

Slide 1: Motivation- A Moving Concept

- * What Moves you toward your goals, needs wants?
- * Motivation: the needs, wants and interests that propel people in certain directions.
 - Motivation is goal directed behavior (not random..but purposeful)
- * Diversity Behind of Human Motivations
 - Evolutionary Traits (hard wired drives to carry on family genes)
 - Cultural Conditions (customs, religions etc.)
 - Biological Needs (basic physiological needs; see figure 10.1)
 - Cognitive (order, perception of value vs. risk)
 - Socioemotional (affiliation, independence, dominance, etc. see fig 10.1)

Slide 1

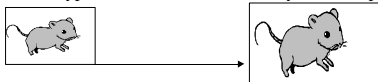
Slide 2: Hierarchy of Needs- Integration

- * Maslow's Hierarchy of Needs: A systematic arrangement of needs according to priority which assumes that basic needs must be met before less basic needs. (p.376-78) (fig 12.8)
- * 7 levels (from bottom to top)
 - Physiological- hunger, thirsty
 - Safety & Security- long term survival, security
 - Belongness and love- affiliation, group inclusion
 - Esteem Needs- personal achievement and development
 - Cognitive Needs- intellectual growth
 - Aesthetic Needs- order and beauty
 - Self Actualization- realization of potential
- * Why are biological needs at the base and social/personal at top? [Link]

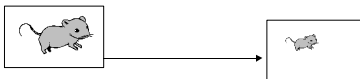
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Slide 3: A Motivational Analysis- Eating

- * Why do we eat? - Hypothalamus
 - Biological Mechanisms The Dual-Centered Model of Eating
- * Lateral Hypothalamus ESB- No Satiety, Non-Stop Eating



- * Ventromedial Hypothalamus ESB-No interest in eating



- * **Modern Theories-** Hypothalamus a "weigh station" for brain-based regulation of biological

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Slide 4: Learned Eating Behaviors

- * Other Biological Mechanisms
 - glucostats in liver- liver-hypothalamic circuit
 - Insulin- stimulated by food cues (CC), incr sense of hunger
 - Leptin- incr levels in HYPO leads to decr hunger
- * Learned Preferences and Habits
 - Cultural Patterns (although common response to high fat foods)
 - Taste Preferences and classical conditioning
 - positive/negative social interactions, conditions
 - Taste Aversions and classical conditioning
 - e.g., any food followed by nausea
 - Familiarity (“mere exposure increases liking”) (coercion)
 - Observational Learning- reaction of others; do they like/dislike food?

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Slide 5: Environmental Motivators of Eating

- * Food Related Cues and Motivation to Eat
 - * - some people are more sensitive to these cues than others.
 - Sights & Smells; time of day (Schacter study); presentation of foods
- * Stress, Arousal and Motivation to Eat: Does stress affect your motivation to eat?
 - Pathways of Stress: HPAC
 - LH or VMH stimulation = AROUSAL --> Eating more or less

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Slide 6: Motivating Sexual Behaviors

- * Evolutionary Perspectives- hardwired genetic response that improve likelihood of genes surviving into next generation
 - Parental Investment Theory- motivations for sex will depend on what one must invest as a consequence of sexual behavior
 - ◆ males- almost no investment beyond copulation; reproductive potential maximized by mating with as many women as possible
 - ◆ females- larger investment -->to maximize “reproductive potential” must be more choosy, look for best candidates. No reproductive incentive for multiple partnering.
 - ◆ [Link 1](#); How often do you think about sex? (a motivational measure)
- * PIT Explains gender variation in (has cross-cultural support)
 - general interest, multiple partnering, casual sex, mate characteristics (what would evolutionary theorist suggest would women look for? Men?)
- * Genetics also provides best understanding of variations in sexual orientation (continuum) ([link](#))

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Slide 7: The Achievement Motive

- * The Achievement Motive (McClelland)- the need to master difficult challenges, to outperform others and met high standards for excellence.
- * Need for Achievement (Atkinson): personality x situations
 - a personality disposition characterized by ability to work longer, be persistent and delay gratification in pursuit of long term goals.
 - Situational Factors: Choosing challenges of moderate difficulty
 - ◆ Expectancy Value Model II: incentive value x estimates of success
- * The Fear of Failure
 - the motivation to avoid failure, a stable personality trait
 - an example of emotion causing motivation

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Slide 8: Components of Emotion

- * When you are happy or fearful how do you know it
- * **Elements of Emotional Experience**
 - Subjective conscious experience (cognitive)
 - 550 emotion words, yet often difficult communicating with others
 - can tend to have “a life of its own”
 - can’t turn off and on like a light
 - experience multiple emotion at once
 - * **Bodily Arousal (physiology)**
 - Autonomic Nervous System Arousal (fight vs. flight response)
 - Polygraph (Lie Detector)
 - ◆ measure changes in autonomic activity (BP, HR, Respiration, GSR)
 - ◆ error rate- 33% False Positive 25% False Negative

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Slide 9: Emotional Component Cont.

