Motivation and Emotion
Psychology 3M03 Evening – Spring, 2003 – May 6th to June 19th

Instructor
Elliott Beaton, Office in PC222 (Behind the security doors on the 2nd floor – use the white phone.)
Office hours: Tuesday 5:30 to 6:30 pm, Thursday 5:30 to 6:30 pm (Otherwise, by appointment only please.)
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Course Objectives
Mammalian motivation and emotion will be examined in the context of evolution, physiology, learning, development, and socio-comparative issues. We will work from fundamental to higher-order and more subtle drives and emotions as the course progresses.

Textbook

Evaluation
1) Mid-session test: This test will be held in class on May 27th and will be held in the first half of the class before the break. After the break, we will continue with new material. This will make up 35% of your final grade.
2) Short Essay: This will be a brief (i.e. 2-3 pages) critique on a recent paper published in a peer-reviewed journal. This essay should follow the instructions outlined in a separate page attached to this syllabus. The essay is due at the beginning of class on June 12th. This will make up 15% of your final grade. There will be a late submission penalty of 2% of your final grade (to a maximum of 15%) per day late (including weekends). Papers will not be accepted after June 19th with an automatic 0% assigned after this absolute deadline. Both a hard copy and an electronic copy must be submitted by the due date. The electronic copy can be e-mailed or submitted on diskette.
3) Final Examination: The final exam is worth 50% of your final grade and will be held in class, on June 19th. It will encompass all of the course material with some emphasis on material covered since the mid-session test.
4) Optional Experimental Participation: If you so choose, you may earn up to a maximum of 5% of your final mark by participating in experiments in the Psychology Department before the end of the session (June 19th). You can earn one mark per hour (or any part thereof) of participation. These marks will be added to your final grade but only to a total final mark of 100%. A form to be signed by the experimenters is attached to this syllabus.

Note: Students are responsible for both the lecture material and assigned readings, with roughly equal weighting. Mid-session tests can only be written at the times indicated so plan to attend. There can be no make-up tests or special sessions for any student. Students with valid reasons for missing a mid-session test or assignment must consult the Dean of Studies office for their faculty (e.g. Science and Social Science). If, and only if, there is adequate written justification for missing the test or assignment deadline, such students will normally have their grades proportionately reweighted, increasing the relative contribution to their final exam. The test and examination will consist of diverse question formats, including true false, multiple choice, short answer, and brief essay questions at the instructor’s discretion.
discretion. Grades will be assigned according to the following convention: 90-100% = A+, 85-89% = A, 80-84% = A-, 77-79% = B+, 73-76% = B, 70-72% = B-, 67-69% = C+, 63-66% = C, 60-62% = C-, 57-59% = D+, 53-56% = D, 50-52% = D-, 0-49% = F. Appeal procedures for mid-session test are strictly structured, as will be explained by the instructor. Attention is drawn to the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes on one of these resolutions will be treated according to the published policy. The instructor will verify the uniqueness of each student’s work using internet search engines and other means to detect plagiarism. Instructors of other courses with similar assignments may be consulted. A personal interview with you may be requested as part of the evaluation of the work.

**Schedule of Topics and Readings** *(Lecture dates and topic specifics are approximate.)*

**May 6th:** *Introduction and historical perspective* – pre-scientific notions, emergence of views from philosophy, physiology, evolution, and experimental psychology. **General evolutionary perspective** – brief review of evolutionary theory in the context of motivation and emotion. (Chapters 1 and 2)

**May 8th:** *Genetics, learning, and development* – individual and group differences in motivation and emotion – what is “hard-wired” and what is not – the nature/nurture discussion revisited – issues such as social vs. non-social animals, sex differences, and cross-cultural comparisons will be discussed. **Introduction to the general physiological perspective** – general structure of nervous and endocrine systems. (Chapters 3 and 4)

**May 13th:** *Continuation of the general physiological perspective* – a tour of the autonomic nervous system, peripheral endocrine systems, hypothalamus, pituitary, and overview of other limbic structures. (Chapter 4)

**May 15th:** *Basic appetitive systems* – foraging, thirst, hunger, feeding, homeostasis and growth, specific appetites and aversions. **Related systems** – urination and defecation, the enteric nervous system, thermoregulation. (Chapter 5)

