

**Motif  
of  
Sequence**

**Motif  
in  
Sequence**


**Shin-Kap Han**

Seoul National University

# “Sequence”

- Array of elements
  - Regularities in connections
    - Narrative order
    - Sequential (temporal) dependency
    - Interlocked contingencies
    - Processes of unfolding
    - Mechanisms of entailment
    - Structures of temporal space

- Looking for common sequence patterns:
  - Global multiple alignment
  - Local multiple alignment
    - Aims to locate relatively short patterns shared by otherwise dissimilar sequences

mo·tif  *noun* \mō-'tēf\

Definition of MOTIF




Like

**1** : a usually recurring **salient** thematic element (as in the arts);  
*especially* : a dominant idea or central theme

**2** : a single or repeated design or color

— **mo·tif·ic**  *adjective*

 See **motif** defined for English-language learners »

See **motif** defined for kids »

Examples of MOTIF

- The wallpaper has a flower *motif*.
- <the *motif* of mute figures standing in lonely isolation is a recurrent one in the artist's works>
- ... a hip awareness of its own cheesy implausibility, right down to the music: The thunderously orchestrated score uses "Itsy Bitsy Spider" as a *motif*. —*People*, 29 July 2002
- In retrospect, it is now clear that the alien invasion *motif* in 1950s science fiction movies reflected the Cold War atmosphere of the period. —Paul A. Cantor, *Gilligan Unbound*, 2001
- The first-class scowl, shaved head and scars on his right shoulder and biceps fit the tough-guy *motif*, but it's a facade. —Ric Bucher, *ESPN*, 28 May 2001
- The branding is done by combining a commercial trademark with one or another subcultural *motif*, a subculture the buyer belongs to or wants to join: surfing, skateboarding, ... —John Seabrook, *New Yorker*, 20 Sept. 1999

“Motif”



Thematic/unifying in substance

Recurring/salient in form







*Face the Music*



# La Fille aux Cheveux de Lin

from Préludes, Book 1, No. 8

Claude Debussy

The image shows a musical score for the piece "La Fille aux Cheveux de Lin" by Claude Debussy. The score is written for piano and consists of two staves: a treble clef staff on top and a bass clef staff on the bottom. The key signature is three flats (B-flat, E-flat, A-flat) and the time signature is 3/4. The piece begins with a piano (*p*) dynamic marking. The melody in the treble staff is characterized by a series of eighth-note runs, often with a slur over them, and a few quarter notes. The bass staff provides a simple accompaniment with some chords and rests. The notation includes various musical symbols such as slurs, dynamic markings, and articulation marks.



**the wheat**

**the chaff**

Thematic/unifying in substance  
**Generating question**

Recurring/salient in form  
**Pattern question**

# Clocking Out: Temporal Patterning of Retirement

Shin-Kap Han and Phyllis Moen  
*Cornell University*



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*AJS* Volume 105 Number 1 (July 1999): 191–236

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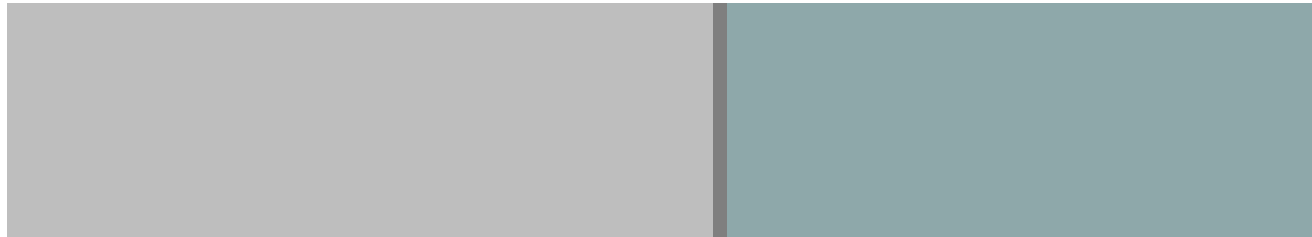
## Imprinting

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*AJS* Volume 105 Number 1 (July 1999): 191–236

