



IMPACT OF SOCIAL FACTORS ON THE BRAIN-MIND DEVELOPMENT

An interdisciplinary analysis of recent contributions from the evolutionary sciences, affective sciences and epigenetics to the nature/nurture debate.

**Social (emotional)
 caregivers' behavior**



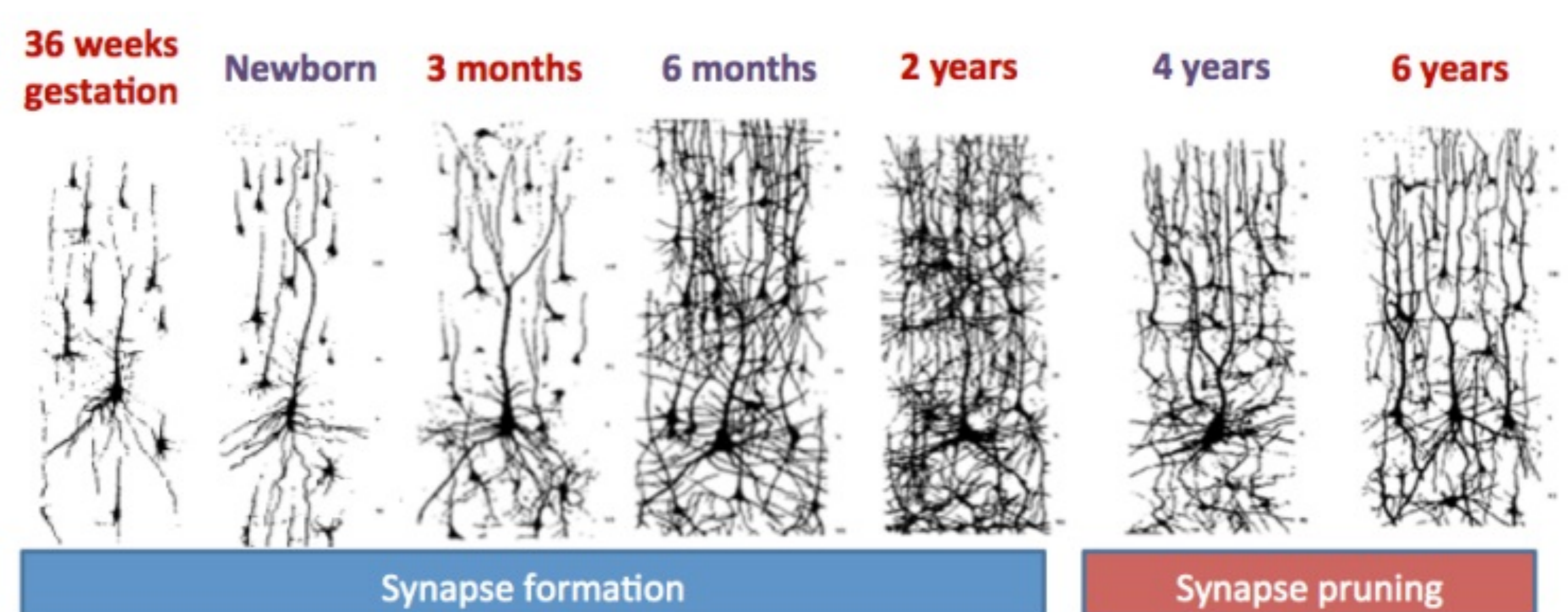
**acting on extremely
 immature brains**



