Motivation and Emotion
Psychology 3M03: September - December, 2006

Instructor
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Course Objectives
Human and nonhuman motivation and emotion will be examined scientifically, in evolutionary, physiological, developmental, and social perspectives. The course will begin with fundamental biological dimensions of motivation and emotion that are common to all mammals, and will move progressively to more distinctively human and social issues.

Textbook and Readings
Assigned readings from this textbook are given on the next page. Please also see the course website for additional material and practice tests.

Evaluation
1) Midterm Test #1: This is worth 30% of the final grade, and will be held in the normal class hour on Oct. 6th. It covers all readings and lectures prior to this date.
2) Midterm Test #2: This is worth 30% of the final grade, and will be held in the normal class hour on Nov. 10th. It covers all new material since that covered by Test #1.
3) Assignment: Students should each complete a short assignment that will involve a written analysis of the primary scientific literature on a specific topic in Motivation and Emotion. The requirements for this assignment are described in a separate handout. This is worth 5% of the final grade of the course. The absolute deadline is Nov. 24th.
4) Final Examination: This will be scheduled by the Registrar’s Office, and is worth 35% of the final grade. This will cover the whole course, with some extra emphasis on material since the second midterm test.

Students are responsible for both lecture material and assigned readings, with roughly equal weighting. Midterm tests can only be written at the times indicated, so plan to attend. Normally, there can be no make-up tests or special sessions for any student. Students with valid reasons for missing a midterm test or assignment deadline must consult the Dean of Studies office for their faculty (e.g. Science or Social Science). If (and only if) there is adequate written justification for approved by that office, grades will normally be proportionately reweighted, increasing the relative contribution of the other components. The tests and examination will consist of questions in diverse formats, including true-false, multiple choice, short answer, and essay questions, at the instructor's discretion. Any supplementary test or examination may be in a format that differs from that given during the normal sessions, and may consist of entirely essay questions. 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 midterm tests 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. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm.
Schedule of Lecture Topics and Readings  *(Lecture dates are approximate)*

Sept. 7, 8: *Introduction and history*  Prescientific notions. Emergence of views from physiology, evolution, and experimental psychology. Concepts of instinct, drive, and incentive.  *Chapter 1*

Sept. 12, 14: *General evolutionary perspective*  Survival and reproduction. Natural selection and inclusive fitness maximization. Darwin's view of emotions and body language.  *Chapter 2*

Sept. 15, 19: *Genetics, learning, and development*  Perspectives on individual differences in motivation and emotion, from behavioural genetics and development.  *Chapter 3*

Sept. 21 - 26: *General physiological perspective*  General structure of nervous and endocrine systems. Autonomic nervous system, peripheral endocrine systems, hypothalamus and pituitary, limbic system, ventricular system, neurochemical systems.  *Chapter 4*

Sept. 28 - Oct. 5: *Basic appetitive systems*  Foraging, thirst, hunger, and feeding. Homeostasis and growth. Specific appetites and food aversions.  *Chapter 5*

Oct. 6:  **MIDTERM TEST #1**


Oct. 17 - 20: *Reproduction*  Reproductive strategies, competition, neurohormonal substrates of various forms of reproductive behaviour.  *Chapter 7*


Nov. 3 - 9: *Happiness, sadness, depression, and helplessness*  Elation and depression from biological and developmental perspectives. Helplessness and initiative. Limitations to self-preservation.  *Chapter 10*

Nov. 10: **MIDTERM TEST #2**

Nov. 14, 16: *Attachment and love*  Mother-child attachment. Familial love and peer bonding. Romantic vs. companionate love.  *Chapter 11*

Nov. 17 - 23: *Learning and achievement*  Reinforcers and punishers, acquired goals, imitation, incentives, cognitive mediation, need to achieve.  *Chapter 12*

Nov. 24: *Conflicting motivation and emotion*  Concurrent emotions, hierarchies, conflict resolution.  *Chapter 13*

Nov. 24: **ASSIGNMENT DEADLINE**

Nov. 28 - Dec. 1: *Social emotions*  Embarrassment, shame, guilt, and pride.  *Chapter 14*

**FINAL EXAMINATION SCHEDULED BY THE REGISTRAR**