



Psych 3209F Section 530 Neuroscience of Motivation and Emotion

Dr. J. Hoshoooley

2021-22

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Dean and by the course instructor.

COURSE DESCRIPTION

An examination of motivation and emotion from a variety of perspectives. Biological, cognitive, developmental, evolutionary, physiological and social approaches to motivation and emotion may be considered.

Prerequisites: [Psychology 2820E](#), or both [Psychology 2800E](#) and [Psychology 2810](#), or [Psychology 2850A/B](#) and [Psychology 2855F/G](#) and one of [Psychology 2220A/B](#), [Psychology 2221A/B](#).

Antirequisites: [Psychology 2280E](#).

COURSE INFORMATION

Instructor:	Dr. Jennifer Hoshoooley
Delivery of Course:	In-person
Time and Location of Class:	Mondays 2:30 – 5:30pm; Classroom BR-19
E-mail:	jmckay6@uwo.ca
Office Hours:	Wednesday 10am – 11am & by appointment
Course Website:	on Western OWL (check for updates regularly)

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Describe internal and external sources of motivation (**Communication & Critical Thinking**)

- Explain current understanding of motivational processes involved in addiction and addictive behaviours, homeostasis, drives (**Communication & Critical Thinking**)
- Demonstrate an understanding of the impact of stress and coping on normal, healthy functioning, including motivational processes (**Communication & Critical Thinking**)
- Explain the involvement of arousal, emotion and mood in motivation and their reciprocal relationship with motivation (**Communication & Critical Thinking**)
- Research and craft a scholarly review for a topic in motivation and emotion (**Communication, Inquiry and Analysis, Problem Solving**)

REQUIRED COURSE MATERIALS

Required: The scholarly articles listed below are the required reading for the course and are available through the UWO library system (occasionally there may be a need to make slight modifications to this list – please check our OWL site regularly for updates).

CLASS SCHEDULE

MODULE 1 - (SEPTEMBER 13 – OCTOBER 4) – SCHOLARSHIP PART 1

Mon Sept 13 - Introduction and Review

Mon Sept 20 - Addictions and Music

1. Berridge, K. C., & Robinson, T. E. (2016). Liking, wanting, and the incentive-sensitization theory of addiction. *The American Psychologist*, 71(8), 670-679.
2. Volkow, N. D., & Boyle, M. (2018). Neuroscience of addiction: Relevance to prevention and treatment. *American Journal of Psychiatry*, 175(8), 729-740.
3. Zatorre, R. J., & Salimpoor, V. N. (2013). From perception to pleasure: Music and its neural substrates. *Proceedings of the National Academy of Sciences of the United States of America*, 110(Supplement 2), 10430-10437.

Monday Sept 27 - Social Connection

4. Eisenberger, N. I., & Cole, S. W. (2012). Social neuroscience and health: Neurophysiological mechanisms linking social ties with physical health. *Nature Neuroscience*, 15(5), 669–674. <https://doi.org/10.1038/nn.3086>based advertising. *PloS One*, 13(2), e0193055.
5. Cacioppo, S., Grippo, A. J., London, S., Goossens, L., & Cacioppo, J. T. (2015). Loneliness: Clinical Import and Interventions. *Perspectives on Psychological Science*, 10(2), 238–249.

<https://doi.org/10.1177/17456916155706116>

6. Parrish, M. H., Inagaki, T. K., Muscatell, K. A., Haltom, K. E. B., Leary, M. R., & Eisenberger, N. I. (2018). Self-compassion and responses to negative social feedback: The role of fronto-amygdala circuit connectivity. *Self and Identity*, 17(6), 723–738. <https://doi.org/10.1080/15298868.2018.1490344>

Mon Oct 4 - Hunger, Eating and Obesity

7. Spence, C., Okajima, K., Cheok, A. D., Petit, O., & Michel, C. (2016). Eating with our eyes: From visual hunger to digital satiation. *Brain and Cognition*, 110, 53-63.
8. Shen, W., Long, L. M., Shih, C.-H., & Ludy, M.-J. (2020). A humanities-based explanation for the effects of emotional eating and perceived stress on food choice motives during the COVID-19 pandemic. *Nutrients*, 12(9), 1–18. <https://doi.org/10.3390/nu12092712>
9. Cummings, J. R., Ackerman, J. M., Wolfson, J. A., & Gearhardt, A. N. (2021). COVID-19 stress and eating and drinking behaviors in the United States during the early stages of the pandemic. *Appetite*, 162, 105163–105163. <https://doi.org/10.1016/j.appet.2021.105163>