**impacting on the child's
 epigenetic mechanisms**



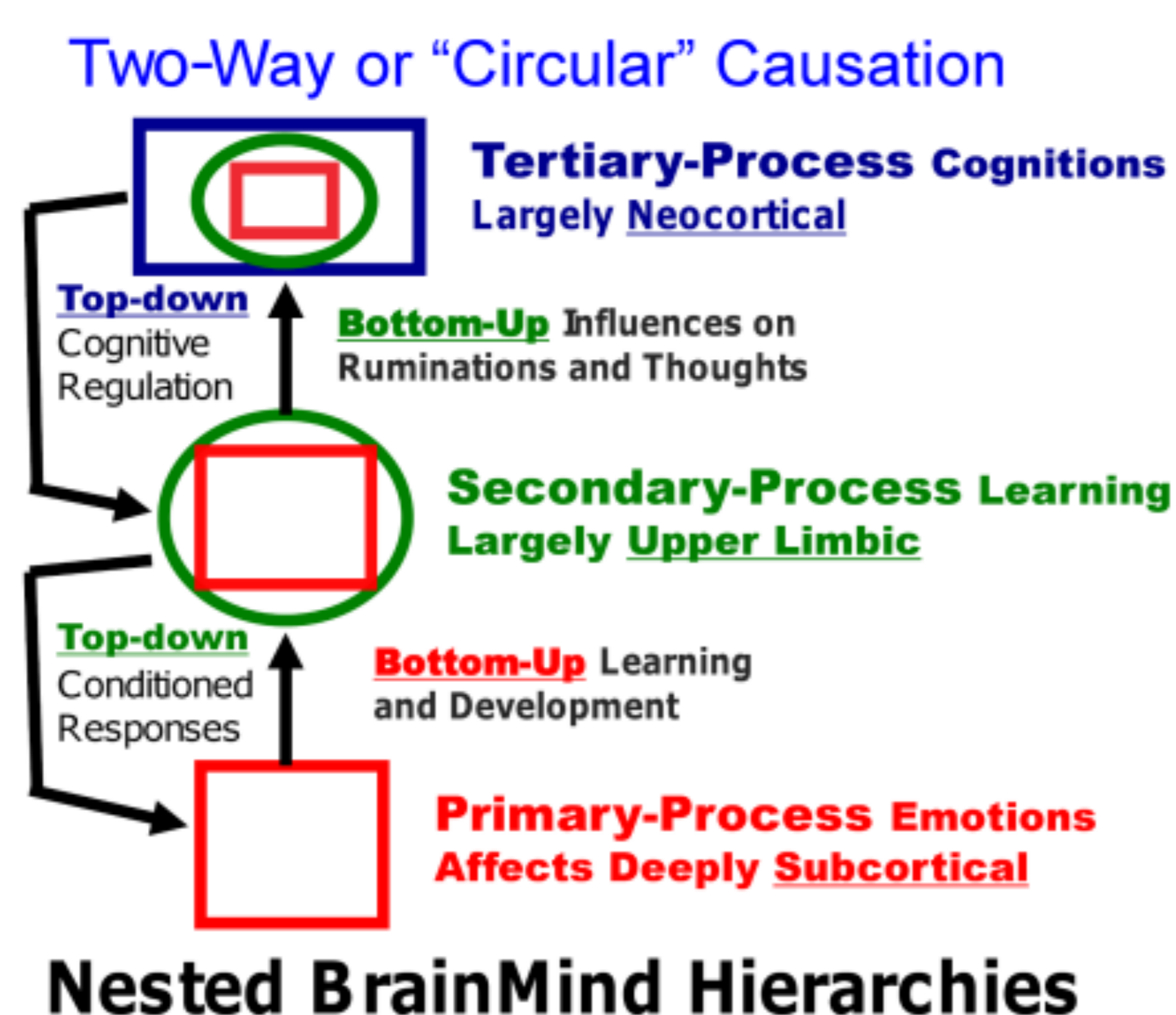
**leading to changes in
 gene expression and to
 brain-mind
 modifications.**



The child's brain is highly plastic. Its development is extremely dependent on social interactions. Above are schematized two key stages of the connectome formation (*image credits: http://america.pink/synaptic-pruning_4248821.html*)

The main goal of this project is to dissect all the steps of the sequence on the left, studying the nature, consistency, scope and impact of each factor on the brain-mind development as well as their actual relatedness.

By doing this, we will attempt at contributing to evaluate the extent to which a unity of science stance between neuroscience and developmental and dynamic psychology can be established.



From the most recent discoveries regarding human brain immaturity at birth, to emotion studies in man and animals or the more recent developments in behavioral epigenetics, contributions from evolutionary anthropologists, affective neuroscientists, behavioral epigeneticists as well as psychologists will be analyzed and related as far as their different approaches and methodologies consent. The goal is to evaluate their potentially unifying nature. Among those contributions is notably Jaak Panksepp's. (*image on the left - credits: Jaak Panksepp's work*)