Motivation and Emotion - PC 335

Psychology 3M03 Evening – Summer, 2004 – June 22nd to August 3rd

Instructor
Elliott Beaton, Office in PC236 (Behind the security doors on the 2nd floor – use the white phone.)
Office hours: Tuesday 5:00 to 6:00 pm, Thursday 5:00 to 6:00 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 (NOTE: I reserve the right to change the format of the syllabus, test, exam, and/or paper for make-ups or for other as yet unforeseen circumstances. Both class and textbook are fair game on tests.)

1) Mid-session test: This test will be held in class on July 15th and will be held in the second half of the class after the break. Before the break, we will discuss new material. This will make up 35% of your final grade.
2) Short Essay: This will be a brief (i.e. 2 pages) research proposal based on a recent paper (2003/04) published in a peer-reviewed journal. This proposal should follow the instructions outlined in a separate page attached to this syllabus. The proposal is due on July 20th. 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 (excluding weekends). Papers will not be accepted after Aug. 3rd with an automatic 0% assigned after this absolute deadline. A copy of the focus article must also be included.
3) Final Examination: The final exam is worth 50% of your final grade and will be held in class, on Aug 3rd. 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% bonus added to your final mark (not exceeding a total of 100%) by participating in experiments in the Psychology Department before the end of the session (Aug. 3rd). You can earn one mark per hour (or any part thereof) of participation.

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. Grades will be assigned according to the following convention: 90-100% = A+, 85-89% = A, 80-84% = A-, 77-79% = B+, 70-72% = B, 67-69% = B-, 63-66% = C+, 60-62% = C, 57-59% = D+, 53-56% = D, 50-52% = D-, 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 and subject to change.)

**June 22nd**: 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)

**June 24th**: 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)

**June 29th**: 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)

**July 1st**: Holiday – no class meeting. (Canada Day)

**July 5th**: Basic appetitive systems – foraging, thirst, hunger, feeding, homeostasis and growth, specific appetites and aversions. (Chapter 5) Pain and fear – adaptive value and expression of fear and pain, and the physiological and anatomical substrates supporting these systems. (Chapter 6)

**July 8th**: Reproduction – strategies, competition, neurological and hormonal substrates of behaviour. (Chapter 7) Attachment and love – mother and child, familial love and pair bonding, romantic and companionate love. (Chapter 11)

**July 13th**: Arousal, stress, boredom, leisure – general adaptation syndrome, sympathetic vs. parasympathetic nervous systems, HPA-axis, effects of chronic stress. (Chapter 8)

**July 15th**: Aggression – threat and aggressive displays and behaviour, dominance and subordination, anger, frustration, sex and species differences. (Chapter 9)

**July 20th**: 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)
July 22\textsuperscript{nd}: Conflicting emotions – concurrent and conflicting emotions, conflict resolution, honour, duty (Chapter 13) Social emotions – embarrassment, guilt, shame, pride, empathy, antisocial personality disorder (Chapter 14) Religiosity and worship – in the evolutionary and physiological context.

July 27\textsuperscript{th}: Guest lecture

July 29\textsuperscript{th}: No class meeting – use this time to prepare for your exam.

Aug 3\textsuperscript{rd}: Final Exam – 6:30 to 9:30 pm.

Guidelines for the Essay Assignment

Topics: First, you are to find and article published in a peer-reviewed scientific journal. Next, pretend that you are a new graduate student hired in the lab of the primary investigator heading up the research discussed in the article. Why should that lab, or SSHRC, or NSERC, or NIH fund you? You need to justify your existence and value. There are 200 other applicants that will be more than happy to replace you! You must propose the next step in the research article you have just read. You should not propose follow-up work that is suggested in the discussion of that article as your own idea (You’ll be passing in a copy of the article). Come up with something fresh that will keep you busy over the next year. 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 an 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 the allocated space on the Grant Application Form (approximately 2 pages), excluding references. The application form will be posted on the web page. Quality is more important than quantity. This being said, you should fully use the allotted number of words. State the purpose of your study and include a reference list. Cite only papers that you have read and use a standardized referencing system (e.g., APA). A copy of the focal article must accompany the paper copy of your essay. The deadline for the essay is July 20\textsuperscript{th} with a 2% penalty per day late up to Aug 3\textsuperscript{rd}. No papers will be accepted after Aug 3\textsuperscript{rd}.

Hints: 1) Get started early! Time will be at a premium right before the exam. 2) 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 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. 3) 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. 4) There is help available at the Center for Student Development. As well, make use of my office hours. 5) 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. 6) Be objective and scientific – avoid jargon, unsubstantiated opinion, sentiment, colloquial speech, and personal information.