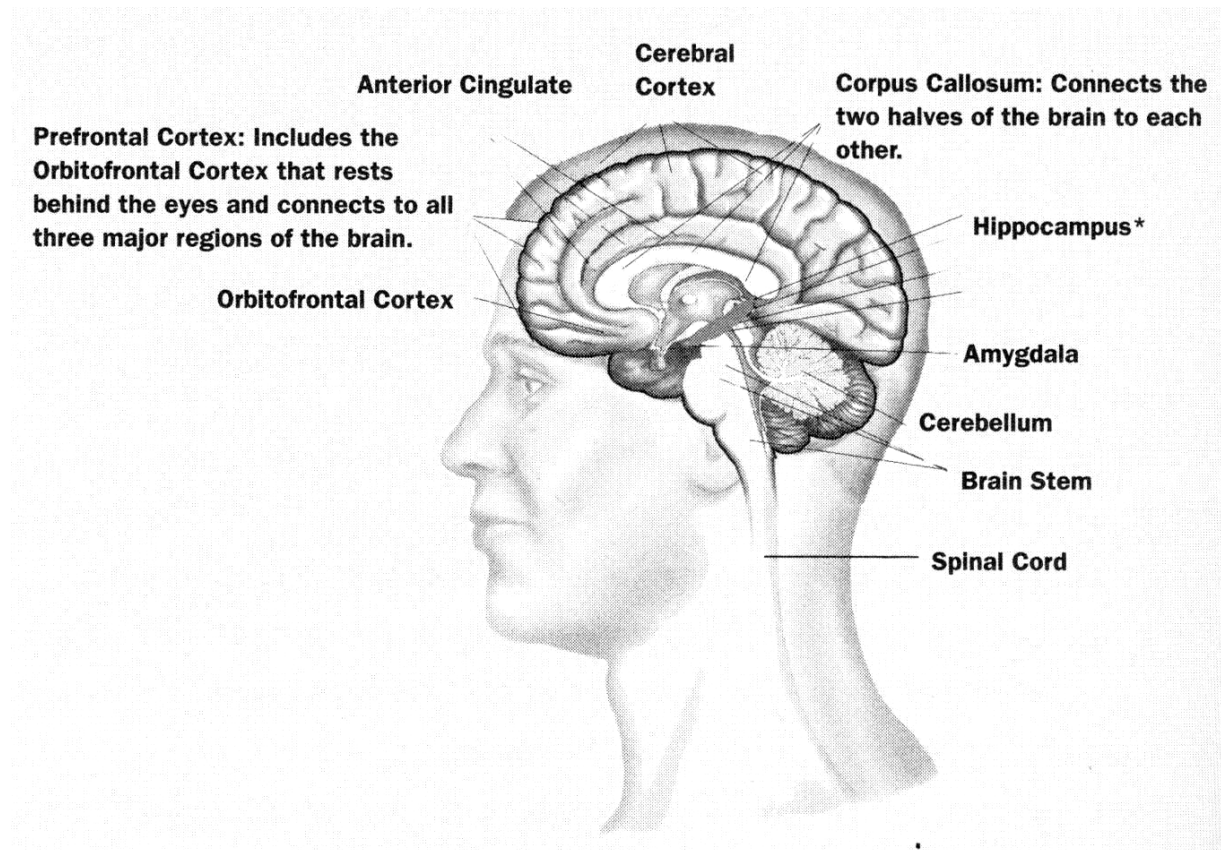
- I. Chapters 1 (Introduction), 8 (Multiple Memory Systems), and 9 (Emotional Memory) of Eichenbaum, Howard. 2002. *The cognitive neuroscience of memory: an introduction*. Oxford University Press. [available in the library]
- J. "The Organization of Behavior" by D. O. Hebb (in Cummins, Robert and Cummins, Denise D. 2000. *Minds, brains, and computers: the foundations of cognitive science : an anthology*. Blackwell Publishers.)
- K. "Laughter and Smiling: The Intertwining of Nature and Culture" (mainly about primates) by Jan van Hoof and Signe Preuschoft (in De Waal, F. B. M. and Tyack, Peter L. 2003. *Animal social complexity: intelligence, culture, and individualized societies*. Harvard University Press.) [available in the library]
- L. Other reading possible. But consult the instructor in advance.

Instructions/Notes:

- 1. Follow the general take-home exercise guidelines (as in Module A). ..... □
  - 2. If you worked in a group (not necessarily the designated group) for this exercise, list the names of the group members.
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Survey: Time spent between classes: \_\_\_\_\_

// End



Siegel, Daniel J. and Hartzell, Mary. 2003. *Parenting from the inside out: how a deeper self-understanding can help you raise children who thrive*. J.P. Tarcher/Putnam.