

SYLLABUS

PSY 468/568: Motivation and Emotion (CRN 15407/15420)
Fall 2005, Tuesdays and Thursdays 10:00 to 11:20, 276 Education

Instructor

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Overview

In this class we will consider ten questions of contemporary importance in the study of motivation and emotion. Examples include “What kinds of incentives do people respond to?” and “Do emotions make us irrational?” Lectures and readings will address the ten questions from a variety of perspectives, including biological, cognitive, and social. Emphasis will be placed on current issues and areas of active inquiry in the field, which means that you should not always expect a definitive answer to each question.

Format

Readings: The readings will cover important topics related to the topics of the lectures. In order to participate and benefit fully from lectures and discussions, you are expected to complete the readings before the class meeting for which they are assigned.

The readings vary in scope and function. Some of the readings provide a fairly comprehensive and well-rounded overview of a topic (the *Understanding Evolution* website is a good example of this). Some readings review a topic on which there is not consensus in the field, and thus they represent a particular viewpoint (such as Paul Ekman’s chapter on basic emotions). Some readings do not provide an overview of a topic, but rather present an especially interesting study or example for consideration (such as Levitt & Venkatesh’s economic analysis of a drug-dealing gang). Because we are not using a textbook, you should be especially alert to these distinctions when you are doing the readings. In instances where the readings do not provide a comprehensive overview, the lectures will be used to help fill in the gaps or identify current controversies.

Class meetings: Class meetings will include a mixture of lectures and discussion. Class meetings will be used in several different ways: to explain or demonstrate especially important ideas covered in the readings, to explore extensions or applications of ideas, and to cover important or interesting topics that are not addressed in the assigned readings. Not all important ideas in the readings will be covered in class meetings, and not all important ideas from class meetings will be covered in the readings.

Website: The Blackboard website will be used to collect assignments, make announcements, post grades, and take care of other administrative matters. The website is also where you will find all of the readings for this class. Log in at <http://blackboard.uoregon.edu>.

Grading and Course Requirements

Grading will be based on the following criteria:

20%	Exam 1
20%	Exam 2
20%	Reaction papers and participation
40%	Term paper

Exams

Exam 1 will be held in class on November 1. Exam 2 will be held during the final exam time slot scheduled by the university: Monday, December 5 from 8:00 AM to 10:00 AM. Plan your winter travel accordingly. Exam 2 will not be cumulative.

Reaction papers and participation

Participation includes attending class, contributing to classroom discussions, and taking part in activities and exercises in class. I hope you will help me to create an environment where everyone feels comfortable speaking up. I realize, however, that the large class size may not suit everyone. Reaction papers are another important way that you can contribute to the class discussion. I will use the reaction papers to gauge what people find interesting, confusing, etc. and to shape the agenda for class. I may also ask you to read or summarize your reactions as part of the discussion, so be sure and bring a copy of your reaction paper with you to class!

You will be expected to write short reaction papers based on the assigned readings for this class for weeks 2 through 10. A reaction paper is a response to the readings. Examples of things you can do in a reaction paper include: raise questions for future research; offer constructive critiques of the methods or ideas in the papers; or discuss connections to ideas or findings from other parts of the course or from other areas of psychology. Reaction papers should be short, about 300-400 words (equivalent to 1-2 pages of typed and double-spaced text).

Reaction papers must be submitted via Blackboard no later than 5:00 PM on Monday of the week they are due. You should also bring a printed copy with you to class. I recommend that you write your reaction paper in a word processing program and then paste it into Blackboard. That way you will not lose your work if your browser crashes, and you will have a copy saved to print and bring with you.

Term paper

For your term paper, you must propose a study or a focused series of studies to address a specific question relevant to the study of motivation and emotion. You must read and meaningfully draw upon sources from outside of the course readings. The length requirement is based on the body of the paper (not counting title page, references, etc.) and papers should neither go over nor under the range indicated below. Papers must follow APA style. Additional information about this assignment will be provided in class and on a separate handout.

<u>Enrolled in</u>	<u>Length</u>	<u>Number of outside sources</u>
PSY 468 (undergrads)	9-10 pages	At least 5
PSY 568 (grad students)	13-15 pages	At least 10

You will turn in a one-page (or more) proposal in class on Tuesday, November 8. The more detail you put in your proposal, the better feedback we can give you.

The term paper is due Thursday, December 1. You must submit two copies of your paper: a printed copy submitted in class, and an electronic copy uploaded to Blackboard before you come to class. The electronic copy must be saved as a Rich Text Format (.rtf) file, an option available on all modern word processors. Do not submit your paper in any other format: no PDF files, and sure as heck no Microsoft Word .doc files! Your paper will not be considered submitted until both the printed and electronic versions are turned in.

A note on writing:

Between the term paper and the reaction papers, this course requires a substantial amount of writing. If you are not certain of your ability to write clearly and effectively, I encourage you to

make early and frequent use of the writing lab offered by Academic Learning Services.
Information about the writing lab is available online:

<http://als.uoregon.edu/services/labs/writing.html>

Other information

Missed exams and late assignments

Planned absences from exams must be approved by me during the first week of the course. In the event of an emergency absence you must contact me within twenty-four hours or as soon as circumstances allow, and you must provide documentation. In emergency situations I strongly encourage you to contact Student Affairs – they will help you get the necessary documentation and, if necessary, coordinate with multiple professors and GTFs. Their phone number is 541-346-1137, and the website is at <http://studentaffairs.uoregon.edu>.