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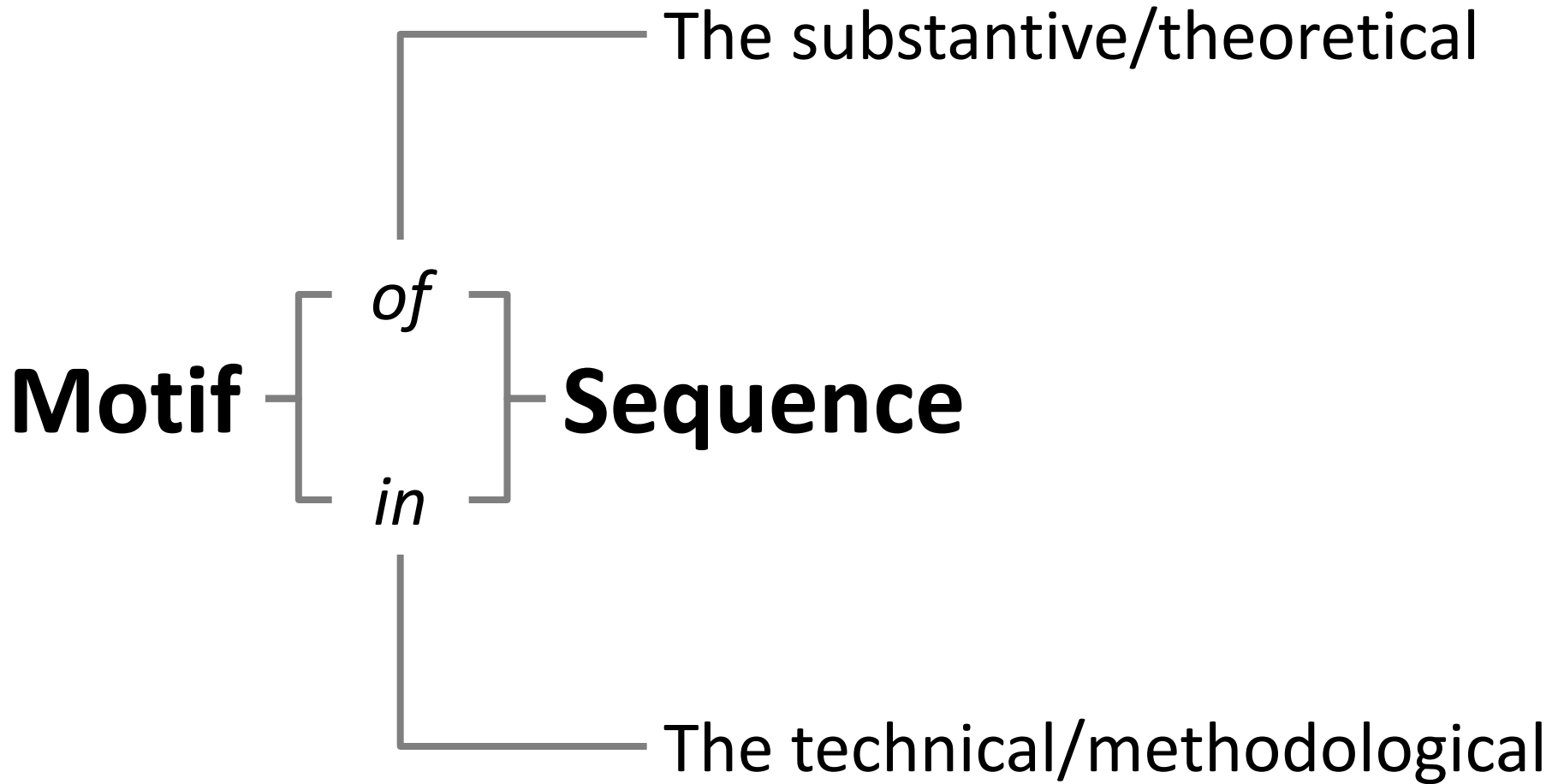


## Turning point

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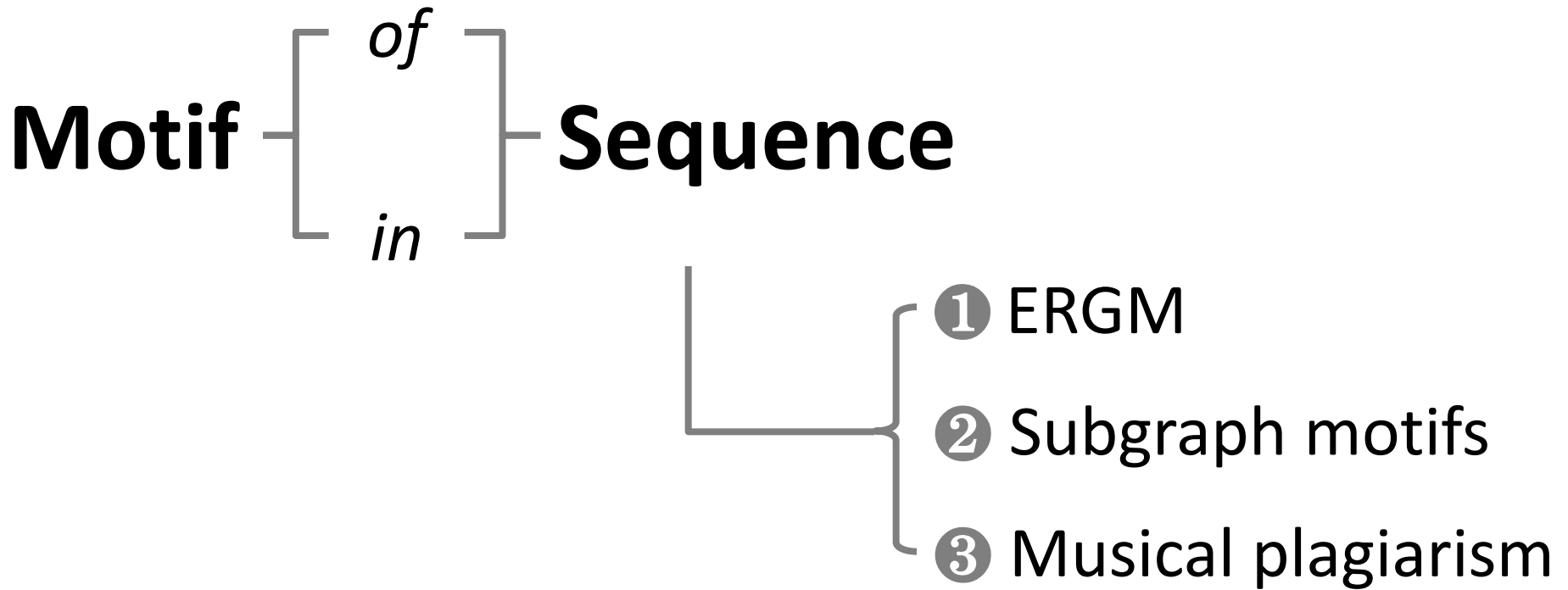
*AJS* Volume 105 Number 1 (July 1999): 191–236

