What Shapes a Person -- Introducing concept of paradigm and Nature v Nurture debate.

Pre-Activity

Hand out cards grouped by color. Have students find other students who have like colored cards.

> Brown Eyes 2.) speaking Walloon 3.) skin color 4.) strength 5.) straight hair v. bushy bushy blonde hairdo 6.) long reach 7.) chess master 8.) killing prey 9.) tree climbing 10.) sex 11.) gender 12.) 6' 3'' at 14 13.) Extra adept at basketball 14.) Olympic swimmer 15.) Olympic marathon runner. 16.) Why Male Marathon runners run faster than female marathoners 17.)Kind hearted person 18.)Selfish.

Categorizing traits

How can you group these traits/details into categories?

Where would you locate those categories on a the continuum Genetics to Born on Earth?

 We mark a line on the floor. One end labeled Genetics, one end labeled Born on Earth. We hand out note cards on which we've written the following details.

> 1.)Brown Eyes 2.) speaking Walloon 3.) skin color 4.) strength 5.) straight hair v. bushy bushy blonde hairdo 6.) Long reach 7.) Chess master 8.) Killing prey/Great hunter 9.) Tree climbing ability 10.) Sex 11.) Gender 12.) 6' 3'' at age of 14 13.) Extra adept at basketball 14.) Olympic swimmer 15.) Olympic marathon runner. 16.) Why Male Marathon runners run faster than female marathoners 17.)Kind hearted person 18.)Selfish person.

Ask students to comment on why they place certain traits where they did on continuum. Ask if they can formulate a

thesis or claim to support their choices. Explain that the debate they are having is a foundational one. Nature v. Nurture allows us to think in terms of paradigms.

Define Terms

Paradigm/Framework (application of theories and laws used to solve important problems --Thomas Kuhn #3 , or a theoretical framework of a particular school or discipline *in which* theories, laws/rules, experiments are performed that show support for the paradigm)

Examples -- The Brains is Plastic. Heliocentric Universe. Any set of rules you create to define a genre, so the mystery novel has a paradigm/framework that you can use to distinguish it from a biography, say.

Ask them to Choose one of theses or claims below and discuss Implications of choice

Genetics more greatly than environment shape who we are.
Environment more greatly than genetics shapes who we are.
The interplay of environment and genetics is the most important factor in shaping who we are.

Transition to Pod

Say something like the following. We are going to listen to two examples of how environment affects the individual.

FreakNomics Link

Bystander Effect (Apathy) & Plastic (Hardwired Brain)

First ask for a summary of Bystander Effect - What is it, what studies created it, what event triggered the studies, what are the questions at issue, what paradigm/framework/conception, particularly in capitalist America, does it challenge.

Begin pod at 7:30

Pause at 10:52 What are some of claims/propositions cited for why bystanders did nothing? How does the time period affect the QAI?

Pause at 15:25 -- How come 38 would cause people to act differently than if it were 1 or 2? Social media is the inverse of the situation in some ways. You are often alone, responding unseen, to a large group. Therefore, you are freer. If you are freer, from social constraints, what do you think is the most important issue that brings up?

Pause at 20:55 -- What is important to know based on what you've heard for how groups affect behavior? How does social media relate?

Skip 20:55-29:30

Explain listing of details and mis-reporting that helped supported theory of apathy..

Pause 31:05 The Brain is more like at etch a sketch vs. The brain is hardwired -- What do you think this means?

Pause at 33:50 Certain dispositions cannot be changed = Hardwired Check for understanding, Ask what is meant and an example. Then ask how this relates to Nature v Nurture.

Pause at 36:20 -- You can't think your way out of schizophrenia or addiction -- What does this mean? Why does she say it? To what paradigme/framework would you attach this theory/fact -- Genetics more greatly than environment shapes who we are. Environment more greatly than genetics shapes who we are. The interplay of environment on genetics shape who we are.

Which of these do you want to play, if any, and depending on how the class feels. If it feels good and engaged, what to play?

36:30 -- Statistically Reliable (nice in terms of math)

37:20 -- Personality type v trait

40:21 -- Steep Learning Curve -- easy vs difficult

41:35 -- Reasons for misuse of language