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Psychology 1B Notes Week 5: Module 3 – Motivation and Emotion

Lectures

Theories of motivation

- What is motivation?
 - Internal processes to activate and guide behaviour. Includes emotions.
- Theories:
 - Drive theory:
 - Unpleasant sensations lead to reestablishing homeostasis.
 - Humans often behave in ways to increase and not reduce their level of discomfort.
 - Arousal theory:
 - Yerkes-Dodson law relates performance to level of arousal
 - If you drop below the optimal level of arousal you won't do as well (or too high above it).
 - Depends on the nature of the activity
 - Individual differences in optimal levels of arousal
 - Personality traits.
 - Sensation seeking:
 - Tendency to seek varied, novel, complex, intense sensations and experiences
 - Thrill Seeking, Experience Seeking, Disinhibition , Boredom Susceptibility
 - Experience seeking:
 - Novel experiences
 - Disinhibition:
 - Seeking exciting sensations – loud parties
 - Boredom susceptibility
 - Intolerance towards routines
 - Looking towards stimulation – restless.
 - Effects on:
 - Endurance vs extreme sports, vocational choices (risky occupations), driving, sexual behaviour, substance use (smoking, drinking, drugs), design (simple v novel), art, music (hard rock v chill). Novel foods (spicy, vgs usually low sensation)
 - High heritability; Dopamine role
 - Sensation seekers have higher dopamine
 - Risk assessment varies based on sensation seeking.
 - Instinct theory:
 - Innate patterns of behaviour universal in a species, independent of experience, elicited by stimuli or conditions
 - With cultural variation, what is instinctive?
 - Difficult to know.
 - Instincts inferred from behaviour
 - Evolutionary psychology developed out of this.
 - Evolutionary psychology:
 - Recent development of instinct theories; but concerns consequences of behaviour
 - Patterns of behaviour have conferred an evolutionary advantage
 - Motivational systems maximise survival and reproduction.
 - Species level rather than an individual level.
 - Applied to many areas of behaviour

- Child abuse – greater in step families as there’s no biological connection.
- Humanistic Perspective: Maslow Need Hierarchy of Needs
 - Basic needs must be satisfied before satisfying higher needs
 - Deficiency, physiological, safety needs lower in hierarchy
 - Social, esteem,
 - Self-actualisation needs are higher
 - Criticisms:
 - Levels not clearly different from each other
 - No clear-cut ordering of needs
 - Needs are not necessarily hierarchical.
- Cognitive perspectives:
 - Expectancy theory:
 - Behaviour is motivated by expected future outcomes
 - Things that may never be.
 - Based on our ability to imagine things.
 - People are motivated by the “pull” of expectation
 - Goal-directed behaviour determined by: strength of expectation and by incentive value of goal
 - High expectation, high value = high motivation
 - Vice versa.
 - $Motivation = expectancy \times value$
 - Intrinsic and extrinsic motivation:
 - Intrinsic motivation is to perform activities because they are rewarding in and of themselves
 - Extrinsic motivation for external rewards, such as praise, a high grade, money.
 - Intrinsic better for motivation. Easier to continue with tasks that aren’t as enjoyable.
 - Self-determination theory:
 - Combines humanistic ideas with intrinsic and extrinsic motivation.
 - Three fundamental psychological needs
 - Competence
 - Experiencing yourself as capable, mastering challenges and skills
 - Autonomy
 - Doing things out of free choice
 - Relatedness
 - Desire to form meaningful bonds with others.
 - Intrinsic motivation (internal regulation)
 - Extrinsic Motivation
 - External regulation
 - Behaviour under control of rewards and punishment imposed.
 - Introjected regulation
 - Internalizing reasons for behaviour. Standard of behaviour you should adhere too.
 - Feeling guilty.
 - Identified regulation
 - Doing something that is not intrinsically enjoyable.
 - Short term pain for long term gain.
 - Self-determination theory:

- Deci – reward can stifle intrinsic motivation in learning
 - If rewarded for what we enjoy anyway, intrinsic motivation may decline
 - If reward indicates competence, intrinsic motivation may increase
- Verbal extrinsic rewards (praise) less likely to interfere with motivation than tangible rewards
 - Praise can increase intrinsic motivation, if perceived as:
 - sincere, recognising competence, encouraging autonomy