Late assignments will be penalized by a full letter grade (for example, from a B- to a C-) for every partial or whole day they are late.

Academic integrity

Exams are “closed book.” All exams and assignments must represent your own independent work.

For the term paper, you must properly cite your sources. If you are unsure about what is appropriate or allowed, please ask! The UO library website has a helpful page that describes how to properly quote and paraphrase other authors:

<http://libweb.uoregon.edu/guides/plagiarism/students/>

Students who participate in any form of academic dishonesty (cheating, plagiarism, fabrication, etc.) on any assignment will receive an “F” for the course. Student Judicial Affairs may impose additional sanctions, including expulsion. Further information is available on the Judicial Affairs website:

http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm

Getting the most from your class experience

The Department of Psychology has put together a statement of best practices and expectations for you to get the most out of your classes. I recommend that you take a look at it, particularly the section titled “Best Practices for Students.”

<http://psychweb.uoregon.edu/guidelines/>

Disabilities

If you have a documented disability and will need accommodations in this course, please make arrangements with me as soon as possible. Please request that the counselor for students with disabilities send me a letter indicating what accommodations you will need. Further information is available online at <http://ds.uoregon.edu>.

Changes to this syllabus

I reserve the right to change any part of this syllabus at any time. You should regularly check the Blackboard website for announcements about any changes.

SCHEDULE

DATE	TOPIC	READINGS
<u>Week 1</u>	<i>How have psychologists conceptualized motivations historically?</i>	
Sep 27	Introduction to the class	none
Sep 29	Historical perspectives on motivation	none
<u>Week 2</u>	<i>Do all people pretty much want the same things?</i>	
Oct 4	Evolution and culture	<i>Understanding Evolution</i>
Oct 6	Food	Rozin (1999)
<u>Week 3</u>	<i>How do children learn to express and control impulses?</i>	
Oct 11	Self-control	Mischel et al. (1989)
Oct 13	Media and aggression	Anderson et al. (2003)
<u>Week 4</u>	<i>What kinds of incentives do people respond to?</i>	
Oct 18	Self-determination theory	Ryan & Deci (2000)
Oct 20	Economic and non-economic incentives	Levitt & Venkatesh (2000)
<u>Week 5</u>	<i>How do the ways we understand ourselves affect our motivations?</i>	
Oct 25	Personal control beliefs	Bandura (1994)
Oct 27	The motivated self	Swann et al. (1987)
<u>Week 6</u>		
Nov 1	EXAM 1	
	<i>What is an emotion?</i>	
Nov 3	Basic definitions and concepts	Ekman (1999)
<u>Week 7</u>	<i>What are emotions good for?</i>	
Nov 8	Emotions as evolved adaptations	Tooby & Cosmides (1990, pp. 407-424)
Nov 10	***Paper proposals due today in class*** Social functions of emotions	Keltner & Haidt (1999)
<u>Week 8</u>	<i>How do emotions connect mind and body?</i>	
Nov 15	Emotions and the brain	Davidson & Irwin (1999)
Nov 17	The brain and social behavior	Beer et al. (2003)
<u>Week 9</u>	<i>Do emotions make us irrational?</i>	
Nov 22	Emotions and decision-making	Lerner et al. (2003)
Nov 24	NO CLASS – THANKSGIVING HOLIDAY	
<u>Week 10</u>	<i>Is there more to life than the pursuit of happiness?</i>	
Nov 29	Psychological well-being	Ryff (1989)
Dec 1	Wrap-up ***Final paper due today in class***	
Monday, Dec 5	EXAM 2: 8:00 AM to 10:00 AM	

Electronic copies of all readings are posted to the class Blackboard site.

READINGS

- Anderson, C. A., Berkowitz, L., Donnerstein, E., Huesmann, L. R., Johnson, J. D., Linz, D., Malamuth, N. M., & Wartella, E. (2003). The influence of media violence on youth. *Psychological Science in the Public Interest*, 4, 81-110.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.
- Beer, J. S., Heerey, E. A., Keltner, D., Scabini, D., & Knight, R. T. (2003). The regulatory function of self-conscious emotion: Insights from patients with orbitofrontal damage. *Journal of Personality and Social Psychology*, 85, 594-604.
- Davidson, R. J., & Irwin, W. (1999). The functional neuroanatomy of emotion and affective style. *Trends in Cognitive Sciences*, 3, 11-21.
- Ekman, P. (1999). Basic emotions. In T. Dalgleish and M. Power (Eds.), *Handbook of cognition and emotion*. Sussex, U.K.: Wiley.
- Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13, 505-521.
- Lerner, J. S., Gonzales, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Science*, 14, 144-150.
- Levitt, S. D., & Venkatesh, S. A. (2000). An economic analysis of a drug-selling gang's finances. *The Quarterly Journal of Economics*, 115, 755-789.
- Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244, 933-938.
- Rozin, P. (1999). Food is fundamental, fun, frightening, and far-reaching. *Social Research*, 66, 9-30.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57, 1069-1081.
- Swann, W. B., Jr., Griffin, J. J., Predmore, S. C., & Gaines, B. (1987). The cognitive-affective crossfire: When self-consistency confronts self-enhancement. *Journal of Personality and Social Psychology*, 52, 881-889.
- Tooby, J., & Cosmides, L. (1990). The past explains the present: Emotional adaptations and the structure of ancestral environments. *Ethology and Sociobiology*, 11, 375-424.
- The Understanding Evolution Team (n.d.). *Evolution 101*.
http://evolution.berkeley.edu/evolibrary/article/evo_01