**Motif as a subsequence**





# Resources to Mobilize



**1**

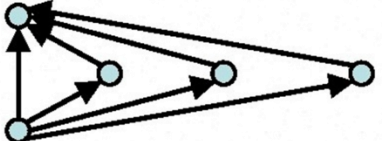
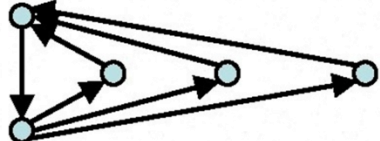
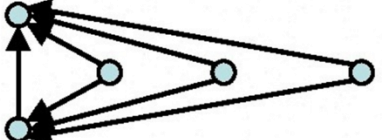
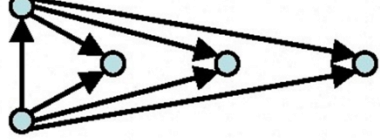
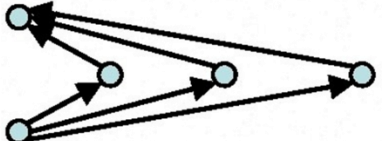
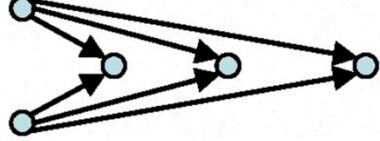
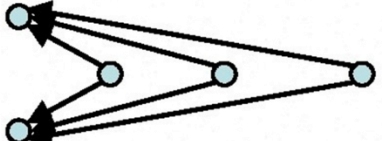


# Exponential Random Graph Model

- Basic model

$$P(Y = y) = \exp \left\{ \sum_{k=1}^K \theta_k g_k(y) \right\} / \kappa(\theta)$$

$$P(Y) \propto \theta_1 g_1(y) + \theta_2 g_2(y) + \cdots + \theta_k g_k(y)$$

AT-T		AT-C	
AT-D		AT-U	
A2P-T		A2P-U	
A2P-D			





**Detecting Subtle Sequence Signals: A Gibbs Sampling Strategy  
for Multiple Alignment**

CE Lawrence, SF Altschul, MS Boguski, JS Liu, AF Neuwald, JC  
Wootton

Vol. 262 no. 5131 (8 October 1993) pp. 208-214

- Patterns shared by multiple protein or nucleic acid sequences shed light on molecular structure, function, and evolution.



**Network Motifs: Simple Building Blocks of Complex Networks**

R Milo, S Shen-Orr, S Itzkovitz, N Kashtan, D Chklovskii, U Alon

Vol. 298 no. 5594 (25 October 2002) pp. 824-827

- To uncover their structural design principles, we defined “network motifs,” patterns of interconnections occurring in complex networks at numbers that are significantly higher than those in randomized networks.
- This approach may uncover the basic building blocks of most networks.