Sexual Motivation

- Sexual identity:
 - Androgen Insensitivity Syndrome (Males)
 - Genetic male develops female genitalia, have testes not externally visible.
 - High degree of femininity
 - Rarely attracted to other females
 - Femininity related to non-androgenization
 - Congenital Adrenal Hyperplasia (Females)
 - Masculinization of female genitals
 - Most heterosexual, but are more likely than otherwise to have homosexual or bisexual orientation
 - Hormones affect genital development, sexual identity – sexual orientation?
 - Gender identity disorder:
 - Hormones turn ‘off’ female development.
 - Androgens (e.g. testosterone) ‘turn on’ male development.
 - Different terms used in other jurisdictions.
 - Transgender – identify with a different gender than they have
 - Transsexual – live and dress as another gender.
 - Where does this come from?
 - Genetic, hormonal? No clear answer.
 - Insufficient evidence to label this as disorder of sex development.
 - Not considered intersex condition currently.
 - Strong and persistent cross-gender identification
 - Insistence of other sex, identity
 - Persistent discomfort with his or her gender role
 - Surgery to reconstruct genitals
 - Outcomes 60-80% improvement
- Sexual orientation:
 - Gender preference.
 - Enduring sexual attraction: to the opposite sex, same sex, or both.
 - 9 % men, 15 % women reported same sex sexual activity or attraction (Australian survey)
 - 2- 7 % of men and 1 % women identify as homosexual (Western societies)
 - Biological causes?:
 - Hormonal differences.
 - Genetic evidence:
 - Comparing twins and unrelated people. Identical twins most likely to share homosexuality tendencies.
 - Heritability:
 - 0 to 1
 - Between .31 and .74.

- Reasonably high heritability for men ^.
 - Similar for women: .27 and .76
 - Markers of homosexual orientation:
 - Opposite sex behaviour best predictor
 - Cross-cultural study similar findings in females.
 - Males acting like females best predictors.
 - And vice versa.
 - Over 60% became gay or bisexual adults.
 - Environmental influences:
 - Exotic to erotic theory:
 - Boys who dislike rough and tumble play, have gentle temperaments, prefer to play with girls, may become erotically attracted to boys
 - Reverse would apply for girls
 - Physiological arousal of being different around the same sex transitions to sexual arousal.
 - Studies haven't supported this theory.
 - Gay men likely to be around other males (unusually high proportion of brothers).
 - Same with girls.
- Sexual behaviour:
 - Hormonal:
 - Men with high testosterone aroused more quickly.
 - Testosterone associated with sexual activity, desire and arousal in men
 - Oestrogen affects female sexual behaviour.
 - Mate selection:
 - Evolutionary psychology about reproduction and how males and females are to behave.
 - Men serve the species by reproducing as frequently as possible
 - Should be attracted to women who are likely to provide many children (younger, physically attractive)
 - Women will prefer men who can provide for their offspring (dependability, good earning capacity, ambition, dominance)
 - Speed dating:
 - Females - greater weight on intelligence
 - Males - greater weight on physical attractiveness
 - Males prefer women who are younger
 - Conclusions:
 - Men should be interested in short-term sex and women should select partners who commit resources to them and offspring:
 - But... >98% men and women wanted long-term relationship
 - Genders spend comparable time in "short-term mating"
 - Rape:
 - Thornhill & Palmer (2000): Rape as a consequence of mating strategies.
 - Either: a reproductive advantage for males, or a by-product of males' interest in low-commitment sex.
 - Rape more likely to occur when:
 - Lack of physical and psychological resources
 - Limited access to females
 - Doesn't stand up to scrutiny:
 - High-status men who rape?

- Atypical sexual behaviour?
- Internet pornography:
 - Norman Deutch:
 - Anecdotal reports - decreasing arousal to sexual partners
 - Proposed mechanism: classical conditioning and neuroplasticity, facilitated by dopamine system
 - Voon et al. (2014) – MRI study
 - Desiring vs Liking: Sexually compulsive men desired explicit videos more than the control group but did not like them more
 - Networks associated with drug craving, were activated more in CSB than controls, while viewing sexually explicit materials

Psychology 1B Notes Week 6: Module 3 – Motivation and Emotion

Lectures

Emotion

- Two functions:
 - Motivate behaviour and communicate what our experience and feelings are.
- Physiology of emotion (concentrate on this):
 - Autonomic Nervous System:
 - Sympathetic:
 - Activating part of nervous system
 - Blood goes from stomach to muscles and brain
 - Sugar is produced.
 - Adrenaline courses through body
 - Lungs allow for more air
 - Eyes dilate, allows more light in to see more
 - Sweat to allow body to cool down
 - Parasympathetic:
 - Calms us down
 - Fight or flight response.
 - Sympathetic nervous response in action.
 - Brain:
 - Hypothalamus
 - Limbic system
 - Primitive part of the brain
 - Involved in certain emotions.
 - Lower area of the brain.
 - Amygdala part of the brain – fear.
 - Cortex
 - Richard Davidson:
 - Pleasure – activation in the right cerebral cortex
 - Sadness (negative emotions) activation in the left.
- Neuroscience of emotion: Davidson
 - 3 types of depression:
 - Difficulty recovering from adversity:
 - Lower left side frontal cortex activation
 - Shyness and difficulty in regulating emotions
 - Hypothalamus
 - Unable to sustain positive emotion:
 - Weaker connection between the frontal cortex and reward system of the brain.
- Physiological theories of emotion:
 - James-Lange Theory:
 - Physiological changes come first
 - Become aware of physiological changes and label as emotions
 - Different emotions from different bodily reactions.
 - EG:

- Crying means you are sad; strike out, so you are angry
- Cannon-Bard Theory:
 - Emotions present before arousal occurs
 - Arousal too generalized to lead to different emotions
 - Events simultaneously elicit subjective experiences and physiological reactions
 - All processed by the brain
- Evaluation of theories:
 - Against JL:
 - After spinal cord injuries, emotion still present
 - Speed of autonomic and emotional responses
 - For JL:
 - Distinct physiological signatures of emotions
- Application of theories:
 - Lie detection:
 - Theory: Telling lies is more emotionally arousing than telling the truth
 - Look for physiological signs of deception
 - Polygraph monitors sympathetic and parasympathetic activity – skin conductance, breathing, heart rate
 - Relevant/irrelevant technique:
 - Irrelevant questions:
 - Something uncontroversial: EG Name – establishing base rate.
 - Relevant:
 - EG Steal something?
 - People that are innocent may be apprehensive and appear guilty
 - Control question technique:
 - Comparison questions with equivalent emotional weight to crime questions.
 - Classifies 80% of guilty, 63% of the innocent correctly
 - Too many false positives
 - Guilty knowledge test:
 - Indirect questions that only guilty person should answer correctly.
 - Classifies guilty 84% of the time, innocent 94%
 - Better results.
 - Other questions:
 - Control body reactions with practice?
 - Can be learned.
 - Beliefs about lie detector?
 - Less valid if don't believe it
 - Classification accuracy depends on prevalence
- Facial expression and emotions:
 - Facial feedback hypothesis (Laird, 1984):
 - changes in facial expressions can change emotions, not just reflect them
 - Ekman, Levenson, Friesen (1992):
 - Causal relationship between changing facial expression and autonomic response patterns
 - HR change: ↑anger, fear; less in happiness, surprise
 - Temperature: ↑anger; ↓fear, disgust
 - Changing facial expression to change experience noted in Buddhist meditation
 - Duchenne smile associated with positive emotions

- Duchenne smile produces positive emotions brain activation patterns

Emotion: Cognitive Theories and Taxonomy

- Cognitive theories of emotion:
 - Schachter-Singer theory
 - Two factors of emotion – arousal + attribution (attribution – the reason why something is so).
 - Labelling of arousal depends on situation if there is no other explanation
 - Search the environment for cues about cause of the arousal and label emotional reactions accordingly
 - The effect of vitamins on vision: (not really interested in this but, if the environment is manipulated, will those in the environment be able to have their emotions effected.
 - 4 independent groups (N =184)
 - Adrenaline informed
 - Told what the side effects would be from adrenaline. Told the truth
 - Adrenaline misinformed
 - Side effects being itchy, numbness or headaches. Misinformed.
 - Adrenaline ignorant of effects
 - Told nothing.
 - Control – saline solution
 - Experiment process:
 - Put in waiting room and told that they would have a test of their vision, did questionnaire to keep them occupied
 - Confederate (stooge) would then come in and sit with them and interact with them in one of two ways:
 - (1) angry, complaining about things;
 - Tear up questionnaire
 - (2) euphoric, cheerful
 - Friendly, showing enjoying themselves, making paper airplanes.
 - Correctly predicted:
 - Informed group attributed arousal to drug
 - Misinformed group in 'euphoric' condition happier than all others
 - In anger condition, ignorant group least happy
 - Result:
 - People's emotions depend on cues from the environment.
 - However:
 - Magnitude of effects small
 - Adrenaline–mostly anxiety effects
 - Not neutral – impacts feelings
 - Stronger adrenaline, more negative feelings
 - Arousal may intensify emotional states; mediated or modified in part by causal attributions
- Cognitive aspects of emotion:
 - Guilt and shame differentiated according to attributions:
 - Shame: internal, global, stable attributions about self
 - Avoidance of eye-contact, slumped posture
 - Global – totally about self
 - Stable – always feel that way.

