

## **SYLLABUS**

PSY 468/568: Motivation and Emotion, Fall 2009

Tu/Th 8:30 to 9:50 PM, 142 Straub

Prof. Sanjay Srivastava

Office hours: Tue 10-11 in 327 Straub

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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 “How do people respond to incentives?” 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 investigation among researchers, 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). Other readings are narrower: they might present an especially interesting viewpoint, or a specific 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. The exams will cover concepts and findings from the readings that may not be covered in class.

**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>.

### **Requirements and Grading – Undergraduates (PSY 468)**

Grading will be based on the following criteria:

10%	Online responses
30%	Exam 1
30%	Exam 2
30%	Term paper

#### *Online responses*

In order to stimulate classroom discussion, each week you will need to post (to Blackboard) a response to one or more of the readings that you found interesting, provocative, confusing, controversial, etc. These postings do not need to be comprehensive, but they do need to demonstrate a substantive response to at least one of the readings (more than just reading the abstract or skimming). You may pose a question, highlight an issue you think deserves further attention, draw connections to other material, etc. Your post should be about 100-200 words. These posts are due each week **no later than Monday night at 8 pm** (yes, this means you need to do the readings before class on Tuesday). You do not need to post anything for Weeks 1 or 6.

#### *Exams*

Exam 1 will be held during our scheduled class time on **Tuesday, November 3 at 8:30 AM**. It will cover material from the first half of the course.

Exam 2 will be held during the final exam time slot scheduled by the university: **Monday, December 7 at 8:00 AM**. It will cover material from the second half of the course.

#### *Term paper*

For your final paper you will write a research proposal or a program proposal. You must read and meaningfully draw upon sources from outside of the course readings. The body of the paper (not counting title page, references, etc.) should be 9 to 10 pages (double-spaced), and you must draw on at least 5 scholarly sources from outside of the course readings. Format and citations must follow APA style. *Additional information about this assignment will be provided in class and on a separate handout.*

You will turn in a one-page (or more) prospectus on **Tuesday, October 20**. In the prospectus you will indicate the topic of your paper, what sources you have identified so far, and the general direction your paper will take. The more details you put in your prospectus, the better feedback we can give you.

The term paper is due by 5:00 PM on **Wednesday, November 25**. You must upload an electronic copy to Blackboard. The electronic copy must be saved as a Rich Text Format (.rtf) file, an option available on all modern word processors.

### **Requirements and Grading – Graduate Students (PSY 568)**

Graduate students enrolled in PSY 568 have the same basic requirements as undergraduate students (online responses, exams, term paper). However, as befits a graduate-level assignment, the term paper will be longer and more detailed (13 to 15 pages in length, and must cite at least 10 sources) and will be graded to an accordingly high standard.

### **Other information**

#### *Absences from class and from exams (with special considerations because of H1N1)*

The university is anticipating the possibility of significant disruptions due to the H1N1 flu (“swine flu”). For that reason, I am structuring the class in such a way that you and I will all have some flexibility to work around sick days.

If you become sick:

- Please stay home and take care of yourself if you are contagious!
- You are still responsible for learning the material covered in class. Get good notes from somebody.
- I plan to make both exams take-home exams so that even if you become mildly to moderately ill, you can still take the exam(s) on time.
- If you become so seriously ill that you cannot take an exam at home, or if any other emergency prevent you from taking an exam, you must contact me within twenty-four hours or as soon as circumstances allow. You must provide documentation (such as a doctor’s note).

If I am unable to come to class to teach:

- I will attempt to arrange for a substitute instructor or an alternative activity (such as a video) if I am able to do so in time. I will not give you busywork: if I arrange for a video, expect the content to be covered on the exam.
- If I need to cancel a class meeting, I will post an announcement on Blackboard and email everyone in the class if I can. I will do my best to cancel class as soon as I know.

#### *Academic integrity*

For papers, 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 when you need to give credit.

<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 has authority to impose additional sanctions, including expulsion. Further information is available on the Judicial Affairs website:

[http://studentlife.uoregon.edu/programs/student\\_judi\\_affairs/index.htm](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 or waive any part of this syllabus at any time. Changes may be announced in class or on the Blackboard site.