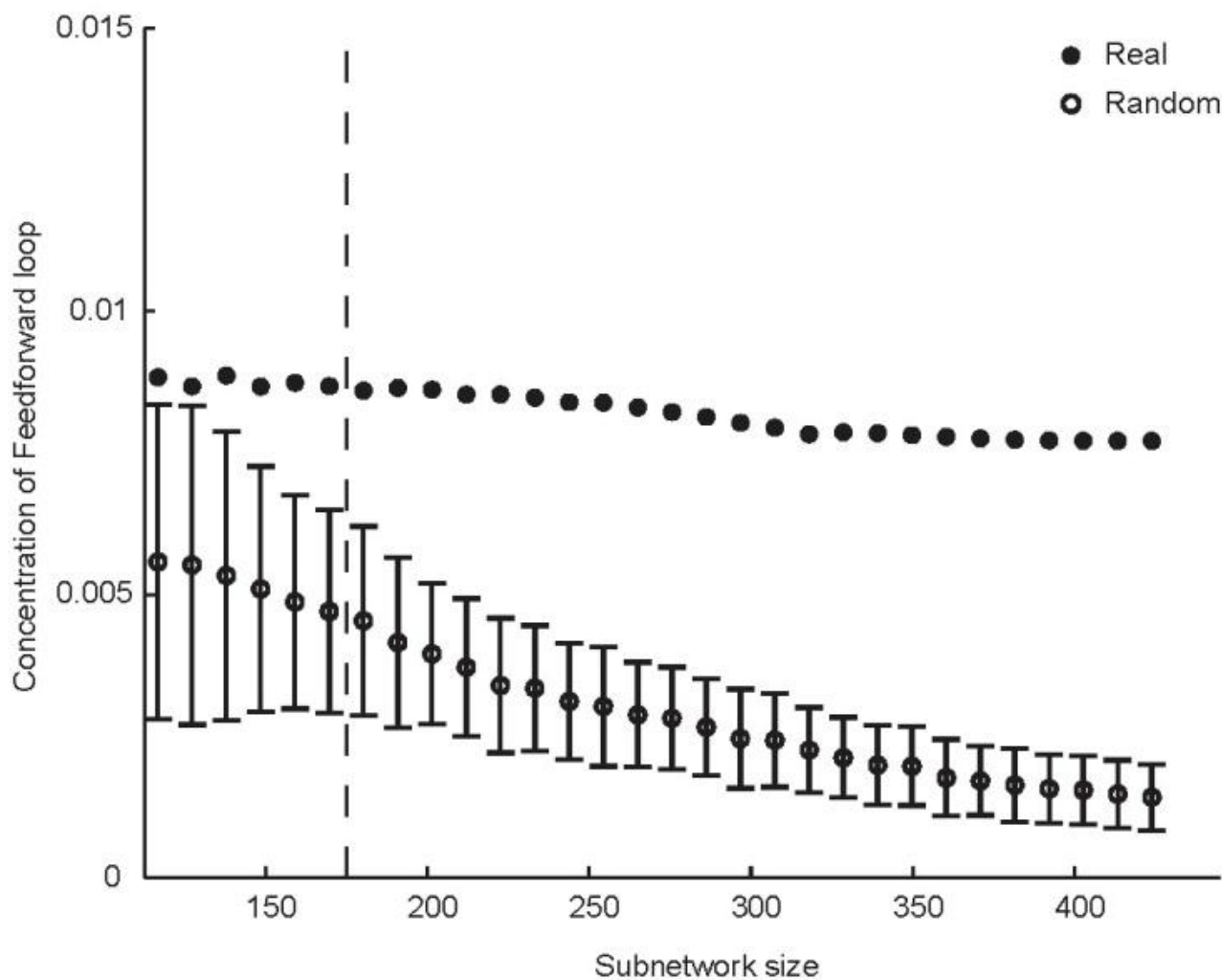


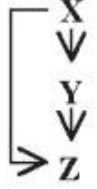

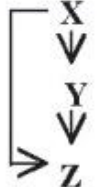

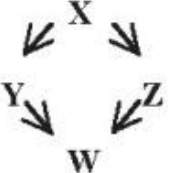

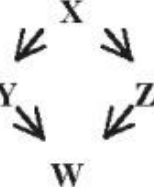


# Network Motifs

- A small set of characteristic patterns (subgraphs) that occur much more frequently than in randomized networks with the same degree sequence.
- Network motifs (e.g., FFL) were demonstrated to play key information processing roles in biological regulation networks.

**Fig. 3.** Concentration  $C$  of the feedforward loop motif in real and randomized subnetworks of the *E. coli* transcription network (11).  $C$  is the number of appearances of the motif divided by the total number of appearances of all connected three-node subgraphs (Fig. 1B). Subnetworks of size  $S$  were generated by choosing a node at random and adding to it nodes connected by an incoming or outgoing edge, until  $S$  nodes were obtained, and then including all of the edges between these  $S$  nodes present in the full network. Each of the subnetworks was randomized (17, 18) (shown are mean and SD of 400 subnetworks of each size).

