

Class Meeting 1

Affect at the point of entry; "Meaning" and "Power" in human social situations:
"Despair and Personal Power" in Everyday life.

Who are we? What is going on here? Who is addressing whom?"

Starting point: A Definition of the situation.

Introduction and Overview of Subject

Administration of Subject: Study Groups begin weekly meetings.

Everyone starts reading "ZAAMM ..." Part I

HANDOUTS:

1. Preliminary Information Form and Benchmark Questionnaire
2. This syllabus
3. Study Group roster form
4. "Working Groups"
5. Human Systems: Levels and Aspects of Organization and Development

RATIONALE:

"Affect at the point of entry" Student ... new subject, first class of the term.

"How do you feel?"

How are you feeling?

What is "affect" in human systems from cells to societies?

Levels and aspects of organization and development in human systems.

What are "emotional" signs and symptoms?

Systems involving cognitions, affects and actions.

Who is addressing whom? A Definition of the situation.

Limitations of awareness, language and communication

Epistemologies and Methodologies: How "paradigms" define the nature, scope and limits
of what presently passes among us for trustworthy ways of knowing

Introduction and Overview: Why Study "Feelings?"

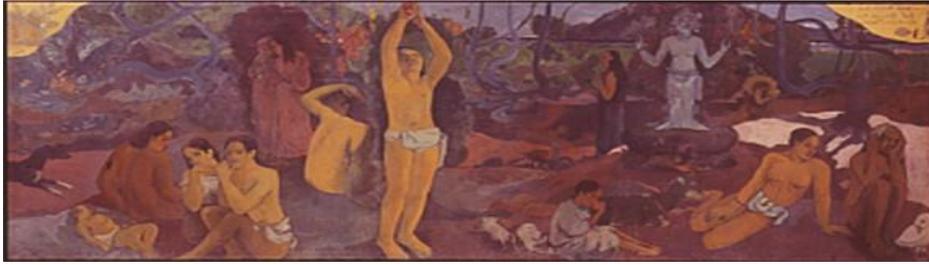
Conduct and Administration of Subject:

What's new (and what's the same) this term?

The instructors introduce themselves and ask: "Why study "feelings"? We briefly summarize what lies ahead and invite your questions and comments. Once the basics have been outlined, we declare a brief recess, during which people who are not (yet) ready, willing and able to commit time and effort commensurate with the stipulated 12 unit workload may guiltlessly leave. To those leaving, we return preliminary documents that have been completed and convey our best wishes for good luck.

To those remaining, we promise to try to regard you as actually or potentially "serious students" of the subject before us. We pledge a good faith effort to do what we can to make this year's iteration of 9.68 into the best possible learning experience possible for everyone concerned.

"GETTING ACQUAINTED" Who are we? Where are we coming from? Where are we heading? Why this class?



Painting is in public domain.

Paul Gauguin (French; 1848-1903): “D'ou Venons Nous? – Que Sommes-Nous? – Ou Allons Nous?” 1897 Collection – Museum of Fine Arts, Boston.

Who are we?
What is going on here?
Who is addressing whom?
On what subject?

We need to do some initial stock-taking. The benchmark questionnaire is aimed at telling us something about ourselves and each other.

Who is here? What are our backgrounds? Where are we coming from?

What are our expectations (hopes/fears) at the point of entry?

On which default assumptions are we approaching the present situation?

Any serious inquiry into any aspect of human systems must needs begin with a definition of the situation on which all presently co-participating members are ready, willing and able to agree w/o resort to coercion or other forms of violence.

Where are we heading or hoping to go? How do we envisage our personal/social (e.g. academic and professional) situations, trajectories and destinations?

What are your academic and or professional aspirations? Any Dreams? Desires? Future goals worth mentioning?

What are we hoping/expecting to get out of this class (gradewise and otherwise)?

What are we ready, willing, and able to put into the class, quality time-wise and otherwise? The serious study of any subject requires time and effort, patience and fortitude.

Learning in this class is intended to be a hands-on, participatory process, and not a spectator sport.

Successful performance at multiple levels requires an ongoing commitment of quality time and effort.

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9.68 Affect: Neurobiological, Psychological and Sociocultural Counterparts of "Feelings"
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