

[Name of Writer]

[Name of Supervisor]

[Psychology]

[Date]

Psychology Biography

Introduction

'*The Best of Me*' is a romantic drama movie released in the year of 2014, written by Nicholas Spark. Certain psychological aspects are observed in this movie, which attempts to grab the attention of audience to evaluate this movie on the subject of psychology. The movie revolves around two major characters, Amanda and Dawson. They fell in love with each other during the teenage years, however, circumstances forced them to get apart. However, after a period of around twenty years, Dawson returns and aims to reunite with Amanda. The movie is analyzed from the psychological perspective in order to explore certain factors. This essay aims to cover six critical elements including sociocultural graded influence, cohort effect, gene-environment interaction, non-normative life event, sensitive period and history graded influence.

Discussion

Sociocultural graded influence

The sociocultural influence attempts to focus on emphasizing the society's influence on the learning process of an individual (McCluskey, 129). In the movie, Dawson and Amanda, the main characters, are from different backgrounds. They fell in love with each other during the teenage years, however, due to certain circumstances, they were separated from each other. Throughout the movie, Dawson tends to be influenced by certain sociocultural elements. He belonged to a family involved in criminal activities, which created a negative influence on him and he started to live with 'Tuck', who is a local mechanic. The sociocultural factors including norms and beliefs forced Dawson to fight with his family, which did not accept him as a member. He accidentally kills Bobble (Dawson's best friend) and gets arrested. Such difficult circumstances created a negative impact on Dawson and he testified against his family.

Genetic Environment Interaction

Interaction of genetic environment occurs when 2 genotypes focus on responding to environmental variation in a different manner. Kraft et al., (115) described that experiences can have an impact regarding how genes are expressed. During the adolescence, brain development tends to be rapid (Blakemore, 267). In this period, negative influences can lead to lifetime consequences. In the movie, the falling of love can be considered a positive experience in the life of both the characters, Amanda and Dawson. Such experiences tend to stimulate signals between the neurons. The OXT gene is referred by some researchers as love gene (Lee et al., 144). Further, it is critical to consider that during the childhood, Dawson faced certain issues with the family. He had some abusive cousins which eventually affected his mental health. These elements are considered influential in activating genes in a child.

Cohort Effect

Cohort effect refers to a specific influence of a group bonded by common life experience or time. It can be related to how individuals due to their age-related impacts can affect the outcomes (Kausler, 341). The element of cohort effect can be significantly analyzed in the movie. During the teenage years, Dawson and Amanda immediately fell in love and there seemed to be no other hindering elements. The experiences of both the characters during their teenage years had a significant impact on their beliefs regarding the world. After surviving an accident, the male character starts realizing that his life is of significance. He attempts to reunite with Amanda in the quest of making her feel his importance. The experience of the accident shaped views of Dawson regarding different aspects of the world. Both the main characters felt that they should get reunited in order to revive their feelings. The cohort effect further helps to analyze the differences both the characters felt in their adolescent period and in the adulthood period.

History Graded Influence

A history graded influence refers to influence or impact within the course of life that tends to be correlated with time. This influence seems to be experienced by various individuals (Berk, 112). At the end of the movie, Dawson dies and Amanda starts to recall the teenage dreams. Amanda's son tells her that his heart donor was found to be Dawson. This event sparks

Amanda to recall history, the times spent with her lover during the teenage years. In the end, Amanda starts realizing that Dawson tried his best to give everything, however, circumstances did not let him achieve the desired goals. The funeral of Dawson is attended by several individuals, however, their feelings and behavior differ. This can be considered an example of history-graded influence. For Amanda, the death of Dawson is heart-breaking as compared to other persons. She loved him from the heart and therefore had several feelings associated with him.

Non-normative life event

Berntsen, Rubin & Siegler (1990) explored that non-normative life events refer to infrequent life events that attempt to create a major impact on the life of individuals. These events possess the capability to change the cognitive ability and behavior of an individual. In the movie, non-normative life event includes the accident of Dawson. He survived an explosion which attempted to threaten his life. The accident forced him to gather his thoughts and observe the meaning of life. It had a major impact on his life, as he focused on reuniting with Amanda. Another non-normative event in the movie involved when the mother of Amanda informs her about the death of Dawson. Upon hearing it, Amanda sobs and grieves. These life events are referred to as non-normative event, as these attempts to shape the perception of individuals. Death of Dawson does not affect everyone equally, however, it significantly impacts the emotions of Amanda.

Sensitive period

A stage or time in an individual's development when they tend to be more responsive to certain elements is referred to as a sensitive period. According to Blakemore (198), this period aims to open door to opportunities in which experiences tend to create an impact on brain development. In the movie, during the teenage years of Amanda and Dawson, they quickly fell in love with each other. Adolescence can be considered a period of revolution in a person's life. The brain focuses on responding to certain stimuli. Considering the movie, it has been analyzed that Dawson and Amanda are revealed to be in a sensitive period and showed a significant response to each other through love. The element of love attempts to bind them with each other.

As shown in the movie, both the characters are quick to respond and this is due to the adolescent period.

Conclusion

This essay highlighted six crucial concepts as observed in the movie *'The Best of Me'*. The sociocultural graded influence explored how social and cultural factors influenced the perspectives of Dawson and Amanda. The genetic environment interaction involves that certain genes are expressed based on the negative and positive experiences. The cohort effect explored differences in thinking of both the major characters based on their age differences. The non-normative life event explored include accident of Dawson and his death. The sensitive period forced Amanda and Dawson to fall in love, as in adolescence, individuals are exposed to certain stimuli. The movie is considered essential in exploring various aspects of psychology.

Work Cited

Berk, Laura. *Development through the lifespan*. Pearson Education India, 2017.

Berntsen, Dorte, David C. Rubin, and Ilene C. Siegler. "Two versions of life: emotionally negative and positive life events have different roles in the organization of life story and identity." *Emotion* 11.5 (2011): 1190.

Blakemore, Sarah-Jayne, and Kathryn L. Mills. "Is adolescence a sensitive period for sociocultural processing?." *Annual review of psychology* 65 (2014): 187-207.

Blakemore, Sarah-Jayne. "The social brain in adolescence." *Nature Reviews Neuroscience* 9.4 (2008): 267.

Kausler, Donald H. *Experimental psychology, cognition, and human aging*. Springer Science & Business Media, 2012.

Kraft, Peter, et al. "Exploiting gene-environment interaction to detect genetic associations." *Human heredity* 63.2 (2007): 111-119.

Lee, Heon-Jin, et al. "Oxytocin: the great facilitator of life." *Progress in neurobiology* 88.2 (2009): 127-151.

McCluskey, Kathleen A., ed. *Life-span developmental psychology: Historical and generational effects*. Elsevier, 2013.