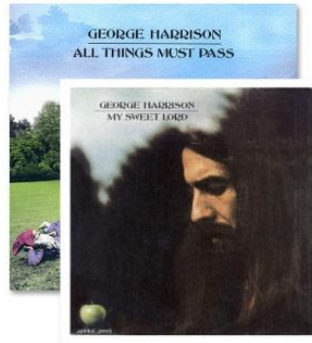
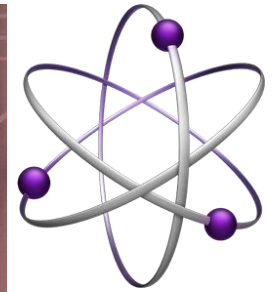
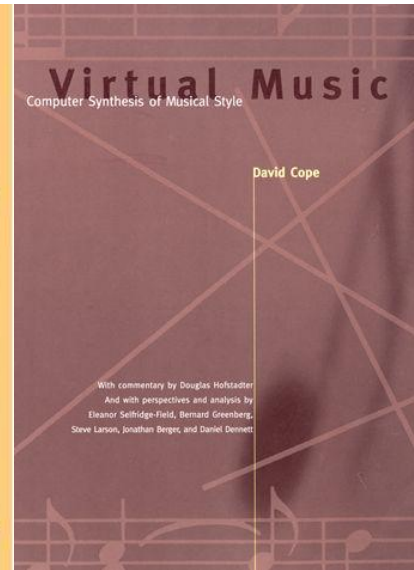
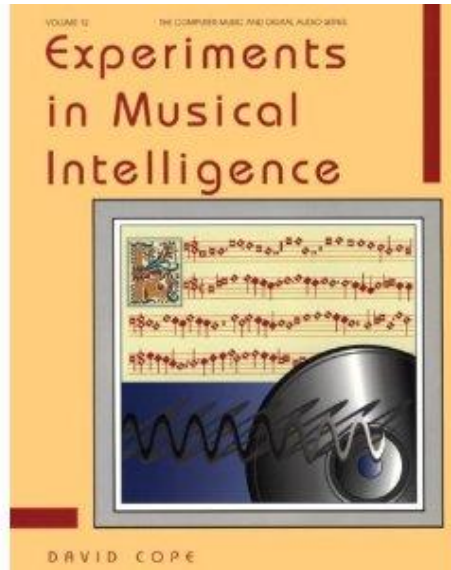


Network	Nodes	Edges	$N_{\text{real}}$	$N_{\text{rand}} \pm \text{SD}$	Z score	$N_{\text{real}}$	$N_{\text{rand}} \pm \text{SD}$	Z score	$N_{\text{real}}$	$N_{\text{rand}} \pm \text{SD}$	Z score
<b>Gene regulation (transcription)</b>				<b>Feed-forward loop</b>			<b>Bi-fan</b>				
<i>E. coli</i>	424	519	40	$7 \pm 3$	10	203	$47 \pm 12$	13			
<i>S. cerevisiae</i> *	685	1,052	70	$11 \pm 4$	14	1812	$300 \pm 40$	41			
<b>Neurons</b>				<b>Feed-forward loop</b>			<b>Bi-fan</b>			<b>Bi-parallel</b>	
<i>C. elegans</i> †	252	509	125	$90 \pm 10$	3.7	127	$55 \pm 13$	5.3	227	$35 \pm 10$	20
<b>Food webs</b>				<b>Three chain</b>			<b>Bi-parallel</b>				
Little Rock	92	984	3219	$3120 \pm 50$	2.1	7295	$2220 \pm 210$	25			
Ythan	83	391	1182	$1020 \pm 20$	7.2	1357	$230 \pm 50$	23			
St. Martin	42	205	469	$450 \pm 10$	NS	382	$130 \pm 20$	12			
Chesapeake	31	67	80	$82 \pm 4$	NS	26	$5 \pm 2$	8			
Coachella	29	243	279	$235 \pm 12$	3.6	181	$80 \pm 20$	5			
Skipwith	25	189	184	$150 \pm 7$	5.5	397	$80 \pm 25$	13			
B. Brook	25	104	181	$130 \pm 7$	7.4	267	$30 \pm 7$	32			

3

Experiments in  
musical  
intelligence

Idiosyncratic  
court findings



# Musical Plagiarism

	Substantial part doctrine	
Melodic Similarity	By the EYE	Note-for-note comparison
	By the EAR	Aural perception
Motif		
Sampling		
Musical Ideas		

# Musical Plagiarism

The main part of the existing systems for the comparison of symbolic music are based on string matching algorithms and represent music as sequences of notes.

Identification of Near-Duplicate Music Documents

# Musical Plagiarism

In many applications, two strings may not be highly similar in their entirety but may contain regions that are highly similar. In this case, the problem is to find and extract a pair of regions, one from each of the two given strings, that exhibits high similarity. This is called local alignment or local similarity problem. The computation of a local similarity allows us to detect local conserved areas between both sequences. Experiments show that considering local alignment improves the quality of symbolic melodic similarity systems.

## **Musical Plagiarism**



### Les feuilles mortes (Kosma/Prévert)

The image shows a musical score for 'Les feuilles mortes' in 4/4 time. The top staff is the melody, and the bottom staff is the piano accompaniment. The chord progression is: Dm, G7, C, F, Dm6, E7, Am7. The piano accompaniment features a complex rhythmic pattern with many notes, some of which are highlighted in red. The melody is a simple line of notes with some rests.

### La Maritza (Renard/Delanoë)

He considered that the chord progression is the same for the refrains of the two musical pieces and that all the notes inserted in *La Maritza* could be considered as ornaments (musical flourishes that are not necessary to the overall melodic or harmonic line). Thus, even if few notes are common to the two musical piece, they are important regarding the harmony.

