

SYLLABUS

PSY 468/568: Motivation and Emotion, Spring 2012
M/W 2:00 to 3:20 AM, 142 Straub

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Overview

In this class we will consider questions of contemporary importance in the study of motivation and emotion. Examples include “How do people control impulses?” and “Do emotions make us irrational?” Lectures and readings will address these 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 Monday class meeting of the week they are assigned, unless otherwise noted.

The readings vary in scope and in how they will be used in this class. 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. 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, and vice versa.

Blackboard

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 for Undergraduates (PSY 468)

Grading will be based on the following criteria:

10%	Online responses and other assignments
30%	Exam 1
30%	Exam 2
30%	Term paper
see below	Attendance

Online responses and other assignments

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 Sunday night at 5:00 PM**. You do not need to post anything for Weeks 1 or 6.

In addition to the online responses, from time to time you may be asked to complete smaller assignments, either in class or as homework.

Exams

Exam 1 will be held during our scheduled class time on **Monday, May 7**. 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: **Thursday, June 14 at 3:15 PM**. 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 7 to 8 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 write a one-page (or more) prospectus due by 5:00 PM on **Friday, April 27** (end of Week 4). 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 **Friday, June 1** (end of Week 9). You must upload an electronic copy to Blackboard. The electronic copy must be in either Microsoft Word or Rich Text Format.

Attendance

Attendance for exams at the scheduled time is mandatory. Travel plans and other foreseeable conflicts are not valid reasons for missing an exam. In the event of a serious illness or other emergency severe enough to prevent you from taking the exam, you must notify me as soon as possible (in advance if you can) and you must provide documentation. I will decide about make-up procedures or other remedial action on a case-by-case basis.

I will not formally take attendance on regular class days. However, if you miss class there is a good chance that it will negatively affect your grade. The material presented and discussed in our class meetings is an important part of your learning experience. If you miss class, it is your responsibility to get notes from somebody who attended.

Requirements and Grading for Graduate Students (PSY 568)

Graduate students enrolled in PSY 568 have similar 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 (10 to 12 pages in length, and must cite at least 10 sources) and will be graded to an accordingly high standard.

Other information

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/undergraduates/guidelines>

I am always interested in ways to improve my teaching and make the class better for my students. If there is something that I could do to make the course a better learning experience for you, please tell me. I recognize that talking to a professor about these kinds of things can be intimidating to some people, but please believe me when I say that I am genuinely interested in hearing your feedback.

Academic integrity

For papers, you must cite your sources. You must clearly indicate when you are directly quoting or paraphrasing other people’s words and properly attribute the source. 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. The Office of Student Conduct and Community Standards has authority to impose additional sanctions, including expulsion. Further information is available on the Judicial Affairs website:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

Disabilities

If you have a disability and will need accommodations in this course, please make arrangements with me as soon as possible. Please request that a counselor from the Accessible Education Center send me a letter indicating what accommodations you will need. Further information is available at:

<http://aec.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.

SCHEDULE OF TOPICS AND READINGS

Week 1: What is an emotion?

Reading (for Wednesday):

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 5 PM Sunday, April 8

Readings:

The Understanding Evolution Team (n.d.). *Evolution 101*.

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 5 PM Sunday, April 15

Readings:

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.

Week 4: Do emotions make us irrational?

Online response due by 5 PM Sunday, April 22

Term paper prospectus due by 5 PM Friday, April 27 (upload to Blackboard)

Readings:

Slovic, P., Peters, E., Finucane, M. L., & MacGregor, D. G. (2005). Affect, risk, and decision making. *Health Psychology*, 24, 35-40.

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 behave immorally?

Online response due by 5 PM Sunday, April 29

Readings:

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review, 108*, 814-834.

Tangney, J. P., Stuewig, J., & Mashek, D. J. (2007). Moral emotions and moral behavior. *Annual Review of Psychology, 58*, 345-372.

Week 6: What is motivation?

No online response due this week

Midterm exam: In class Monday, May 7

Class will meet as usual Wednesday, May 9 (no assigned readings)

Week 7: How do people control impulses?

Online response due by 5 PM Sunday, May 13

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.

Baumeister, R., Vohs, K., & Tice, D. (2007). The strength model of self-control. *Current Directions in Psychological Science, 16*, 351-355.

Week 8: What are incentives and rewards, and how do people think about them?

Online response due by 5 PM Sunday, May 20

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.

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

Online response due by 5 PM Sunday, May 27

Term paper due Friday, June 1 by 5:00 PM (upload to Blackboard)

Readings:

Hong, Y., Chiu, C., Dweck, C. S., Lin, D. M-S, & Wan, W. (1999). Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology*, 77, 588-599.

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

Week 10: Do motivations improve or distort the way we understand ourselves and others?

Online response due by 5 PM Sunday, June 3

Readings:

Leary, M. R. (2007). Motivational and emotional aspects of the self. *Annual Review of Psychology*, 58, 317-344.

Srivastava, S. & Anderson, C. (2011). Accurate when it counts: Perceiving power and status in social groups. In J. L. Smith, W. Ickes, J. Hall, & S. D. Hodges (Eds.), *Managing interpersonal sensitivity: Knowing when—and when not—to understand others* (pp. 41-58). Hauppauge, NY: Nova Science Publishers.

Exam Week

Final exam: Thursday, June 14, 3:15 PM