- Guilt: internal, specific, unstable attributions about self.
 - Attempts to rectify subject of guilt.
 - Unstable: not usually me.
 - Associations of shame and guilt:
 - Shame-proneness: more anger, less empathy, more depression
 - More about the self:
 - Either feeling bad as a whole
 - Or you believe that other people conceive you as such – view of the self through others.
 - Guilt-proneness: greater empathy, less depression
 - LeDoux's integration:
 - Emotion as a quick response; circuit from thalamus to amygdala; e.g. fear
 - Slower circuit from thalamus to cortex to amygdala. Depends on cognitive interpretation; e.g. guilt
- Taxonomy of emotion:
 - Facial expression and emotion:
 - Basic emotions:
 - Anger, fear, sadness, disgust, happiness and surprise
 - Meta-analysis:
 - Anger, fear, sadness, disgust, joy, contempt and surprise
 - Ekman: 8 basic emotions:
 - Interest
 - Fear
 - Sadness
 - Contempt
 - Happiness
 - Disgust
 - Anger
 - Surprise
 - Panksepp 7 Affect systems: generally the result of the dominance of one neurotransmitter. If one is underactive or overactive, you'll get a particular result.
 - Seeking system – exploration; curiosity; dopamine.
 - Rage system – anger, dominance; testosterone
 - Fear – Fear, anxiety; adrenaline
 - Panic – loneliness and separation distress
 - Nurturance – love, connection, attachment/ grief, sadness, loss; oxytocin
 - Play – fun, joy, amusement, laughter; brain opioids
 - Lust system – reproduction, lust; arginine-vasopressin, oxytocin
 - Linguistic mapping of emotions:
 - Shaver et al. (1987):
 - Cluster diagram of 135 emotions
 - Participants wrote descriptions; coded to obtain features of 6 basic emotions
 - Love, joy, surprise, anger, sadness, fear
 - Distinguishing emotions:
 - Experience of person having the emotional episode

- Emotions not just experiential state but have a communication function – taxonomy is made up of basic experiences, but elaborated upon to communicate. Have more influence than cultural aspects in this case.
- Audience for the description
 - Can even be you – tells you what’s going on and what’s important to you.
- Communication function of emotions
 - Anger vs. Envy; Shame vs. Guilt
 - Righteous anger – when you believe someone is doing something they shouldn’t.
 - Shame communicates social rank – inferior person to you
 - Guilt – done something wrong, want to repair it.
- Emotional regulation: strategies we use to alter emotional states:
 - Selecting the situation
 - Walking away from someone to avoid irritation.
 - Modifying the situation
 - Avoiding topics if discussing them irritate you
 - Directing attention
 - Be aware what will trigger something so avoid it to avoid trigger
 - Changing thoughts
 - If you can’t avoid a situation, try to put your mind elsewhere
 - EG hate injections, focus on the tiles on the ceiling.
 - Response regulation
 - Physiological regulation. Monitoring it and doing something to change it.
 - If hyperventilating, trying to breathe slower.

Applied Issues in Emotion

- Challenges to the dominance of cognition:
 - Ancient Greeks: rationality, foresight and decision making can be hijacked by emotion.
 - Damasio:
 - Error was separating mind and body. Consider the body and the influence of emotion.
 - Haidt:
 - Often we have a strong feeling of something and rationalize that feeling. Emotion based and rationality comes later to support it.
 - Davidson:
 - Emotion works with cognition in an integrated and seamless way
- Alexithymia:
 - Features:
 - "Pushing away emotions"
 - Difficulty identifying/describing feelings
 - Constricted imagination
 - Low social attachment, interpersonal relating
 - Negatively associated with life satisfaction
 - Alexithymia and Decision Making:
 - Emotions play crucial role in determining goals, protecting interests
 - Affect system specialises in quick reactions
 - Intellect progresses logically, but takes more time
 - Both systems have strengths
 - Unemotional decision making more efficient in:

- Crises
- Prediction of outcomes.
- Existential perspective (Yalom, 1980)
 - Need to feel something about one of the alternatives in order to decide.
- Descarte's Error: Damasio, 1994):
 - Patient had brain tumour in prefrontal cortex
 - Behaving irrationally; could not hold down a job
 - Neuropsychologically normal in all areas
 - Inability to experience emotion as he had before.
- Alexithymia and Altruism:
 - Feldman Hall, Dalgleish & Mobbs (2012)
 - Experiment:
 - Give up money to prevent electric stimulation to confederate (altruism).
 - More money kept indicated personal gain prioritised over receiver's pain.
 - Watched video feedback of outcome of their decision
 - Divided people into groups of higher and lower alexithymia.
 - Higher alexithymia score correlated with: higher shock, more money kept
 - Less willing to give up money to prevent harm in another person.
 - High Alexithymic people had lower activation in brain regions associated with aversive and negative emotion
 - High Alexithymics viewed more aversive feedback (higher shocks), but showed less distress
 - Higher alexithymia - lower insula activity (less activity involving feedback from the body)
 - Compassion meditation leads to lower activation of amygdala, higher activation of insula and motor cortex
 - Questions:
 - Is compassion related to awareness of own bodily state?
 - Treatment of alexithymia – CBT (cognitive behavioural therapy), meditation
- Emotion in Psychotherapy:
 - First wave: Psychoanalytic approaches. Emotions and 'emotional insight.
 - Second wave: behaviorism.
 - CBT added a focus on cognition
 - Third wave: Therapy approaches that decrease role of Cognition and promote Acceptance of experience
 - Acceptance and Commitment Therapy (ACT)
 - Problems arise from identifying with thoughts literally (fusion)
 - Paying too much attention to your thoughts
 - Defusion: separating self from literal meaning of thoughts
 - Dialectical Behaviour Therapy:
 - Behavioural techniques, emotional regulation, mindfulness
 - Mindfulness-based Cognitive Therapy
 - Cognitions as phenomena, as are feelings, bodily sensations, perceptions
 - Accepted rather than avoided
 - Use of mindfulness meditation
 - Reduce recurrent depression; also benefits for anxiety.
 - Compassion-focused Therapy: Paul Gilbert
 - Compassion towards oneself and others to increase nurturing emotional system
 - Use of Panksepp's curiosity, threat and nurturance systems

- Threat system:
 - Anger, fear.
 - Threat detection and protection: better safe than sorry
 - Brain: adrenaline, cortisol released
- Drive system:
 - Incentive and resource focused
 - Wanting, pursuing, achieving, excited, driven
 - Brain: dopamine released
- Soothing system:
 - Manage distress and promote bonding
 - Content, safe, connected
 - Brain: oxytocin and Opiates released
- Patterned response: Loops
 - Drive/motivation system >> if our attempt to make the threat better fails, we feel/plummet deeper in despair >> if what we do to deal with the threat works, we feel good >> Loops. The way out is to go to the soothing system.

Research Report Lecture 3

- Abstract:
 - See tains book.
- Introduction:
 - Use literature to suggest these are reasonable research hypothesis.
 - Each question has already been asked. We're hoping to replicate previous findings.
 - Process/structure:
 - Interested what are the psychological variables used to predict academic success
 - Discuss each relationship in turn.
 - So and so looked at x and x, they found this. Other studies found similar results but not as strong as this.
 - End it – based upon the above findings, we hypothesise the following.
 - Then list them.
 - Or could do it after each relevant literature review.
- Results:
 - Calculate and then use the pro forma guide.
- Discussion:
 - Must think about what you found and come up with ideas regarding this and communicating them to the reader.
 - Include a brief summary of what you've found
 - Which hypothesis were supported or not.
 - Summarise in one or two sentences what you found in the results section.
 - We found support for the hypothesis x, y but did not find support ...
 - Unlike Blah blah, we did not find support for
 - Discuss potential implications and limitations.

Readings

Chapter 11: Motivation and Emotion

Motivation

- Psychologists use the concept of 'motivation' to help explain how internal factors seem to move animals and people toward certain goals.
- Motivation defined as:
 - A process that influences the direction, persistence and vigour of goal-directed behaviour.
- Perspectives on motivation:
 - Evolution, instincts and genes:
 - Instinct (fixed action pattern): an inherited characteristic, common to all members of a species, that automatically produces a particular response when the organism is exposed to a particular stimulus.
 - Such theories faded as little evidence supported them and relied on circular reasoning.
 - Modern evolutionary psychologists also propose that many human motives have evolutionary underpinnings expressed through the actions of genes.
 - Genetic contributions allow scientists to study motivation more productively.
 - Homeostasis and drives:
 - Homeostasis: a state of internal physiological equilibrium that the body strives to maintain.
 - Requires a sensory mechanism for detecting changes in the internal environment, a response system that can restore equilibrium and a control centre that receives information from the sensors and activates the response system.
 - Drive theory of motivation (Clark Hull 1943):
 - Physiological disruptions to homeostasis produce drives, states of internal tension that motivate an organism to behave in ways that reduce this tension
 - Hunger and thirst. Pushes organism into action.
 - However, relied on less – in some instances we behave in ways that increase rather than reduce states of arousal – skip meals for a diet; watch tension-generating horror movies.
 - Approach and avoidance motivation: the BAS and BIS
 - Behavioural activation system (BAS):
 - Is roused to action by signals of potential reward and positive need gratification.
 - Causes the person to begin or increase movement towards positive goals (things we want) in anticipation of pleasure.
 - Produces emotions of hope, elation and happiness.
 - Behavioural inhibition system (BIS):
 - Responds to stimuli that signal potential pain, non-reinforcement and punishment.
 - Avoidance motivation. Produces fear, inhibition of behaviour (freeze in terror) as well as escape and avoidance behaviours.
 - People high in BAS prefer change and novelty, whereas BIS fosters a preference for the familiar.
 - Forefront of motivational research because they not only address the obviously important distinction between approach and avoidance motivation, but they also help organise the cognitive, physiological and behavioural process involved in seeking pleasure and avoiding pain.
 - Ties motivation and emotion together:
 - BAS links approach motives and desired incentives with positive emotions
 - BIS links avoidance motives with negative emotions, such as fear, depression and guilt