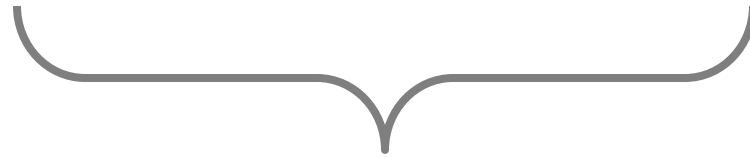
# Musical Plagiarism

# Templates Repurposed

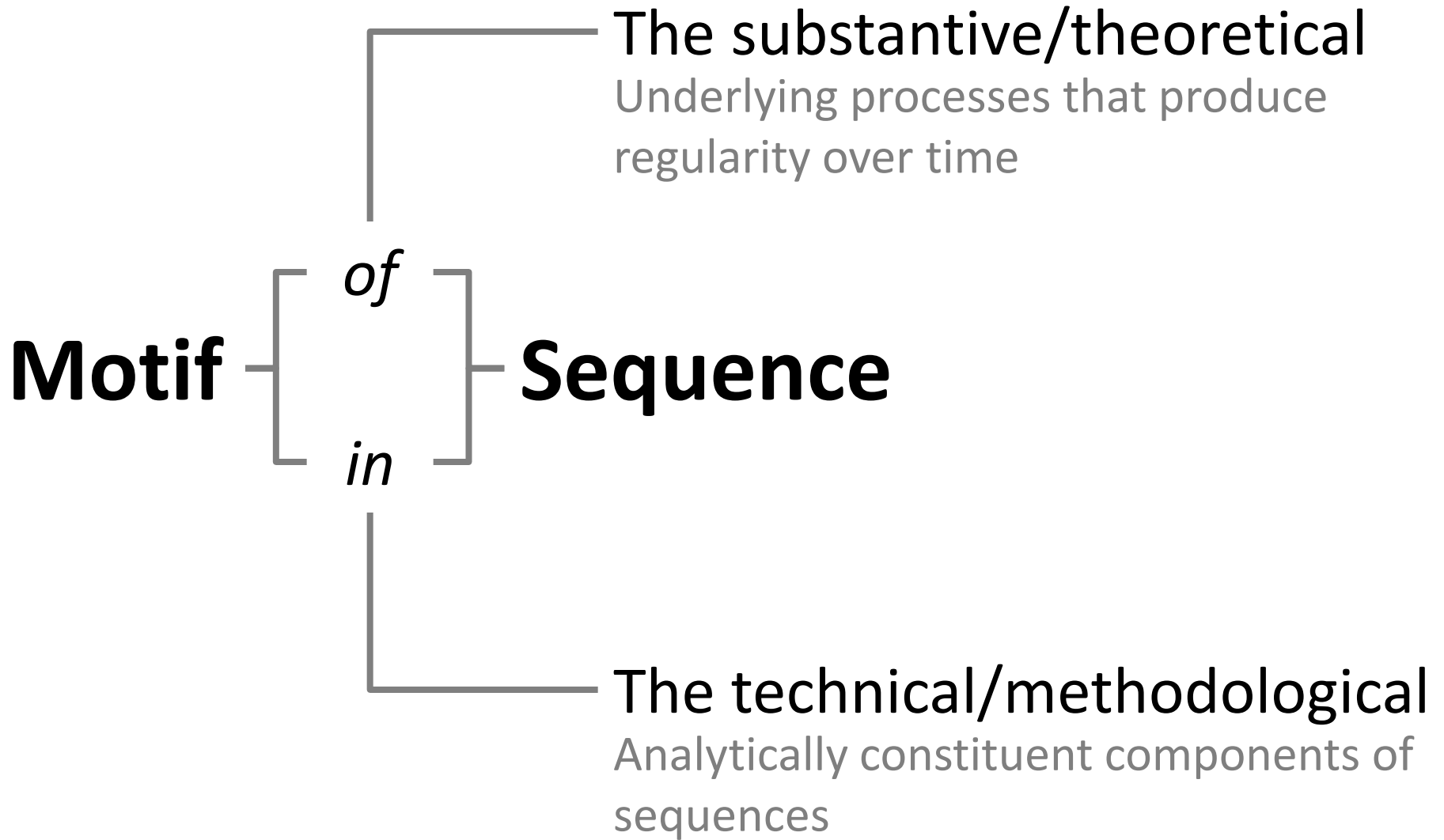
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