**Making of the Modern Mind | HSSP room 1-132**

**Class Lesson Plan for July 14, 2013 (80 minutes- no break)**

Hello Everyone! Welcome to week number two! This week we’ll start off philosophically and talk more about our ideas of the relationships between the mind, brain and body and we’ll start linking in current theories and science. This week will include an introduction to memory, and will give you an opportunity to compare the differences between the conscious mind and the sub-conscious. Then we’ll study Behaviorism and introduce Skinner and his famous experiments.

**I. Introduction to class**

* Attendance and intro to class
* If you didn’t write a response last week, or forgot to bring it, please jot a few notes in response to this question: What is mind? Who has one? Does it have parts?

**II. Quick review from last week**

**III. Mind Body problem, continued**

* From the Applied Engineering Perspective
* From the Perspective of the Laws of Physics

**IV. What is Mind?** (briefly)

**Parts of the Mind, Properties**

* Aristotle
* **Break into groups and compare notes**
* Class Discussion on if answers were similar or different, did they change from first class
* Meredith Michaels “Persons, Brains and Bodies”

**V. Class Discussion**

* Thinking about Avatar, who is in control? Who is the real Sully?
* What about Identity?
* Compare that to Descartes’ idea that he was Captain of his ship

**VI. The Problem of Other Minds**

* Rebecca Saxe, Theory of Mind, Saxe Lab at MIT
* Child development, RTPJ, Confabulation Left Brain Interpreter
* Can Theory of Mind be connected to Ethics?

**Behaviorism**

* Classical Conditioning
* Skinner Experimentsand You-tubes of Skinner Experiment

**VII. How do we learn**

* You-tube of Harvard Experiment or Chicago Experiment
* Memory, STM, WM, LTM
* Cognitive Budget
* Attention

**Vocabulary**

**Schema:** a cognitive process we use that helps organize and interpret information; it is the categories we’ve created for the knowledge but it is also the process of learning; it is often general and can lead to stereotyping

**Theory of Mind:** sometimes referred to as reading another person’s mind. TOM is the ability to interpret one’s own and other people’s mental and emotional states, understanding that each person has unique motives, perspectives, etc.

**Subconscious is** the *aspect* the part of consciousness that is not currently in focal awareness

**Short term memory** is the temporary storage of information

**Working Memory**: the processes to temporarily store, organize and manipulate information

**Implicit Memory** is information that we remember unconsciously and effortlessly. This includes procedural memory

**Explicit Memory** is information that we have to consciously work to remember. Explicit memory includes:

[Episodic memory](http://psychology.about.com/od/eindex/g/episodic-memory.htm): These are long-term memories of specific events

Semantic memory: These are facts, concepts, names, and general knowledge information.

**Conditioning:** the manner in which specific types of experience make certain behaviors more or less probable

**Social conditioning or reinforcement** is a positive [interpersonal](http://psychologydictionary.org/interpersonal/) [stimulus](http://psychologydictionary.org/stimulus/) like verbal praise, smile, touch or a sign of approval.

**Behaviorism**:

Definition: How behavior changes in response to different configurations of stimuli, including rewards and punishments

**Classical Conditioning**

Definition: Behavioral process whereby a response becomes more frequent or more predictable in a given environment as a result of reinforcement, with reinforcement typically being a stimulus or reward for a desired response.

**Operant or Instrumental Conditioning**

Definition: Involves creating a relationship between a response and a stimulus. It’s proven to be a more effective way of teaching, and learning than classical conditioning

**Priming is** a process that a cue prepares a person for an upcoming input or cue