Mon Oct 11 – No Class Thanksgiving

Mon Oct 18 – Module 1 Review – Reflexploration paper consultations

MODULE 2 (OCTOBER 25 – NOVEMBER 15) – SCHOLARSHIP PART 2

Mon Oct 25 – FIRFT REFLEXPLORATION PAPER DUE @ 2:30PM

Emotions Part 1

1. LeDoux, J. E. (2014). Coming to terms with fear. *Proceedings of the National Academy of Sciences of the United States of America*, 111(8), 2871-2878.
2. Kashdan, T. B., Barrett, L. F., & McKnight, P. E. (2015). Unpacking emotion differentiation: Transforming unpleasant experience by perceiving distinctions in negativity. *Current Directions in Psychological Science*, 24(1), 10-16.
3. Di Domenico, S. I., & Ryan, R. M. (2017). The Emerging Neuroscience of Intrinsic Motivation: A New Frontier in Self-Determination Research. *Frontiers in Human Neuroscience*, 11, 145–145. <https://doi.org/10.3389/fnhum.2017.00145>

Mon Nov 1 – No Class Reading Week

Mon Nov 8 – Emotions Part 2

4. Stavropoulos, K. K. M., & Alba, L. A. (2018). "It's so cute I could crush it!": Understanding neural mechanisms of cute aggression. *Frontiers in Behavioral Neuroscience*, 12 doi:10.3389/fnbeh.2018.00300
5. Vine, V., Bernstein, E. E., & Nolen-Hoeksema, S. (2019). Less is more? Effects of exhaustive vs. minimal emotion labelling on emotion regulation strategy planning. *Cognition and Emotion*, 33(4), 855–862. <https://doi.org/10.1080/02699931.2018.1486286>
- Fridman, J., Barrett, L. F., Wormwood, J. B., & Quigley, K. S. (2019). Applying the theory of constructed emotion to police decision making. *Frontiers in Psychology*, 10, 1946–1946. <https://doi.org/10.3389/fpsyg.2019.01946>

Mon Nov 15 – Stress

6. Sapolsky, R. M. (2015). Stress and the brain: Individual variability and the inverted-U. *Nature Neuroscience*, 18(10), 1344-1346.
7. Giordano, F., Scarlata, E., Baroni, M., Gentile, E., Puntillo, F., Brienza, N., & Gesualdo, L. (2020). Receptive music therapy to reduce stress and improve wellbeing in Italian clinical staff involved in COVID-19 pandemic: A preliminary study. *The Arts in Psychotherapy*, 70, 101688–101688. <https://doi.org/10.1016/j.aip.2020.101688>
8. Murphy, M. ., Cohn, D. ., & Loria, A. . (2017). Developmental origins of cardiovascular disease: Impact of early life stress in humans and rodents. *Neuroscience and Biobehavioral Reviews*, 74(Pt B), 453–465. <https://doi.org/10.1016/j.neubiorev.2016.07.018>

Mon Nov 22 – SECOND REFLEXPLORATION PAPER DUE @ 2:30PM
ESSAY WRITING INFORMATION

Mon Nov 29 – Essay Consultations – References, Thesis & Outline Due @ 2:30PM

Mon Dec 6 – Essay Consultations - FINAL ESSAY Due 11:59PM

EVALUATION SCHEDULE

<u>Evaluation Summary:</u> <u>Course Component</u>	<u>Date</u>	<u>Weight</u>
Reflexploration Paper #1	October 25	20%
Reflexploration Paper #2	November 22	20%

Logged Learning (Blog or Vlog)	Sept 20 – Nov 15	15%
Discussions	Sept 20 – Nov 15	10%
Essay	Dec 6	35%

Reflexploration Papers

Students will complete reflection/exploration (reflexploration!) papers to reflect on the readings for modules 1 and 2 and further explore scholarship considered in modules 1 and 2. Each paper will be worth 20% and an assignment sheet and rubric for these two papers will be provided to students early in the course.

Logged Learning

Students will craft **one of either**: A) a blog (750 words), or B) a vlog (5-10 min) or C) a traditional seminar presentation (15 – 20 min) for one of the assigned readings (student selections will be made early in the course) to facilitate student learning of and interest in the articles under consideration. This evaluation component is worth 15% of the final course grade and an assignment sheet for this component will be provided to students early in the course.

Discussion

For each week that there are assigned readings (6 weeks) there will be an online/in-class discussion for students to participate in, to facilitate comprehension of the assigned readings. The discussion component will account for 10% of each student's final course mark and a rubric and discussion guide will be made available to students early in the course.

Essay

In the final third of the course, students will apply all they have learned regarding the neuroscience of motivation and emotion towards researching and crafting an original essay regarding a self-selected topic in this domain. This essay will be 8 pages in length with standard APA formatting applied. This essay will be due at 11:59pm on December 6.

2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board

Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia** (https://brescia.uwo.ca/student_life/health_and_wellness/index.php) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
