

## **Syllabus**

PSY 468: Motivation and Emotion, Summer 2014  
Monday through Thursday, 2:00 – 3:50pm, July 21 – August 14  
Esslinger 112

Instructor: Jordan Miller-Ziegler

Email: [jmillerz@uoregon.edu](mailto:jmillerz@uoregon.edu)

Office: Lewis Integrative Sciences Building (LISB) 117

Office hours: No regular summer hours; Most times available with 24 hours notice

## **Course Overview**

The purpose of this course is to explore the contemporary psychological study of motivation and emotion. To that end, we will examine relevant concepts, ideas, and theories through a combination of in-class discussion and reading of relevant psychological literature. Motivation and emotion are broad topics in psychology, and old theories are continuously discarded or modified as new research and theories emerge. You should *not* expect, at the end of this course, to understand motivation and emotion in their entirety. Instead, you should expect to have a reasonable familiarity with the research in these fields, such that you can be an informed consumer of new research, and apply what you have learned to other areas.

## **Learning Objectives**

There are three primary learning objectives for this course. By the end of the course, you should be able to:

- 1) Discuss some of the most prominent theories and findings in the fields of motivation and emotion, using research to support your claims.
- 2) Critically read new research in motivation and emotion, evaluating the quality and appropriateness of methods, data analysis, and scientific reasoning.
- 3) Apply your knowledge of the psychology of motivation and emotion to other subjects, and to real-world situations.

## **Course Components**

*Class meetings:* Class meetings will be divided into two main parts, lecture and discussion. During the lecture portion, I will present a lecture which attempts to provide as comprehensive as possible an overview of that day's topic. Lectures will highlight prominent theories and concepts, as well as supporting research findings. In the second half of class, we will discuss the article you read for that day. I will be sure to highlight the key theories, methods, and findings of the article, but these discussions should also serve as an opportunity for you to voice your opinions, to critique what you have read, and to propose your own ideas as well.

*Readings:* This course has **no textbook**. Motivation and Emotion are often taught as separate courses, and there are very few textbooks which cover both, none of which, in my opinion, warrant a substantial expenditure on your part. Instead, before each class session, you will read the article posted for that day on Blackboard, which will be relevant to that day's topic. You should read each article *before* the class for which it is posted (this is why there is no reading for the first day of class!) The articles include a mix of primary research (describing studies firsthand), and theoretical pieces. These are *not* designed to be comprehensive, but rather to highlight particularly interesting or important topics. You should bear this in mind as you read the articles, paying attention to the specifics of each, rather than focusing exclusively on how each fits into the larger emotion/motivation framework.

*Discussion Board* – After you read each article, you should post *one* question or comment (more is fine, but not necessary) to the class discussion board on blackboard. These should be easy points – as long as you post a somewhat thoughtful question or comment on time, you will get full credit. The purpose of these questions is a) to get you thinking about what you're reading, and b) to keep me informed of anything the class finds particularly fascinating or confusing.

*Examinations* – There will be two forms of examination in this class, daily quizzes and a final. Daily quizzes will occur at the start of each class session, and will cover the previous lecture and reading. These will be short and low-key. At the end of the term, there will also be a final exam which will cover everything we've learned in the course. Together, these two methods of examination will make up the bulk of your grade in this course.

### **Grading**

Grades in this course are determined by a combination of these three components:

*Discussion board* – 10%

*Daily mini-quizzes* – 50%

*Final* – 40%

*Discussion board* – Each day before class, you must post a question or comment on the class discussion board (on Blackboard, under the "Tools" section). These comments should be based on the reading for the *upcoming* class, and should demonstrate that you have read the article. You do not need to write a lengthy paragraph, but at least a full sentence or two is advisable. These should be easy points. You will not be graded on the quality of your responses – every response that is submitted on time will receive credit unless it's clear you haven't done the reading.