- Cognitive processes: incentives and expectancies
 - Incentives represent environmental stimuli that pull an organism toward a goal.
 - Expectancy x value theory: motivation = expectancy x incentive value
 - Goal directed behaviour is jointly determined by the strength of the person's expectation that particular behaviours will lead to a goal and by the incentive value the individual places on that goal.
 - Extrinsic motivation: performing an activity to obtain an external reward or avoid punishment
 - EG studying harder to obtain a good grade rather than to learn
 - Intrinsic motivation: performing an activity for its own sake (because you find it enjoyable or challenging)
- Psychodynamic views:
 - Views motivation within a broader context of personality development.
 - Freud proposed that energy from unconscious motives is often disguised and expressed through socially acceptable behaviours.
 - Research offers little support for this model.
 - Modern psychodynamic theorists continue to emphasise that, along with conscious mental processes, unconscious motives guide how we act and feel.
- Maslow's need hierarchy:
 - Need hierarchy: a progression containing deficiency needs (needs concerned with physical and social survival) at the bottom and uniquely human growth needs at the top.
 - After basic physiological needs are satisfied, we focus on our needs for safety and security. Then attend to needs at the next higher level and so on.
 - If situations change and lower level needs are no longer met, we refocus our attention on them until they are satisfied.
 - Hierarchy:
 - Physiological (food, drink)
 - Safety (security, psychological safety)
 - Belongingness and love (affiliation, acceptance, affection)
 - Esteem (approval, recognition)
 - Cognitive (knowledge, understanding)
 - Aesthetic (beauty, symmetry)
 - Self-actualisation
 - Self-actualisation: represents the need to fulfil our potential.
 - Motivates us to perfect ourselves mentally, artistically, emotionally and socially. Explore activities for their intrinsic satisfaction rather than to gain esteem and belongingness and to live deep and meaningful lives dedicated to the betterment of all people, not just ourselves.
 - Self-transcendence: moving beyond a focus on self to commit themselves to the welfare of others, to spiritual fulfilment and to causes higher than themselves.
- Self-determination theory: Edward Deci and Richard Ryan (1985, 2009)
 - Focuses on three fundamental psychological needs – competence, autonomy and relatedness – and how they relate to intrinsic and extrinsic motivation.
 - These needs considered to be as basic and universal as biological needs like food and water.
 - People are most fulfilled or self-actualised in life when they are able to satisfy these fundamental needs.
 - Competence motivation:
 - Reflects a basic human need to experience oneself as capable, to master new challenges and to perfect skills.
 - Motivates many exploratory and growth inducing human behaviours.

- Autonomy:
 - Need is satisfied when people experience their actions as a result of free choice without external interference.
 - Leads to greater self-ownership of behaviours, feelings of personal control and self-actualisation
- Relatedness:
 - Relates to our desire to form meaningful bonds with others – to care and to be cared for.
 - Not incompatible with autonomy, EG: teenagers having their autonomy respected by parents may then feel a strong sense of relatedness to them.
- Intrinsic and extrinsic control of motivated behaviour:
 - Simplistic:
 - Intrinsic: done for its inherent ability to provide satisfaction and enjoyment
 - Extrinsic: done in the service of some external influence
 - Now considered to be on a continuum that captures the degree to which behaviours are autonomous versus externally controlled: (3 levels)
 - Amotivation:
 - Non-regulation. Non-self-determined behaviour.
 - A state where there is an absence of either intrinsic or extrinsic motivation.
 - Here, behaviour is discontinued or continued out of pure routine.
 - Extrinsic motivation:
 - External regulation:
 - Behaviour is motivated by a desire to receive external rewards or avoid punishments.
 - Introjected regulation:
 - Internalized reasons are tied to self-administered rewards and punishments ('shoulds').
 - Not doing so would evoke guilt and doing well will enhance self-regard.
 - Identified regulation:
 - Behaviour is self-determined but the activity is not considered fun.
 - Intrinsic motivation:
 - Internal regulation:
 - Behaviour is self-determined and is inspired by the inherent pleasure of the activity.
 - Brings enjoyment, self-fulfilment and stimulation.
 - Relations between intrinsic and extrinsic motivation:
 - Self-determination theory:
 - The extrinsic reinforce (money) may undermine the intrinsic motivation to come and do the activity.
 - When the external reinforce was reduced, the motivation to engage in the behaviour was likewise reduced.
 - Extrinsic rewards can undermine self-determination and thereby reduce intrinsic motivation.
 - However, it can also enhance intrinsic motivation for a behaviour.
 - Most likely to occur if the external reward is viewed as providing evidence of mastery and thereby satisfying the need for competence.