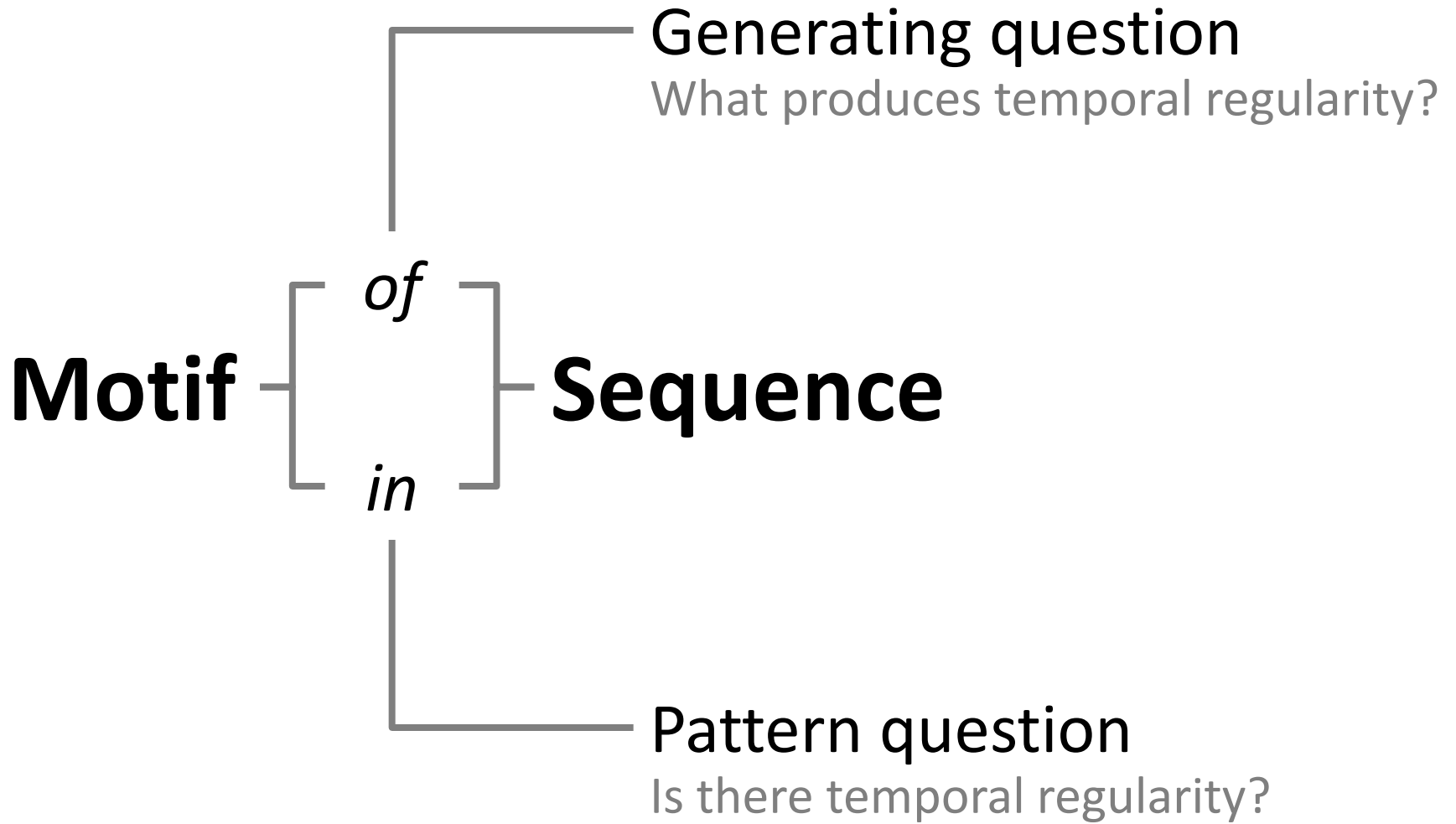
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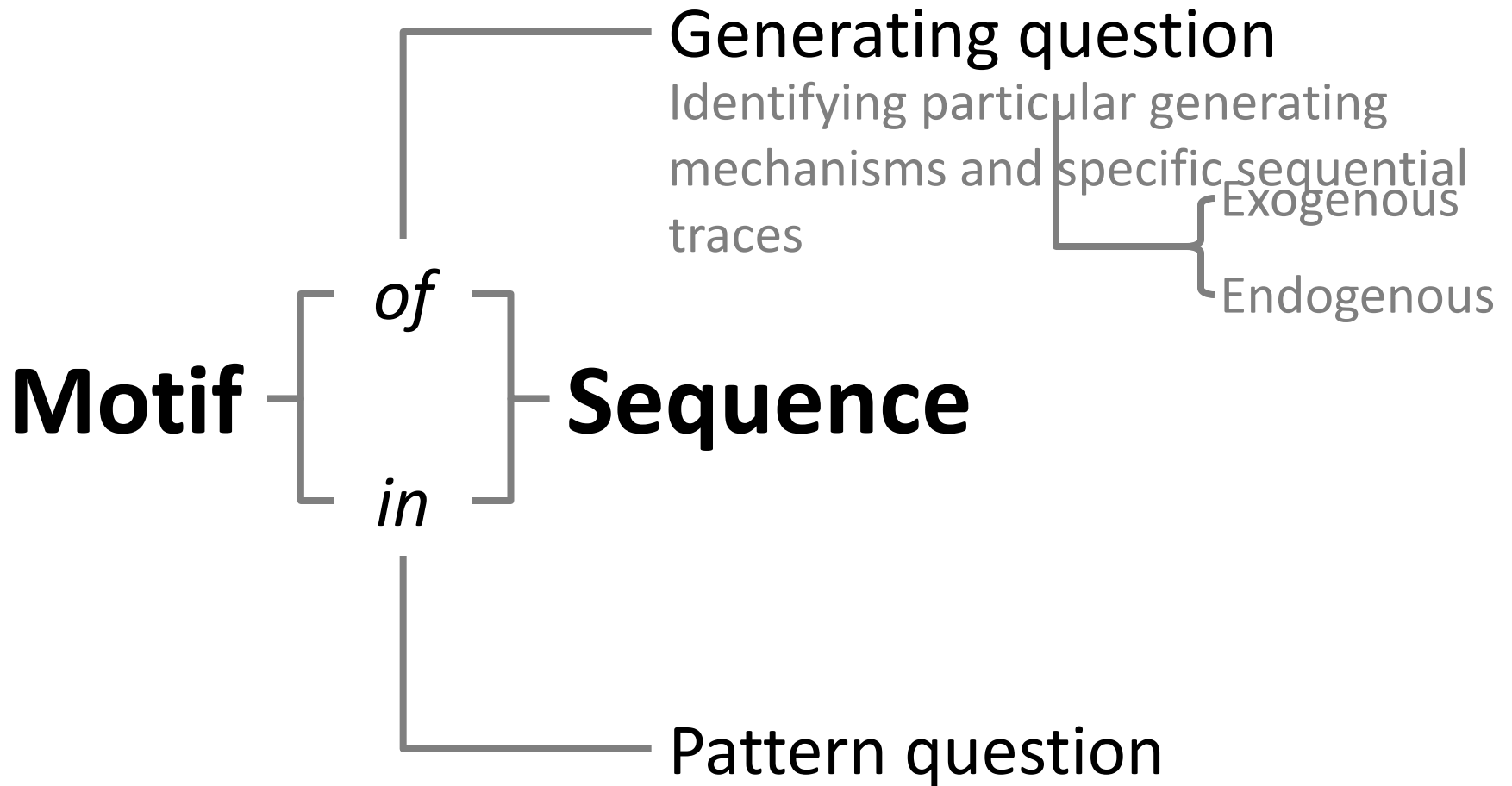
3