*Daily mini-quizzes:* Starting on the third day of class, each class will begin with a brief (10 minutes or so) quiz. These quizzes will include questions on both the

previous day's lecture, and the previous day's paper discussion. (Since the first full lecture and paper discussion occur on the second day of class, the first quiz is on the third day). Each quiz will consist of roughly 10 questions which will either be multiple choice or very short answer. To make sure everybody has an adequate chance to do well on these quizzes, the first quiz will be *practice*, and will not affect your grade. Additionally, **you will be allowed to drop your two lowest quiz scores.**

*Final:* The final for this course will be from **3:15 to 5:15 pm on Thursday, August 14.** (The location is Esslinger 112, our usual classroom). The final will cover the entirety of the course, and will be worth 40% of your overall grade. *I reserve the right to change this format any time in the first two weeks of class*, but currently I expect that the final will consist of 40 multiple choice questions, 20 very short answer questions, and 2 short essay questions worth ten points each, for a total of 80 points.

*Curving:* I do not intend to curve grades for this class, and you should not expect me to. That being said, I reserve the right to adjust grades (only adjusting grades upward, not downward) at the end of the term. I will only do this if grades in the course are uniformly low, and again I stress that you should not expect your grade to be adjusted at the end of the term.

### **Tips for Doing Well in this Course**

Of course, I would love if everybody did well in this course, but that is usually not possible. This is intended to be a challenging course that covers a substantial amount of material. Unfortunately, it is possible that not everybody will succeed. To ensure that you maximize your chances for success, I recommend following these suggestions, which seem to have been helpful for other students in the past:

- Be on time, and don't miss class: This one is probably the most obvious, but it's essential. You are responsible for knowing content in lectures, and if you miss them, it can be difficult to learn on your own. Especially in a summer course, where the term goes by very quickly, it can be really easy to fall behind. If you have to miss class, I highly recommend you get notes from another student, and/or talk to me outside of class to make sure you catch up.
- Do your readings early: Being prepared for class means doing the readings. Not only will this facilitate interesting class discussions, but it will help you learn the material better. You will get much more out of discussions if you have already familiarized yourself with the topic before we discuss it.

- Ask questions!: This material can be difficult, and even those of us who study it are still trying to make sense of it all. If you don't understand something, ask! It's always acceptable to interrupt my lectures with questions. In fact, if you're not asking questions, I'm worried that you're asleep, and that makes me nervous. If you have a question, other people probably have the same question, so please ask away!
- Communicate outside of class: I try to be readily available to communicate via email, and to meet with students in my office outside of class. I will do my best to respond on the same day to any email sent before 8:00pm. I will also do my best to meet with you in my office any day of the week (not weekends, sorry) as long as you give me 24 hours notice. If you are struggling with the material, I strongly encourage you to be proactive, and meet with me *ASAP* so that we can try to clear up whatever is confusing. As a teacher, there are few things as frustrating as when a student comes to me at the end of the term worried about his or her grade, when the student hasn't let me know earlier in the term that he or she is struggling. If you are having difficulty with the material, that's ok, it's difficult stuff. But I can't help if you don't let me know!
- Work with others: Finally, please work with others in this course. Discuss material with each other outside of class. Study together for the final. Learning from each other will reinforce what you already know, and will help you learn what you don't. The more ways you can have a concept explained to you the better, so discuss the material with your peers!

### **Other Topics**

*Accessibility:* It is my utmost desire that this class be equally accessible to all students regardless of medical issue, disability, or other issue. If there is a way that I can make this class more accessible to you, please let me know ASAP, and I will do everything I can to be accommodating. You may also contact the University of Oregon Accessible Education Center at [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) or 541-346-1155.

*Missing/Late Assignments:* Late work will not be accepted, unless there are very extenuating circumstances. Because you are allowed to drop your two lowest quiz scores, I do not allow make-up quizzes. Furthermore, because all readings are posted at the beginning of class, if you know you will miss class, you have the opportunity to do the reading and post a discussion question early. Finally, if you know you will not be able to take the final at the scheduled time, let me know *immediately* so that we can schedule another time to take the exam.

