

## PSY 468: Motivation & Emotion – Summer 2013

Instructor: Jordan Miller-Ziegler

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Meeting Time: MTWR 4:00 – 5:50

Location: Anstett 191

Office Hours: MTWR 3:00 – 4:00 (by appointment)

Office Location: LISB 117 – **Ring the doorbell for Pfeifer/Berkman Lab**

**Course Overview:** In this course, we will discuss two intersecting yet distinct topics: motivation and emotion. Questions in motivation center around whether, why, and how intensely people engage in certain behaviors (and not others), whereas questions in emotion center around whether, why and how intensely people feel something about themselves and the world around them. There are overlaps, for example, the positive emotion one receives from doing well on a test may be motivation to study harder. However, motivation and emotion are distinct psychological phenomena and we begin largely by treating them as such. Over the term, we will increasingly investigate complex areas in which motivation and emotion overlap, such as the dynamic pursuit of personal goals in the real world.

**Textbook:** *There is no textbook for this course.* This is due in large part to the nonexistence of any particularly worthwhile textbook on motivation and emotion. Instead, we will read and discuss scholarly articles relevant to motivation and emotion, which may be found on blackboard in the section labeled “Readings”.

**Class Structure:** This course will be a combination of lecture and discussion. In each class (probably with a few exceptions), we will begin with a structured lecture which will summarize and highlight issues in the required readings. Afterward, we will open up for discussion about the readings. This design allows you to question and disagree with the readings, which is essential in a field where research is still ongoing and many questions remain unanswered. As such, though we will be reviewing course readings in class, it is important that you come to class prepared and ready to discuss the readings for that day. Additionally, you will be required to summarize the reading via a blackboard assignment before each class, and there will be a weekly quiz on the preceding week’s readings.

**Coursework/grading:** Your grade in this class will be composed of three components; blackboard assignments, three weekly quizzes, and a final.

**Blackboard assignments:** For each class after the first, you will be required to post a short (half a page or so) summary of the reading on blackboard. These will be due **by the start of class on the day the reading is due.** These are not quizzes, and will not be graded for the accuracy of your summary – rather they are a mechanism to help make sure you do the reading in a timely manner. In other words, the only real way to lose points here is to not do the reading or to not do the assignment on blackboard. So don’t forget to do your homework! These will make up a total of **20% of your final grade.**

*Midterms:* There will be three **non-cumulative** midterms, one on each Monday after the first. Each midterm will focus on the material from the previous week, so you have the weekend to study for these quizzes. The midterms will be multiple choice (and maybe a little short answer), 50 questions long, and will test your knowledge and understanding of readings, especially the methods, results, and discussions of empirical research. Each midterm will be worth **15% of your final grade**.

*Final:* The final will be given on the last day of class, and will follow a similar format to the midterms except that it will be **longer and cumulative**. The final will be worth **35% of your final grade**.

Overall, the grade breakdown looks like this:

Summaries: 20%

Midterm 1: 15%

Midterm 2: 15%

Midterm 3: 15%

Final Exam: 35%

**Attendance:** Attendance isn't mandatory, but it's probably in your best interest to show up anyway. You are responsible for any material covered in class, so please talk to other students or to me if you need to miss class, to make sure you're caught up on whatever you missed.

**Academic Honesty:** It's expected that your work in this course will be your own and nobody else's. You know that. Don't make cheating a big thing, and I won't either. It's pretty straightforward: if you cheat, you fail. Cheating helps nobody, least of all you. (Please see the university's academic misconduct policy at <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx> for more information.)

**Accommodations:** If you have any unique circumstances (such as a documented disability) which require special accommodation, please talk to me in person as soon as possible. I will do everything I can to make sure that this course is equally accessible to everybody. Also, if you have concerns about the accessibility of this course, you may contact the Accessible Education Center at (541) 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Reading List**  
(please read each article *before class* on the given date)

**Week 1 – Monday 6/24**

No reading assigned

*Tuesday 6/25*

Maslow, A. H. (1943). **A theory of human motivation.** *Psychological Review* (50), 470–396.

*Wednesday 6/26*

James, W. (1884). **WHAT IS AN EMOTION?** *Mind*, (34), 18.

*Thursday 6/27*

Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2010). **Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations.** *Perspect Psychol Sci*, 5(3), 292-310.

**Week 2 – Monday 7/1**

Ekman, P. (1999). **Basic emotions.** *Handbook of Cognition and Emotion*, 98, 45-60

*Tuesday 7/2*

Baumeister, R. F., Vohs, K. D., DeWall, C. N., & Zhang, L. (2007). **How emotion shapes behavior: Feedback, anticipation, and reflection, rather than direct causation.** *Personality and Social Psychology Review : An Official Journal of the Society for Personality and Social Psychology, Inc*, 11(2), 167-203

*Wednesday 7/3*

Mauss, I. B., Levenson, R. W., McCarter, L., Wilhelm, F. H., & Gross, J. J. (2005). **The tie that binds? Coherence among emotion experience, behavior, and physiology.** *Emotion (Washington, D.C.)*, 5(2), 175-90

*Thursday 7/4 (Independence Day)*

**FFFFRRRREEEEEEEEEEEEEEEEEEEEEEEEEEDDOOOOOOOOOOMMMMM!!!!!!!!!!!!!!**

**Week 3 – Monday 7/8**

Duckworth, A. L. (2011). **The significance of self-control.** *Proceedings of the National Academy of Sciences of the United States of America*, 108(7), 2639-40.

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1992). **Delay of gratification.** *Choice Over Time*, 14

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). **The strength model of self-control.** *Current Directions in Psychological Science*, 16(6), 351-355

*Tuesday 7/9*

Metcalf, J., and Mischel, W. (1999). **A hot/cool-system analysis of delay of gratification: Dynamics of Willpower.** *Psychol Rev*, 106(1), 3-19.

*Wednesday 7/10*

Haggard, P. (2008). **Human volition: Towards a neuroscience of will.** *Nature Reviews. Neuroscience*, 9(12), 934-46

*Thursday 7/11*

Steel, P. (2007). **The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure.** *Psychological Bulletin*, 133(1), 65-94.

**Week 4 – Monday 7/15**

Job, V., Dweck, C. S., & Walton, G. M. (2010). **Ego depletion--is it all in your head?: Implicit theories about willpower affect self-regulation.** *Psychological Science*

*Tuesday 7/16*

Sheldon, K. M., & Elliot, A. J. (1999). **Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model.** *Journal of Personality and Social Psychology*, 76(3), 482-97

*Wednesday 7/17*

Wood, W. & Neal, D.T. (2007). **A new look at habits and the habit-goal interface.** *Psychol Rev*, 114(4), 843-63.

*Thursday 7/18*

Heine, S. J., Proulx, T., & Vohs, K.D. (2006). **The meaning maintenance model: On the coherence of social motivations.** *Personality and Social Psychology Review*, 10(2), 88.