

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology_____

Course No. _PD514_____

Title of Course: __Neurobiology of Emotion_____

Date: _August 1, 2015_____

Please check: x New
 Revision

I. Catalog Description (Credit Hours of Course): This course explores neurobiological, cognitive-physiological, and social processes involved in emotion and motivation (2).

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) Understand the biological bases of emotion and motivation and how these processes influence physical and mental processes.
- 2) Understand the classical and modern theories of emotion and motivation.
- 3) Understand sociocultural factors and influence emotion and motivation.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will describe biological bases of emotion and motivation and how they influence physical responses and mental processes.
- 2) The student will describe classical and modern theories of emotion and motivation.
- 3) The student will describe classical and modern theories of motivated behavior.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

COURSE TITLE	Neurobiology & Psychology of Emotion & Motivation
CODING	PSY 514
CREDIT HOURS	2 credits
CONTACT HOURS	30
PREREQUISITE	None
PROFESSOR	See Job Description. Position: Biological Bases of Behavior
TEACHING ASSISTANT	
OFFICE HOURS	
SEMESTER	

COURSE DESCRIPTION

This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are also explored within a historical perspective. The course will also explore the neurobiological and psychological relationships between emotion and motivation.

TERMINAL OBJECTIVES

By the end of the course the student will:

Recognize the historical background of the fields of emotion and motivation with emphasis on the scientific research that have most impacted both fields.

Describe the biological bases of emotion and motivation and how these processes influence bodily responses and mental processes.

Understand the classical and modern theories of emotion and motivation including theories such as William-James, Cannon-Bard, Schacter, the work done by Hans Selye and contemporary theoreticians.

Describe classical and contemporary theories that explain motivation and motivated behavior including, Drive theory, Drive Reduction, Achievement Motivation, Cognitive, Incentive Motivation-Social Cognitive and Humanistic,

Analyze the sociocultural factors that influence in the development of motivational and emotional states.

COURSE OUTLINE

Week I:

Introduction to the course

Philosophical Positions on Emotion and Motivation

Pre-Platonic & Platonic Era

Post Aristotelic Philosophers

Influence of Darwin's discoveries

Reading for Next Session: Textbook, Ledoux, J., Chapters 1, 2, 3
James, w. (1884) What is an Emotion? *Mind*, 9, 188-205.

Week II

Emotion: Theories

William James' Theory of Emotions

Cannon-Bard theory of Emotion

Reading for Next Session: Textbook, Ledoux, J., Chapters, 4 & 5.

Week III

The Neurobiology of Emotion

Papez Circuit

The Limbic System

Stress and coping.

Cannon's Fight/Flight reaction

Selye's General Adaptation Syndrome

Reading for Next Session: Textbook, Ledoux, J., Chapters, 6 & 7

Week IV

The Neurobiology of Emotion

The work of Joseph Le Douarin

The transition to modern theories of Emotion: Izard, Schachter, Arnold

Reading for Next Session: Textbook, Ledoux, J., Chapters, 8 & 9

Damasio, A.R. (1997). Neuropsychology: towards a neuropathology of emotion and mood. *Nature*, 386:652-659

Week V

The Somatic Marker Hypothesis: Antonio Damasio (Lecturer = W. Rodríguez)

Emotion and Cognition.

Emotional Intelligence and Modern Applications

Reading for Next Session:

Hebb D. O. (1955). Drives and the C.N.S. (Conceptual Nervous System). *Psychological Review*, 62, 243-254.

Textbook # II: Wagner, H., Psychobiology of Human Motivation. Chapters 1,2,3,4

Weeks VI

The neurobiology of Motivation

Hypothalamic Centers and other mediating structures

Introduction to Main theories of Motivation: Biological, Social, Cognitive

Instinct theory

Reading for Next Session: Textbook # II: chapters, 5 & 6.

Weeks VII

Main theories of Motivation: Biological, Social, Cognitive

Drive reduction theory

Arousal theory

Reading for Next Session: Textbook # II: chapters, 7 & 8.