- * Behavioral Components (Body Language)
 - Body Language- (World Series Pitchers)
 - Facial Expression- 7000 possible (very functional)
- * The Faces of Emotion (Ekman)
 - 6 Fundamental Emotion=6 Emotions Recog by Facial Expression
 - Happiness, Sadness, Anger, Fear, Surprise, Disgust
 - [overhead demo] & [Do you feel happy right now 1- not all ----- 7-euphoric]
- * The Facial Feedback Hypothesis-
 - feedback from the muscles in one’s face signals the brain as to what emotion one experiencing.... Cognitive, Physiological larger bodily components follow.
 - ◆ [demo]

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Slide 10: Emotions: Learned or Innate?

- * Ekman- basic emotions are innate
 - babies and the blind
- * Cross Cultural Comparisons [overhead again]
- * Similarities
 - High Agreement among westernized cultures
 - Moderate to High Agreement among "primitive" culture (Fore)
 - High agreement in report of physiological arousal w/ emotion
- * Differences
 - Language Differences- words for emotion (what would Whorf say?)
 - Sadness- Tahitians have no word for this emotion
 - Depression/Anxiety- Eskimo, Yoruba have no word
 - Remorse- Quichua of Ecuador Fear- Micronesia
 - Schadenfreude- pleasure from another displeasure (German)
 - Display Rules- rules vary for diff. cultures (within culture male/female)

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Slide 11: Theoretical Approaches to Emotion

- * What is the stepwise process by which we experience emotion?
 - Hungry Bear Scenario
- * Common Sense-
 - Stimulus (Bear)--> conscious feeling (fear)---> bodily arousal
- * James-Lange Theory- the primacy of body arousal
 - conscious experience of emotion is primarily due to experience of physiological arousal. Differing patterns of arousal = different emotions.
 - Stimulus (Bear)--> arousal (HR, run)--> conscious feeling (fear)
- * Cannon-Bard Theory-
 - simultaneous physiological arousal and cognitive experience

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Slide 12: Theoretical Approaches to Emotion

- * C-B (cont.)-
 - all arousal shows pretty much the same physiological response
 - brain= message center for experience (Thalamus--> hypothalamus)
- * Schachter's Two-Factor Theory-
 - The experience of emotion depends on
 - Autonomic Arousal
 - Cognitive Interpretation of Arousal
 - integrates J-L (arousal is primary) and C-B (arousal is all the same)
 - What matters is cognitive interpretation of arousal
 - believes we tend to look to external environment to explain heightened arousal
- * REVIEW THEORIES (overhead)

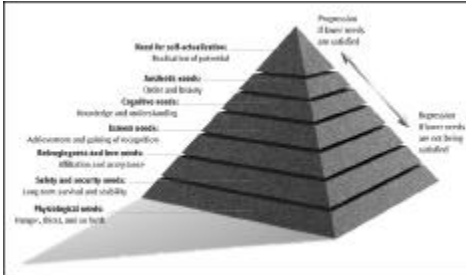
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Slide 13: Reviewing 2-Factor Theory

- * Schachter's Epinephrine study
 - ☛ epinephrine = adrenaline-
 - ☛ all participants given caffeine-type pills only half told (informed)
 - ☛ What would be the emotional interpretation of those not told to manipulate in external environment (angry/euphoric accomplice)?
[overhead]
- * Woman and Bridge Studies
 - ☛ Bridge Heights and sexual attraction level
 - ☛ [film clips?]

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MASLOW'S HIERARCHY OF NEEDS



Slide 14

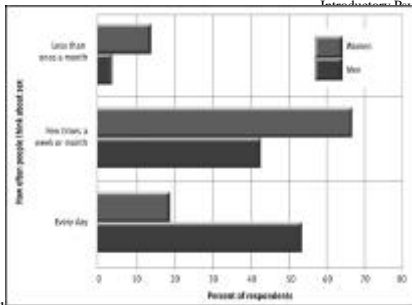


Figure 10.1
The gender gap in how much people think about sex. This graph summarizes data on how often males and females think about sex, based on a large-scale survey by Laumann et al., (1994). As evolutionary theorists would predict, based on parental investment theory, males seem to manifest more interest in sexual activity than their female counterparts.

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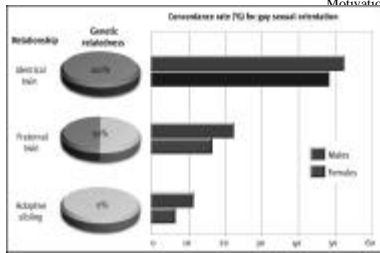


Figure 10.13 Genetics and sexual orientation. A concordance rate indicates the percentage of twin pairs or other pairs of relatives that exhibit the same characteristic. If relatives who share more genetic relatedness show higher concordance rates than relatives who share less genetic overlap, this evidence suggests a genetic predisposition to the characteristic. Recent studies of both gay men and lesbian women have found higher concordance rates among identical twins than fraternal twins, who, in turn, exhibit more concordance than adoptive siblings. These findings are consistent with the hypothesis that genetic factors influence sexual orientation. (Data from Bailey & Pillard, 1991; Bailey et al., 1993)
