

Juheui Amy Lee

Chapter 10: Question 1

Emotion is the affect or feeling that arises when in the presence of something or someone important to his or her welfare. Emotion is the essential energy of life that binds human relationships and is also the result of human interaction. Furthermore, the importance of emotion resides in the consistence of emotions in all aspects of life - communication, shaping social relationships, and experience. Though the importance of emotions regard the development of many aspects of life, psychologists categorize emotions into 2 sections: positive and negative. The positive emotions include joy, enthusiasm, and love; the negative emotions consists of anxiety, anger, and sadness. Thus, emotions are effected by the biological foundations and experience - making a connection with the early developing regions of the nervous system, limbic system and the brain stem.

Furthermore, the early developing regions that affect emotions generate the capacity of infantile mood and self control of emotions. Thus, the development of emotions is related to the maturation of the cerebral cortex that diminish erratic mood changes. Due to the importance of emotions in social relationships, emotion is extremely important corresponding to developing a rich relationship between parents and children. However, culture hold great influence in the role of experience in emotions. Much of Asian households, including my family, emotions were repressed instead of expressivity - influencing my emotions to be reserved and hardly expressed till this day. Nonetheless, it is extremely hard for me to express my emotions like sadness and crying in front of someone due to my cultural variation.

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Chapter 10: Question 3

Emotional development plays an important role in parent-child relationships as the infant uses emotions to communicate to their caregivers. As a child develops emotional competence, he/she will develop more positive relationships as they effectively manage their emotions. Self-conscious emotions require a sense of “myself” that resonates with the consciousness such as jealousy, empathy, pride, shame, and guilt. Emotional expression and social relationships specifically between parents and child is correlated as the ability to communicate emotions entail coordination skills from the child. Through the act of emotions, parents are able to define what brings joy to the child and what brings disturbance to the child. Thus, the parent’s role in emotion development is essential, described as reciprocal or synchronous. It is crucial for parents to assure safety in children to build a strong social and emotional foundation that will transition into forming relationships.

I was raised in an environment where emotions were repressed, subsequently causing me to become someone who is uncomfortable with being emotionally vulnerable around people. However, my mother and I have tremendously bonded throughout the last few years and became significantly closer due to my maturity and a clear understanding of my mother. During the past few years, we have expressed certain emotions that were previously oppressed such as emotions of love, gratitude, and appreciation. Through this, I am finding myself allow myself to be vulnerable around close peers and become comfortable with sharing my emotions and testimony. Simply, I became comfortable with sharing and regulating my emotions after experiencing the emotions shared between my mother and I’s relationship.

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Chapter 10: Question 5

The three different types of infant cries are the basic cry, anger cry, and pain cry. Crying is the very first essential form of communication as they enter the world as the cry indicates a healthy baby. The emotion of crying entails that the baby is distressed, in need, or in pain - generating the importance of crying especially in infants who are fragile and unable to express discomfort through words. Thus, crying and smiling are the first two emotional expressions that are used to communicate with parents.

Basic cry: The basic cry is often associated with hunger as it is a rhythmic pattern that consists of a longer silence followed by a shorter cry that is a pitch higher than the main cry. This type of cry is a consistent pattern that goes from cry, silence, a higher pitched shorter cry, silence, and repeat.

Anger cry: The anger cry sounds more aggressive than the basic cry. Instead, the anger cry sounds like a fluctuation of the basic cry that includes a force of excess air in the vocal cords.

Pain cry: The pain cry is substantially louder that is presented by a longer initial cry that is amid the withholding of breath. The pain cry possess high intensity stimulus.

Most parents automatically know the reasons behind the cries in their child - pain cry, basic cry, or anger cry. My brother and sister in law has confirmed the ability to distinguish the cries of my niece and the different reasons why.

