

Journal #4

1. Has your perspective on drug addicts and drug addiction changed at all as a result of what you have learned in the class? How so?
2. Now that we have learned different theories of addiction (disease and Alexander model), what are your ideas about the cause of drug addiction? Or addiction in general? Does one model make more sense? Or, how can both models be combined to explain drug addiction?
3. Based on your opinion about the roots of addiction, how do you think we should help individual addicts? And how should we attack drug addiction as a social issue?
4. Think of someone you know that struggles from an addiction. Or, use yourself as an example (even less harmful addictions can be considered here). Describe this person's addiction, and use one or several ideas you have learned on addiction to explain this person's addiction.
5. Reflect upon anything you would like in connection to our study of the brain. Some ideas to think about:
 - a. The idea that we are nothing but complex robots – the neuroscientific perspective – every thought, feeling, and behavior is caused by the brain. Change the brain, change you.
 - b. The brain determines reality – the Matrix – what we experience is what our brain tells us, not necessarily what IS.
6. Go further in responding to Alfie Kohn's ideas about the problem with rewards. In general, do you agree or disagree with him? Why? Do you agree more with him, or the kindergarten teacher, who described rewards as enhancements that show appreciation, or the woman who described the "Earning by Learning" Program? Why?
7. Go further into any of the specific situations that we debated in class. Here they are again:
 - a. Teachers putting stickers on really high test scores
 - b. Teachers giving pizza parties to a class for continued good behavior – filling the jar by performing good behaviors
 - c. EARNING BY LEARNING PROGRAM – Getting paid a dollar for every book you read.
 - d. Parents rewarding good behavior at home with candy, ice cream, movie, etc.
 - e. Parents giving kids an allowance for completing various chores over the course of a week.
 - f. Parents paying kids for good grades.
8. Go further with your response to Alfie Kohn about grades. Should we get rid of grades or not? Why? What personal experiences have you had that shed light on this question? Feel free to respond further to any of the quotes from the video clip (these are on Homework #12).

9. Have you ever experienced a shift in your motivation for a certain activity from intrinsic motivation to extrinsic motivation? For example, perhaps you played a sport or an instrument all the time because you loved it, but then you started focusing on other reasons for doing the activity (such as your college resume, etc.). How did this shift in your motivation affect your enjoyment of the activity? What about your performance level? What about how much time you put into the activity on your own? Share a relevant personal experience...
10. Have you ever participated in an activity because you genuinely enjoyed it, but then, it became about something else, something(s) extrinsic, and as a result, you lost your love for it, and perhaps your performance in this activity decreased as well?
11. Explore how difficult it is for you, or others, or people in general, to be guided by intrinsic motivators over extrinsic motivators.
12. How have you been classically conditioned? Think about all of your unique immediate reactions to various rooms, situations, colors, people, situations, etc., and explore how certain experiences have classically conditioned you to respond the way you do.
13. Think about other commercials that you have seen that focus exclusively on classical conditioning in order to influence the consumer. Describe these commercials and how they connect to classical conditioning.
14. Reflect on how the media causes unconscious prejudice. What shows, movies, etc., have you seen that condition people to have unconscious prejudice towards a certain group of people based on race, ethnicity, gender, sexuality, etc.
15. What can our school do to decrease unconscious prejudice at CCHS? Go beyond what your group explored in our competition and create further specific programs, policies, and practices that could decrease unconscious prejudice here, based on what we have learned about how to do this.
16. Take another Implicit Association Test (or several) on the same website. Explain how it worked, identify your score, and explore why you scored the way that you did.

<https://implicit.harvard.edu/implicit/>