- Where intrinsic motivation is low to begin with, external rewards can provide a motivational boost until the person reaches a level of competence that allows enjoyment for its own sake.
 - The greater the extent to which behaviours help satisfy the basic needs of competence, autonomy and relatedness, the more they become internalized and intrinsically motivating.
 - From a humanistic perspective, self-determination theory represents a new model for the elusive concept of self-actualisation.
- Sexual motivation:
 - People engage in sex to reproduce, obtain and give sensual pleasure, express love, foster intimacy, fulfil a 'duty', conform to peer pressure and a host of other reasons.
 - Sexual behaviour: The physiology of sex
 - The sexual response cycle:
 - Excitement:
 - Arousal builds rapidly.
 - Plateau:
 - Arousal continues to build until there is enough muscle tension to trigger orgasm.
 - Orgasm:
 - Followed by the resolution stage.
 - Resolution:
 - Physiological arousal decreases rapidly and the genital organs return to their normal condition
 - Males enter the refractory period.
 - Hormonal influences:
 - Hypothalamus plays a key role in sexual motivation.
 - Sex hormones have:
 - Organisational effects:
 - Direct the development of male and female sex characteristics.
 - Activational effects:
 - That stimulates sexual desire and behaviour.
 - Sexual dysfunction refers to chronic, impaired sexual functioning that distresses a person.
 - Sexual orientation:
 - Refers to one's emotional and erotic preference for partners of a particular sex.
 - Argument that sexual orientation has three dimensions: self-identity, sexual attraction and actual sexual behaviour.
 - Predictors of adult sexual orientation:
 - Feelings that they were different from their same sex peers and were more likely to engage in gender-non-conforming behaviours.
 - The closer the genetic relatedness, the higher the concordance rates for sexual orientation.
 - Studies suggest there is a relationship between prenatal sex-hormone exposure and adulthood sexual orientation.
 - However, socialization could account for sexual orientation too.
 - A biological predisposition and socialization experiences may combine to determine sexual orientation.
 - Just not presently known.
 - Daryl Bem:

- Heredity affects sexual orientation only indirectly, by influencing children's basic personality style, which steer them towards gender conforming or gender-non-conforming activities, causing them to feel similar to or different from same-sex peers
 - Mixed support.
 - The greater the number of older brothers, the greater the probability that a boy will develop a homosexual orientation (not older sisters though): fraternal birth order effect.
 - A woman's sexual orientation is not related to the number of older sisters or brothers in the family.
- Social motivation:
 - A socially oriented lifestyle has considerable adaptive value:
 - Affording greater access to sexual mates, more protection from predators, an efficient division of labour and the passing of knowledge across generations.
 - Craig Hill suggests that we affiliate for four basic psychological reasons:
 - To obtain positive stimulation
 - To receive emotional support
 - To gain attention
 - To permit social comparison
 - Social comparison involves comparing our beliefs, feelings and behaviours with those of other people.
 - Helps determine whether our responses are 'normal' and enables us to judge the level of our cognitive and physical abilities.
 - Affiliation needs viewed within a homeostatic model.
 - They propose that each of us has our own optimal range of social contact.
 - After periods when contact exceeds that range, we compensate by temporarily seeking more solitude.
 - Conversely, we increase our effort to be with others.
- Achievement motivation:
 - Need for achievement: A positive desire to accomplish tasks and compete successfully with standards of excellence.
 - Achievement behaviour stems from a positively oriented motive for success and a negatively oriented motivation to avoid (fear) of failure:
 - Need for achievement is the positive orientation toward success.
 - Motive for success is the part of the BAS that relates to the achievement domain.
 - Fear of failure is a BIS function.
 - Measures of need for achievement independent, uncorrelated:
 - People could be high in both motives, low in both or high in one and low in the other.
 - High need achievers: High in achievement and low in fear of failure
 - Don't necessarily outperform low need achievers when conditions are relaxed and tasks are easy.
 - When tasks are challenging or the importance of doing well is stressed, high need achievers outshine low need achievers.
 - Perform at a higher level, more persistent when they encounter barriers to achievement.
 - Prefer intermediate risks because the outcome (success v failure) is most uncertain.