## TOPICS AND READINGS

### Week 1: What is an emotion?

*Reading (for Thursday):*

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

### Week 2: Do all people feel and want the same things?

**Online response due by 8 pm Monday night**

*Readings:*

The Understanding Evolution Team (n.d.). *Evolution 101*.  
[http://evolution.berkeley.edu/evolibrary/article/evo\\_01](http://evolution.berkeley.edu/evolibrary/article/evo_01)

Read the following sections:

1. An introduction to evolution
2. The history of life: looking at the patterns
3. Mechanisms: the processes of evolution

Cosmides, L., & Tooby, J. (1997). *Evolutionary Psychology: A Primer*.  
<http://www.psych.ucsb.edu/research/cep/primer.html>

Rozin, P. (1999). Food is fundamental, fun, frightening, and far-reaching. *Social Research*, 66, 9-30.

### Week 3: What role do emotions play in our social lives?

**Online response due by 8 pm Monday night**

*Readings:*

Ekman, P. (1999). Basic emotions. In T. Dalgleish and M. Power (Eds.), *Handbook of cognition and emotion*.  
Sussex, U.K.: Wiley.

Fridlund, A. J. (1991). Sociality of solitary smiling: Potentiation by an implicit audience. *Journal of Personality and Social Psychology*, 60, 229-240.

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13, 505-521.

### Week 4: Do emotions make us irrational?

**Online response due by 8 pm Monday night**

**Term paper prospectus due on Tuesday, October 20**

*Readings:*

Bechara, A., Damasio, H., Tranel, D., & Damasio, A. R. (1997). Deciding advantageously before knowing the advantageous strategy. *Science*, 275, 1293-1295.

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.

Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, 14, 131-134.

#### Week 5: Do emotions make us more or less moral?

##### **Online response due by 8 pm Monday night**

###### *Readings:*

Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 852-870). Oxford: Oxford University Press.

Dasgupta, N., DeSteno, D., Williams, L. A., & Hunsinger, M. (2009). Fanning the flames of prejudice: The influence of specific incidental emotions on implicit prejudice. *Emotion*, 9, 585-591.

Kochanska, G. (1997). Multiple pathways to conscience for children with different temperaments: from toddlerhood to age 5. *Developmental Psychology*, 33, 228-240.

#### Week 6: How are biological needs and psychological needs related?

##### **No online response due this week**

##### **Midterm exam: Tuesday, November 3**

###### *Readings (for Thursday):*

Sterling, P. (2003). Principles of allostasis: optimal design, predictive regulation, pathophysiology and rational therapeutics. In J. Schulkin (Ed.), *Allostasis, homeostasis, and the costs of adaptation* (pp. 17-64). Cambridge, MA: MIT Press.

#### Week 7: How do people control impulses?

##### **Online response due by 8 pm Monday night**

###### *Readings:*

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244, 933-938.

Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39, 281-291.

Muraven, M., Tice, D. M., & Baumeister, R. F. (1998). Self-control as a limited resource : Regulatory depletion patterns.

Week 8: How do people respond to external incentives?

**Online response due by 8 pm Monday night**

*Readings:*

Go back to your textbook(s) for PSY 201 and 202 and read the sections on classical and operant conditioning.

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.

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.

Week 9: How do people effectively set and pursue goals?

**Online response due by 8 pm Monday night**

**Term paper due Wednesday, November 25 by 5:00 pm (uploaded to Blackboard)**

*Readings:*

Carver, C. S., & Scheier, M. F. (1999). Themes and issues in the self-regulation of behavior. In R. S. Wyer, Jr. (Ed.), *Advances in social cognition* (Vol. 12, pp. 1-105). Mahwah, NJ: Erlbaum.

Gollwitzer, P. M., & Brandstatter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73, 186-199.

Week 10: Do people have motivations they are unaware of?

**Online response due by 8 pm Monday night**

*Readings:*

Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., & Trötschel, R. (2001). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology*, 81, 1014-1027.

Wegner, D. M., & Wheatley, T. (1999). Apparent mental causation: Sources of the experience of will. *American Psychologist*, 54, 480-492.

Westen, D. (1999). The scientific status of unconscious processes: Is Freud really dead? *Journal of the American Psychoanalytic Association*, 49, 1-30.

Exam Week

**Final exam**

**MONDAY, DECEMBER 7**

**8:00 AM to 10:00 AM**