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Chapter 10: Question 7

A child's maturation is depicted through the strategies of coping with stress due to the increased likelihood of stressful events throughout age. Older children usually use a cognitive approach in coping with stress than younger children by resifting their frames and changing their perspectives on the situation. These cognitive strategies appear in children by the age of 10. However, children who have faced turmoils or a traumatic experience may be incapable of utilizing cognitive methods and are inclined to become overwhelmed with the great amount of stress. This may be the result of disasters that can lead to development issues in the child such as panic disorder, depression, acute stress reactions, and post-traumatic stress disorder. The severity and context of the disasters configure the magnitude of these problems. However, the type of support of a child may affect the severity of these developmental issues regarding stress.

In my personal life, my childhood consisted of traumatizing violent verbal and physical abuse from my father to my mother and brother. I have also experienced the overwhelming stress that provoked me during multiple police visitations and the shatters of glass that protrude the ground. I recently developed a panic disorder that disturbs my balance of life and often refrain me from leaving my safe zone (home) due to the severity of my panic attacks and the fear of triggering one. I truly wonder if this is related to my childhood and the overwhelming stress that ensued.

Chapter 11: Question 20

Self esteem and self concept are intertwined and correlated to one another, however, both words entail different meanings within the self. The foundations of self esteem and self concept are mostly built on parental influence and the quality of the interaction between parent and child. In this essay, I will emphasize on the importance of self esteem stemming from childhood/ adolescents to adulthood. Self-esteem is correlated to academic achievement, determine social actions, the measurement of happiness, and life satisfaction. Thus, having a high self esteem and broad knowledge of the self is crucial to the wellbeing and mentality of a child. Self esteem is the wide range evaluation of the self, also known as self-worth and self-image. Having low self esteem may hinder a child's school performance as the child will believe that he/she is not worthy enough to achieve a higher grade and immediately give up.

Nonetheless, to compensate for adolescents receiving empty praise and developing decreased self-esteem, are 4 steps to raising self worth.

- 1.) Identify the components that cultivate low self esteem in the child.
- 2.) Provide emotional support and endless social approval for the child.
- 3.) Praise every achievement that can provide performance improvement and teach the child on achieving goals.
- 4.) Encourage the inflated self-esteem and help them cope with it instead of fighting it.

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Chapter 11: Question 21

The basic concepts of Erik Erikson's theory about identity development are identity versus identity confusion and psychosocial moratorium. Identity versus identity confusion: The fifth stage of adolescence where adolescents decide who they are and what direction they are heading in life. This is the stage where the adolescence question their identity while deciding who they are. Psychosocial moratorium: the gap between childhood and adulthood that leaves adolescents free of responsibilities; during this time, adolescents are allowed to experiment with different roles and occupations. Those who do not cope with their new identity suffer from identity confusion that lead to individuals withdraw, the isolation from peers or the emergence into a crowd of peers and losing of their identity in crowd. However, the contemporary thoughts on identity based on Erikson's theory pertain to the lack of identity discovery amongst the youth. For instance, the guidance to discovering identity and the awareness of identity is deficient in today's society as it is unprompted by many adults and society. Unlike Erikson's theory on psychosocial moratorium, many adolescent do not have the ability and the resources to explore different aspects of their lives such as different occupation roles. The schooling systems do not provide sufficient guidance and available opportunities. In conclusion, the complexity of Erikson's theory that involves the four statuses of identity is not applicable to some adolescent in the modern society.

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Video Response 26: The Development of Disgust

1.) The things that disgust me generally pertain to worms and certain robust smell; worms also create the sensation of chills down my spine and cause me to shrivel up when I see one on the ground after a rain storm. The reason why worms and similar creatures (caterpillars) disgust me is correlated to their appearance and tremendous length that. I find myself strangely disgusted and fearful of animals/insects that appear to be long, skinny, brown, and slimy. For example, I am horrified of a rat's long tail with that being extremely similar to the shape of a worm.

I am also disgusted by MTA subway chairs and also the poles, mainly due to the large amount of germs residing in the areas and stories of unsanitary actions that were presented on the chairs and poles.

2.) The facial characteristics of disgust consists of nose wrinkles with the compression of the nostrils and the tongue pushed forward. Often times, the universal facial features of disgust is characterized by a lowered eyebrow and also a mouth that is opened as if the person is silently mouthing a "bleh" sound. Disgust is a negative feeling that may lead to feelings of nausea or loathing.