**Motif** — [ The possibility of common subsequences







# Questions

- What are the fundamental building blocks?
- How do they combine to form larger structures?
- Do networks which share the same building blocks also share the same combinations of these blocks?

# 2 Techniques

- Two basic techniques have been proposed for identifying network motifs. They attempt to determine the significance of all or many subgraphs of a given size by comparing their frequency in a given network to their frequency in a random ensemble of networks with similar properties to the original.
    - exact counting (complete enumeration)
    - subgraph (subsequence) sampling
-



# 2 Techniques

- To determine which subgraphs are motifs, subgraph sampling is an effective and efficient approach, and has been used to evaluate the significance of larger subgraphs than can be evaluated by the exact counting method.

# Cut and Sew

- How to cut
  - Complete(d) sequence with beginning, middle, and ending?
  - Boundary? – width
  - Granularity? – arbitrary/malleable grid
- How to sew
  - Script?
  - Signature?

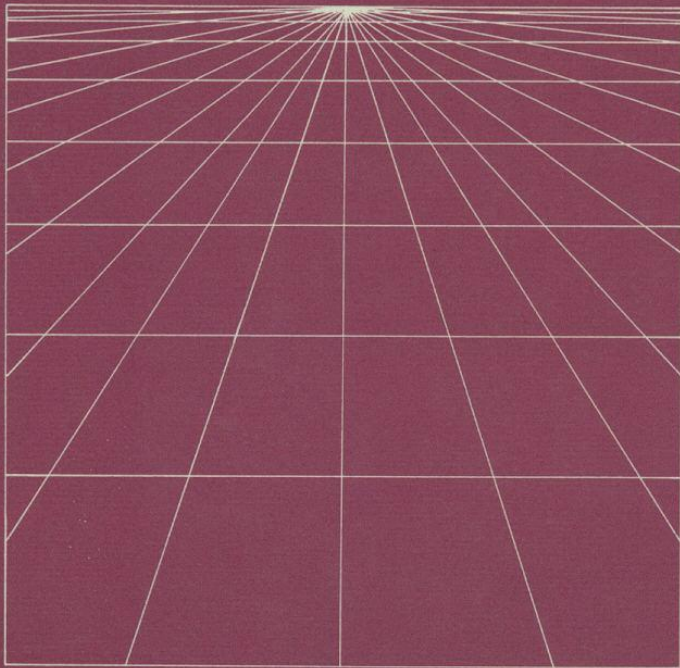
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# *Social Structures*

A Network Approach

*Edited by Barry Wellman and S.D. Berkowitz*



## Lessons Borrowed

- Meta-theoretical parallels
- Practical similarities

**Structural Analysis:  
From Method and Metaphor  
To Theory and Substance**

Barry Wellman  
(1988)

**From Method and Metaphor**

**To Theory and Substance**

*A paradigm*

# Lessons Borrowed

“[It] does not derive its power from the partial application of this concept or that measure. It is a comprehensive paradigmatic way of taking social structure seriously by studying directly how patterns of ties allocate resources in a social system. Thus, its strength lies in its integrated application of theoretical concepts, ways of collecting and analyzing data, and a growing, cumulating body of substantive findings.”

- To pose new intellectual questions
  - To collect new types of evidence
  - To provide new ways to describe and analyze social structures
- 