Boneva, B., Frieze, I.H., Ferligoj, A., Jarošková, E., Pauknerová, D., Orgočka, A. (1998) Achievement, power and affiliation motives as clues to (e)migration desires: A four countries comparison. *European Psychology*, December Vol. 3, No. 4, 247-254

Weeks VIII

Main theories of Motivation: Biological, Social, Cognitive

McClelland's Theory of Achievement Motivation

Intrinsic vs Extrinsic Motivation and the work of Julian Rotter

Reading for Next Session: Textbook # II: chapter 9

Elliot, A., Church, M.A., (1997). A Hierarchical Model of Approach and Avoidance Achievement Motivation. *Journal of Personality and Social Psychology*. Jan., Vol 72, No.1, 218-232.

Weeks IX

Main theories of Motivation: Biological, Social, Cognitive
Albert Bandura's self-efficacy theory of motivation
Cognitive Dissonance theory – Festinger
Maslow theory of Human Motivation

Week X

Final Examination

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM:

A final examination equivalent to 80 percent of the grade
A monograph based in a topic selected by the student and approved by the professor equivalent to 20 percent of the grade.

A final examination equivalent to 80 percent of the grade
A monograph based in a topic selected by the student and approved by the professor equivalent to 20 percent of the grade.

TEACHING STRATEGIES AND ACTIVITIES

Lectures

Audiovisual resources and class discussion of readings.

Students expositions of topics assigned by the professor

RESOURCES

Library, journals, books and other material

Textbooks and suggested readings

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of "0" on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Ledoux, Joseph (1998). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. 2nd Edition New York: Simon and Schuster.

Wagner, H. (1999). *Psychobiology of Human Motivation* New York: Routledge

Additional articles will be available on electronic format to supplement the course's lectures.

BIBLIOGRAPHY

Bouton, M.E, Fanselow, M.S., Bolles, R.C. (Eds.), (1997). *Learning, Motivation, and Cognition : The Functional Behaviorism of Robert C. Bolles*. Washington, D.C.: American Psychological Association.

Damasio, A.R. (1995). *Descarte's Error: Emotion, Reason and the Human Brain*. London: Picador

Damasio, A.R. (1997). Neuropsychology: towards a neuropathology of emotion and mood. *Nature*, 386:6527, 769

Dreikurs Ferguson, E. & Ferguson Wee, B.E. (1999). *Motivation : A Biosocial and Cognitive Integration of Motivation and Emotion*. New York: Oxford Univ Press

Franken , R. E. (1997). *Human Motivation*. 4th edition. California: Brooks/Cole Publishing Co.

Mayne, T.J. & Bonanno, G.A. (2001). *Emotions: current issues and future directions*. New York: Guilford Press.

Rolls, E.T. (1999). *The Brain and Emotion*. New York: Oxford Univ Press.

Sroufe, L.A. (1997). *Emotional Development : The Organization of Emotional Life in the Early Years* (Cambridge Studies in Social and Emotional Development). New York: Cambridge Univ Press.

READINGS

Boneva,B., Frieze, I.H., Ferligoj, A., Jaro&scircová, E., Pauknerová, D., Orgocka, A. (1998) Achievement, power and affiliation motives as clues to (e)migration disires: A four countries comparison.

Elliot, A., Church, M.A., (1997). A Hierarchical Model of Approach and Avoidance Achievement Motivation. *Journal of Personality and Social Psychology*. Jan., Vol 72, No.1, 218-232.

James, w. (1884) What is an Emotion? *Mind*, 9, 188-205.

Hebb D. O. (1955). Drives and the C.N.S. (Conceptual Nervous System). *Psychological Review*, 62, 243-254.

Izard, C.E. (1993). Four Systems for Emotion Activation Cognitive and Noncognitive Processes. *Psychological Review*. January 1993 Vol. 100, No. 1, 68-90

Lazarus, R.S. (1991). Progress on a Cognitive—Motivational—Relational Theory of Emotion. *American Psychologist* Vol. 46, No. 8, 819-834

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: *"the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner"*.

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. Using words or thoughts of authors without giving due credit.
- b. Presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. Taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. Not using quotation marks to identify the exact words of an author.
- e. Taking information from Internet without citing the source.
- f. Buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.