Motivation and Emotion – LS B130E
Psychology 3M03 Evening – Summer, 2005 – June 20th to August 3rd

Instructor: Elliott Beaton
Office hours: Monday 5:00 to 6:00 pm, Wednesday 5:00 to 6:00 pm – Location: TBA
(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.


Evaluation: I reserve the right to change the format of the syllabus, test, paper, and/or exam. You are responsible for the entire text and all class material. Both class material and textbook are fair game on the test and exam. There are no make-up tests in this course. You must provide your Dean’s office with adequate documentation to justify missing the test, paper, or exam.

1) Mid-session test: This test will be held in class on July 11th. 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 (2004/05) 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 27th. 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.
4) Optional Experimental Participation: If you so choose, you make 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. The mid-session test can only be written at the time 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+, 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 and subject to change.)

June 20th: 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 22nd: Genetics, Learning, and Motivation to Learn – 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. (Chapters 3 and 12)

June 27th: The General Physiological Perspective – a tour of the autonomic nervous system, peripheral endocrine systems, hypothalamus, pituitary, and overview of other limbic structures. (Chapter 4)

June 29th: Basic Appetitive Systems – foraging, thirst, hunger, feeding, homeostasis and growth, specific appetites and aversions. (Chapter 5)

July 4th: Reproduction and Sex Differences – strategies, competition, neurological and hormonal substrates of behaviour. (Chapter 7)

July 6th: Attachment and Love – mother and child, familial love and pair bonding, romantic and companionate love. (Chapter 11)

July 11th: MID-SESSION TEST – In Class – 6:30 to 8:00 pm

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

July 16th: Fear and Pain – adaptive value and expression of fear and pain, and the physiological and anatomical substrates supporting these systems. (Chapter 6)

July 20th: Anger, Hate, and Aggression – threat and aggressive displays and behaviour, dominance and subordination, anger, frustration, sex, and species differences. (Chapter 9)
July 25th: Happiness, Sadness, Depression, Helplessness, Suicide – elation versus depression from biological and developmental perspective, helplessness, initiative, limitations of, and cost/benefit analysis of self-preservation. (Chapter 10)

July 27th: 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 29th: TBA


Guidelines for the Essay Assignment

Topics: First, you are to find an 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 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 will 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 peer-reviewed scientific journals.

Form: The paper must not exceed the allocated space on the Grant Application Form (approximately 3 double-spaced pages in 12pt Times New Roman), 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 space. 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 27th with a 2% penalty per day late up to Aug 3rd. No papers will be accepted after Aug 3rd.

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) Please be objective and scientific – avoid jargon, unsubstantiated opinion, sentiment, colloquial speech, and personal information.