

SYLLABUS

PSY 468/568: Motivation and Emotion, Fall 2013
Tuesdays and Thursdays 10:00 to 11:20 AM, 101 Knight Library

Prof. Sanjay Srivastava
Office hours: Tue 11:30 to 12:30
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Overview

In this class we will consider questions of current interest to researchers who study 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. We will emphasize 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 each week’s question. In order to participate and benefit fully from lectures and discussions, you are expected to complete the readings before the Tuesday class meeting of the week they are assigned.

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 class meetings will be used to help fill in the gaps or identify alternative viewpoints.

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)

Your grade will be based on the following criteria:

10%	Online responses and other assignments
60%	Exams (20% each)
30%	Papers (15% each)

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 (showing that you did more than just read the abstract or skim the article). 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.

In addition to the online responses, you may be asked to complete smaller assignments here and there, either in class or as homework. On-time completion of these assignments will count toward your grade.

Exams

There will be 3 exams for this class. Exam 1 will be held in class on **Tuesday, October 22**. Exam 2 will be in class **Tuesday, November 12**. Exam 3 will be held during the final exam time slot scheduled by the university: **Monday, December 9 at 8:00 AM**. Each exam will cover material presented since the last exam (or in the case of Exam 1, since the start of the course) – meaning that none of these exams are cumulative.

Papers

You will write 2 papers, one due on **Friday, November 1** and the other due on **Friday, December 6** (both are due at 5:00 PM sharp). For each paper we will post a set of empirical journal articles on Blackboard several weeks before the deadline. You will select one of the posted articles, read it, and write a paper that discusses strengths and weaknesses and proposes an interesting followup study. The body of your paper should be about 5 pages (double-spaced, standard font size and margins). Additional information about this assignment will be provided in class and on a separate handout.

Requirements and grading for graduate students (PSY 568)

Graduate students enrolled in PSY 568 will take the same exams and complete the same online responses and small assignments. However, instead of 2 short papers, graduate students will write a single term paper (due December 6) in which you propose a research project. These papers will be 10 to 12 pages in length, and must cite at least 10 scholarly sources from outside of the class. They will be graded to an appropriately high standard for a graduate-level course. I will provide more details in a separate handout.

How to do well in this course

The subject matter of this course is challenging, and I hold my students to a high standard. If you are wondering how that translates into grades, the last time I taught this course just 20% of students got an A or A-. But that is not a result of a quota or curve: I will give an A to every student who earns it. Students who do very well in this course typically have a few things in common:

- They work hard.
- They review relevant concepts from previous courses, including introductory psychology (201 and 202) and statistics and research methods (302 and 303). The last two are especially important for the papers, where you will be expected to critique empirical research articles and come up with interesting and methodologically sound ideas for followup studies.
- They do all the assigned readings before each class and take notes on the readings.
- They come to every class, and they take notes about their own understanding and reactions to the lectures (not just copying things word-for-word).
- They realize that the material is challenging. If they think they understand everything after the first time they read an article or hear something in class, they might be right – but they are at least a little concerned that they might be wrong. So they re-read challenging passages, and they ask questions.
- They start papers early, work through multiple drafts, and get peers to give them feedback on drafts. (And they return the favor, because you become a better writer by critiquing other people's work. And because it's the decent thing to do.)
- They complete every single assignment, even the "small" ones, on time.

Other information

Missing exams and late assignments

If you have to miss an exam because of an emergency, you must contact me as soon as possible. That means sending me an email before the exam if it is at all possible, and otherwise within twenty-four hours. You must provide verifiable, written documentation (such as a doctor's note).

If you miss a deadline for a reading response or other small assignment, you will receive a zero – there are no make-ups. Late term papers 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

For papers, you must cite all of 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 misconduct (cheating, plagiarism, fabrication, etc.) on any assignment will receive an "F" for the course. The Office of the Dean of Students has authority to impose additional sanctions, including expulsion. Further information is available on the Dean of Students' website:

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

All papers will be scanned by SafeAssign anti-plagiarism software.

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.

Accessibility

If you 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

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 5 PM Monday, October 7

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 Monday, October 14

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?

Exam 1: Tuesday, October 22 in class

Online response due by 5 PM on Wednesday, October 23

Readings:

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.

Week 5: Do emotions make us behave immorally?

Online response due by 5 PM Monday, October 28

Paper 1 due Friday, November 1 by 5:00 PM (uploaded to Blackboard)

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 happiness, and do we really want it?

Online response due by 5 PM Monday, November 4

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual review of psychology*, 54, 403-425.

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.

Gruber, J., Mauss, I. B., & Tamir, M. (2011). A dark side of happiness? How, when, and why happiness is not always good. *Perspectives on Psychological Science*, 6, 222-233.

Week 7: What is motivation?

Exam 2: Tuesday, November 12 in class

Class will meet on Thursday, November 14 but there are no assigned readings

No online response due this week

Week 8: How do people control impulses?

Online response due by 5 PM Monday, November 18

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

Online response due by 5 PM Monday, November 25

No class on Thursday, November 28 (Thanksgiving holiday)

Readings:

Go back to your textbook(s) for PSY 201 and 202 and re-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 10: How can people effectively set and pursue goals?

Online response due by 5 PM Monday, December 2

Paper 2 due Friday, December 6 no later than 5:00 PM (uploaded 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.

Exam Week

Exam 3: Monday, December 9 at 8:00 AM.