*Academic Misconduct:* Academic misconduct includes any attempt to get academic credit for something other than your own work. This can involve plagiarism, copying answers, or other forms of cheating. I do not expect to encounter any

academic misconduct in this course, because I assume my students to be honest, and because I have designed the course to make cheating especially difficult. Penalties for cheating can include an F in the course and/or censure from the university. Please don't do it.

*A+ grades:* At the end of each term, there are always a few students who are curious about how to earn an A+ in this course. This is a rare grade, meant to award exceptional achievement, and is worth additional grade points. Therefore, I do not anticipate giving out A+'s. To earn an A+, you have to wow me, and show me a performance even better than what I'm expecting from the best students in this course.

*Voting in a topic!* – There is one day (Thursday of week 3) for which I have not yet planned a lecture. The purpose of this is so that you as a class can choose one topic which isn't already on the syllabus to learn more about. Examples of topics not yet scheduled include: developmental psychology of motivation and emotion; social functions of emotions; achievement motivation; motivation emotion and technology, and quite a bit more. I'll collect ideas on the second day of class, and we'll vote on the third day, so start thinking about what you'd really like to learn more about!

*Changes to the Syllabus:* Finally, I reserve the right to make changes to the syllabus during the course. For example, I will *definitely* update the syllabus after we pick a topic for the currently unscheduled class. If I update the syllabus, I will post the updated version on Blackboard, and send out an announcement to the class to let you know of the change.

### **Course Topics**

<b>Week</b>	<b>Day</b>	<b>Topic</b>
Week 1	Monday	Intro
	Tuesday	History
	Wednesday	Evolution
	Thursday	Biology
Week 2	Monday	Discrete Emotions
	Tuesday	Reward and Punishment
	Wednesday	Cognition
	Thursday	Emotions as Motives
Week 3	Monday	Affect and Decision-making
	Tuesday	Self-Regulation
	Wednesday	Psychopathology
	Thursday	TBA (you choose!)
Week 4	Monday	Goals
	Tuesday	Well-being
	Wednesday	Review
	Thursday	Final

## Readings

Monday 7/21 – Introduction

No Reading

Tuesday 7/22 – History

James, W. (1884). II. What is an emotion? *Mind*, (34), 188 – 205.

Wednesday 7/23 – Evolution

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), 292-314.

Thursday 7/24 – Biological Mechanisms

Delgado, M. R., Nearing, K. I., Ledoux, J. E., & Phelps, E. A. (2008). Neural circuitry underlying the regulation of conditioned fear and its relation to extinction. *Neuron*, 59(5), 829-38.

Monday 7/28 – Discrete Emotions

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

Tuesday 7/29 – Incentives (Reward and Punishment)

Walker, H. M., & Buckley, N. K. (1968). The use of positive reinforcement in conditioning attending behavior. *Journal of Applied Behavior Analysis*, 1(3), 245-250.

Wednesday 7/30 – Emotion and Motivation as Cognition

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Thursday 7/31 – Do emotions cause motivation?

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.

Monday 8/4 – Affect and Decision-making

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, 108(4), 814.

#### Tuesday 8/5 – Self-Regulation

Muraven, M., Tice, D. M., & Baumeister, R. F. (1998). Self-control as limited resource: Regulatory depletion patterns. *Journal of Personality and Social Psychology*, 74(3), 774-8

#### Wednesday 8/6 – Psychopathology

Volkow, N. D., Wang, G. J., Newcorn, J. H., Kollins, S. H., Wigal, T. L., Telang, F., . . . Swanson, J. M. (2011). Motivation deficit in ADHD is associated with dysfunction of the dopamine reward pathway. *Mol Psychiatry*, 16(11), 1147-54.

#### Thursday 8/7 – You Choose!

TBA

#### Monday 8/11 – Goals

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

#### Tuesday 8/12 – Wellbeing

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 8/13 – Review for Final

No reading! Hooray!

#### Thursday 8/14 – Final Exam

All the readings!