- Approach-approach conflict: when we face two attractive alternatives and selecting one means losing the other.
- Avoidance-avoidance conflict: when we must choose between two undesirable alternatives
- Approach-avoidance conflict: involves being attracted to and repelled by the same goal.
- These grow faster as we approach our goal
 - Avoidance tendency increases in strength faster than the approach tendency usually.
 - BAS dominated individuals are more attuned to positive stimuli and the possibility of obtaining desired outcomes, whereas those with strong BIS tendencies are more sensitive to actual and anticipated negative outcomes.

Emotion

- Emotions are feeling (or affect) states that involve a pattern of cognitive, physiological and behavioural reactions to events.
 - Lazarus believed that motivation and emotions are always linked because we react emotionally only when our motives and goals are gratified, threatened or frustrated.
 - Important form of social communication:
 - Provides clues about our internal states and intentions, influencing how other people behave towards us.
- The nature of emotions:
 - Share four common features:
 - Triggered by external or internal eliciting stimuli
 - Result from our appraisals of these stimuli, which give the situation its perceived meaning and significance
 - Our bodies respond physiologically to our appraisals.
 - Physically aroused when we feel fear, joy or anger; decreased arousal when we feel contentment or depression
 - Include behaviour tendencies:
 - Some are expressive behaviours (smiling with joy, crying) others are instrumental behaviours (ways of doing something about the stimulus that evoked the emotion, like studying for an anxiety arousing test).
 - Eliciting stimuli:
 - Emotions do not occur in a vacuum
 - Eliciting stimuli that trigger cognitive appraisals and emotions responses can be external or internal stimuli (such as a mental image).
 - Includes previous experiences (sight of a disliked person).
 - Cognitive component:
 - Cognitions (thoughts, images, memories, interpretations) are involved in virtually every aspect of emotion.
 - Cognitive appraisals are the interpretations and meanings that we attach to sensory stimuli.
 - Can be conscious and unconscious.
 - Sometimes an almost automatic interpretation of sensory input based on previous conditioning.
 - We often fail to appreciate how arbitrarily we interpret the way things are.
 - The idea that emotional reactions are triggered by cognitive appraisals rather than external situations helps account for the fact that different people (or even the same person at different times) can have different emotional reactions to the same object, situation or person.

- Culture and appraisal:
 - Studies show strong cross-cultural similarities in the types of appraisals that evoked joy, fear, anger, sadness, disgust, shame and guilt.
 - Similar appraisals involved regardless of culture whenever any of these emotions occurred.
 - Some situations can evoke different appraisals and emotional reactions depending on culture (being alone and what this signifies).
- Physiological component:
 - Brain structures and neurotransmitters:
 - Emotions involve important interactions between several brain areas, including the limbic system and cerebral cortex.
 - When the thalamus (the brain's sensory switchboard) receives input from the senses, it can send messages along two independent neural pathways, a high road travelling up to the cortex and a low road going directly to the nearby amygdala: LeDoux.
 - The low road enables the amygdala to receive direct input from the senses and generate emotional reactions before the cerebral cortex has had time to fully interpret what is causing the reactions.
 - Allows organisms to react with great speed before the cerebral cortex responds with a more carefully processed cognitive interpretation of the situation.
 - Autonomic and hormonal processes:
 - Fight or flight response.
 - Produced by the sympathetic branch of the autonomic nervous system and by hormones from the endocrine system.
 - Evolution and emotional expression:
 - A set of fundamental emotional patterns, or innate emotional reactions, are wired into the nervous system.
 - Certain emotional expressions (rage, terror) are similar across all cultures, suggesting a universal biological basis for them.
- Behavioural component:
 - Instrumental behaviours:
 - Directed at achieving some emotion-relevant goal.
 - The relationship between emotional arousal and performance seems to take the shape of an upside down U.
 - As psychological arousal increases up to some optimal level, further increases in arousal impair performance.
- Theories of emotion:
 - James-Lange somatic theory:
 - Our bodily reactions determine the subjective emotion we experience.
 - Cannon-Bard theory:
 - Proposed that the subjective experience of emotion and physiological arousal do not cause one another but instead are independent responses to an emotion arousing situation.
 - Differences:
 - According to the JL theory, feedback from the body's reactions to a situation tells the brain that we are experiencing an emotion. Without such bodily feedback, there would be no emotional response.
 - CB theory maintains that emotional experiences result from signals sent directly from the thalamus to the cortex, not from bodily feedback.

- EG people with spinal cord injuries can experience emotions.
- Facial feedback hypothesis:
 - Feedback from the facial muscles to the brain plays a key role in determining the nature and intensity of emotions that we experience.
- Cognitive affective theories: examine how cognitions and physiological responses interact.
 - Two-factor theory of emotion:
 - The intensity of physiological arousal tells us how strongly we are feeling something, but situational cues give us the information we need to label the arousal and tell ourselves what we are feeling – fear, anger, love, or some other emotion.