



Assignment A: Defining Influences at Work

Divide the class into small collaborative groups (3-4 students per group).

Have group members discuss the following questions:

A Ask students to explain how they would define inner landscape of the mind.

Some possible responses:

- what is inside someone;
- one's inner view of the outside world;
- what is in one's mind;
- the thought stream going through one's mind.

B Ask students to define the elements that could be included in an individual's inner landscape of the mind?

Some possible responses

- close observations of the outside empirical world;
- intense emotions;
- memory;
- emotional and intellectual responses to memories of people, events, places;
- philosophical ideas;
- conclusions;
- conjectures about people, places, things, events, the future;
- imagination;
- creative ideas;
- some kind of spiritual feeling, connection with some kind of mystical force or something larger than oneself.

C What are some aspects that would shape one's inner landscape of the mind?

Some possible responses:

- childhood experiences;
- temperament;
- environment in which one was raised and/or lives;
- age;
- media influences — publications, films, TV;
- level of education;
- ethnic background;
- personal influences — friends, parents, teachers, church figures and beliefs.

D Describe the shapes or forms — rhythms — of an inner landscape of the mind?

Some possible answers:

- fragmented;
- interruptions of thoughts by glimpses of or sustained memories of the past,;
- intense emotional reactions to events and memories;
- struggles with decision-making;
- attempts to rationalize past decisions and emotions;
- emotional and logical reactions to immediate experiences, thoughts of the future;
- threads of thought, responding to immediate experiences, passing through the mind
- simultaneously;
- shifting tempos
- slow reflections and deliberations
- quick hurried thoughts
- chaos
- fear
- hope
- affirmation
- faith