**May 22nd:** *Pain and fear* – adaptive value and expression of fear and pain, and the physiological and anatomical substrates supporting these systems. (Chapter 6)

**May 27th:** *Midterm test from 7 pm to 8:30 pm* – then break for 20 minutes, then **Introduction to reproduction** – strategies, competition, neurological and hormonal substrates of behaviour. (Chapter 7)

**May 29th:** *Reproduction continued* – see previous. (Chapter 7) **Arousal, stress, boredom, leisure** – general adaptation syndrome, sympathetic vs. parasympathetic nervous systems, HPA-axis, effects of chronic stress. (Chapter 8)

**June 3rd:** *Aggression* – threat and aggressive displays and behaviour, dominance and subordination, anger, frustration, sex and species differences. (Chapter 9)

**June 5th:** *Happiness, sadness, depression, helplessness* – elation versus depression from biological and developmental perspective, helplessness, initiative, limitations of, and cost/benefit analysis of self-preservation. (Chapter 10)
June 10th: Attachment and love – mother and child, familial love and pair bonding, romantic and companionate love. (Chapter 11) Learning and achievement – reinforcement and punishment, goals, the need to achieve, cognitive mediation. (Chapter 12)

June 12th: Conflicting emotions – concurrent and conflicting emotions, conflict resolution (Chapter 13) Social emotions – embarrassment, guilt, shame, pride, empathy, the adaptive value of humour. (Chapter 14)

June 17th: Social emotions continued – see previous. (Chapter 14) Religiosity and worship – in the evolutionary and physiological context.

June 19th: Final Exam – 7 pm to 10 pm

Guidelines for the Essay Assignment

Topics: You must write a critique of a recent (i.e. no earlier than January 2001) article published in a peer-reviewed scientific journal. You should try to find a unique article, distinct from that chosen by any other student in the class and not covered in any other class that you have or are currently taking. You cannot work directly with any of your classmates on this assignment. Choose a topic that is directly pertinent to the class material. Have a look at the text, the course outline, and the lecture material and select and area that you find interesting. You should discuss other articles that have been published in any other year that may shed light on your focal article. Do not use secondary sources for this task – your support articles must be primary sources from a peer-reviewed scientific journal.

Form: The paper must not exceed 1500 words (approximately 3 pages), excluding references. Quality is more important than quantity. This being said, you should fully use the allotted number of words. State the purpose of your paper in the introductory paragraphs of your essay and include a reference list at the end of the paper. Cite only papers that you have read and use a standardized referencing system (e.g. APA). The essay must be typed and both a hard copy (i.e. printed) and electronic copy must be submitted by the deadline. The electronic copy can be submitted via e-mail or by diskette. A copy of the focal article must accompany the paper copy of your essay. The deadline for the essay is the beginning of class, June 12th with a 2% penalty per day late up to June 19th. No papers will be accepted after June 19th.

Hints: 1) Get started early! Time will be at a premium right before the exam. 2) Use headings and subheadings to help organize your thoughts and help the reader follow your line of reasoning. 3) Think of the value and necessity of every word in your paper whilst you are editing it. For example, did I need to say both “value and necessity” in the previous sentence, or would one of those words stand-alone and convey the same message? Even one word in a 1500 word essay takes up valuable real estate. Cutting extraneous words adds up over the course of a whole essay and adds to the conciseness of your work. 4) Even though you cannot work directly with another student on this paper, that does not mean that you cannot talk to them about your ideas or have them help you edit for clarity, punctuation, and flow. 5) There is help available at the Center for Student Development. As well, make use of my office hours. 6) Things that affect your grade on this assignment: appropriateness of your ideas in the context of the course, the quality of your library work, organization and clarity, accuracy in referencing, the cohesiveness of your arguments, and finally, have you only presented a summary or are you showing original thought. 7) Be objective and scientific – avoid jargon, unsubstantiated opinion, sentiment, colloquial speech, and personal information.
Experimental Research Participation Sheet

Your name: ___________________________   Your signature: _______________________________

Your student number: _____________________

Name of study:  _________________________    Date of participation: _________________________
Length of participation: ________hour(s)             Ethics approval code: _________________________
Name of experimenter: ____________________ Signature of experimenter: _____________________

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Length of participation: ________hour(s)             Ethics approval code: _________________________
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