

Psychology 399: MOTIVES, EMOTIONS, AND TRAITS

2:00 – 3:20 pm, Mondays and Wednesdays, 245 Straub

Professor: Gerard Saucier, Ph.D.

Office: 425 Straub Hall

E-mail: gsaucier@uoregon.edu **Phone:** 346-4927 with voice mail

Office Hours: Mondays 11:30-noon, Wednesdays 4-5:30 pm, or by appointment

Teaching Assistants: Ashleigh Landau, PLC 219, alandau2@uoregon.edu, office hours Mondays 12:30-1:30 pm; Joseph Rodini, 332 Straub, jrodini@uoregon.edu, office hours Tuesdays 9-10 am.

Texts: Reeve, J. (2014). Understanding motivation and emotion (6th ed.). Hoboken, NJ: Wiley...*plus additional materials made available via course 'canvas' site*

Course Objectives: What's the Purpose of This Course?

This is an innovative psychology course on motivation, emotion, and personality. Motivation is a fundamental contributor to human behavior, including emotion which is a function in large part of a person's motivational situation. Personality patterns are built largely on the more enduring motivational and emotional patterns, and how these are self-regulated. The course will help you learn to think more usefully and critically (i.e., carefully) about these core aspects of human behavior -- something useful in psychology and human services professions, but also in many areas of life. More specifically: You can learn to identify patterns in motivation and emotion, key sources or causes of them, their relation to each other and to personality tendencies, and the effect of all these on behavior. The course format is primarily a series of talks (i.e., lecture), with discussion and in-class exercises. The course's exercises-and-discussion component is not obtainable from the class-session slides, nor are important elaborations on the content found in the slides. So, attendance at class sessions is an important component of the experience. *The course has extensive readings, and you're expected to read everything assigned.*

Assignments and Grading

Your **final course grade** is based on the following:

- 8% ...credit for four "connecting with readings" responses
- 5% ...grade on early-in-term exploration paper
- 6% ...discussion-group credit
- 2% ...class attendance credit
- 4% ...grade on the outline/abstract in advance of your research paper
- 15% ...grade on final version of your research paper
- 25% ...score on the midterm quiz/exam
- 35% ...score on final exam

What follows in this section is more detail on each of these components.

The two **exams** are similar in format. Each exam consists of a multiple choice section (70% of the point total for the exam) concentrating on key concepts (definitions and examples of them) – followed by two or three essay questions (30% of the point total for the exam). The essay questions are drawn from the list at the end of the syllabus.

For the midterm, the essay questions will be drawn from among the first four big questions at the end of this syllabus; the other sections of the exam will be based on readings and class content up to the midterm exam. For the final exam, the essay questions will be drawn from among those not included on the midterm, including not only questions 5-7 but also those from among 1-4 that were not on the midterm. The other sections of the exam will be based primarily on readings and class content after the midterm and up to the final exam, but will inevitably include some reference to the earlier part of the course. No dictionaries, thesauruses, calculators, or electronic devices can be used during the exams, although translating dictionaries can be allowed for those with English fluency issues, conditional on instructor permission. Multiple-choice items especially emphasize material covered both in the assigned readings and in class.

“Connecting with reading” responses are responses to assigned readings. The purpose is to stimulate students to actively engage with readings and thus also be earlier and better prepared for class (and exams). To get full credit, you must complete four of these satisfactorily during the term. The length for a Connecting response is exactly one (full, can be single- or double-spaced) page of text in a word-processing document for each response. Responses should have complete sentences, good grammar, reasonable organization, and at least two paragraphs. Each Connecting response must be based on the assigned readings corresponding to a due date that has not already passed. For each Connecting response, you must refer to the content in the assigned reading for that due date (citing specifically one or more pages in the reading). *You’re free to choose what to write about*, but here are suggestions of things that work well for this assignment – any of these might work well for structuring one Connecting response:

- a. Describe an idea or finding that you think is very important and explain why you think it is important.
- b. Describe an idea or finding that you think is questionable and explain why it’s questionable.
- c. Think about how content in readings can be applied to understanding the motivational, emotional, or personality patterns of significant others in your life (boyfriend, girlfriend, spouse, partner, etc.) both in present and in past.
- d. Think about how content in readings can be applied to understanding the motivational, emotional, or personality patterns of the person you know best (who may be a friend, parent, or sibling).
- e. Think about times, moments, or situations in your life when you had a very clear

motivation, or a very strong emotion, that led you to a clear course of action or reaction, and describe how something in the reading can help in understanding the emotional reactions and actions you engaged in.

f. Think about times, moments, or situations in which you misjudged somebody – their motivation, emotion, or personality -- or cases where someone else misjudged you: Describe how something in the reading sheds light on what was going on.

Basically for purposes of Connecting responses it's good to ask: "How does this apply to my life experience, the experience of those I know well, and my experience in human relationships, and how does it relate to what I already know?" Obviously, you can use personal anecdotes in Connecting responses. It is often useful to compare two people, or two times or situations or emotions; you need not focus on just one.

You are assigned to turn in four (4) Connecting responses. They should be sent by electronic mail to the designated course TA by noon on the due date. The due dates for these are provided in the syllabus (there are 17 due dates -- you need only get a Connecting response in on time to the course TA for *four* of these dates, so you have lots of choices unless you wait till the end of the term). Connecting responses are graded on a "pass versus no-pass" basis. Late Connecting responses are not accepted for credit, since a late response would defeat part of the purpose of a Connecting response as defined above. If you miss the deadline for one Connecting response, you are advised to simply prepare a Connecting response for the next deadline (due date) instead.

The exploration paper is intended to help you develop a more personal connection to the subject matter, applying concepts learned in the course to your personal experience of other people. Instructions for this paper will be posted within a week from the start of the course. The paper should have complete sentences, good grammar, reasonable organization, and at least 3 complete double-spaced pages of text. It is due on Oct. 19.

The research paper is designed to improve on features of traditional term papers in advancing student learning. Students learn more from the writing experience when they have the opportunity to make use of feedback. Topics for research papers come from exercises done early in the term, in class; the exercises will identify various types of behavior, emotion, and motivation that students in the class have found to be rather puzzling and in need of explanation. Once these are reduced to a set of approximately 10 distinct topics each with two assigned articles, and you will have a choice of which topic to focus your paper on. In the paper you can, if relevant, describe a vignette from your own experience and observations of people, but the main substance will be identification of at least two points of view or two different ways of explaining the kind of behavior, motive, or emotion on which the topic focuses, and doing a comparative evaluation – which view is better? As this implies, in preparing the paper, you should seek out competing views – even opposing views. Your explanations can use course material but should also use the two assigned articles and at least one other source.

First, read the assigned articles. Think about what view (or views) each one presents, and how strong or weak is the evidence (or rationale/argument) for each view. If you find both articles represent much the same view, it makes sense to seek a *different view* in an additional source. If you find competing or even opposing views already in the two assigned articles, then it makes sense to seek stronger evidence for one or more of the views, in an additional source.

Having done this, you are in the best position to start working on your research-paper outline or abstract, which must all fit on one side of one sheet of paper (for this assignment only it is OK to use single-spacing if you wish). The same criteria as for the final research-paper are useful to determine how good your outline/abstract is. It is not strictly necessary to identify your additional source in the outline/abstract, but the farther along you are the more useful will be the feedback you receive.

As for the final research-paper, bear in mind what Gracián wrote in 1647: “good things, when short, are twice as good.” The aim is to create a paper that packs a lot of valuable thinking into a relatively brief space. It should be a minimum of three full double-spaced pages in length (not counting reference list), and at a maximum it should not exceed five full double-spaced pages in length, not counting reference list, it must be double-spaced throughout, and with a size 12 font. You should include (cite, discuss) the assigned articles plus at least one other source; you are free to change what you identify as the additional source after you turn in the outline. Ideally, the additional source will be a journal article and not a book, book chapter, or internet site or page (Why? Because the best source is a scientifically peer-reviewed source.). But this is not a “critique the article” assignment – instead you are to use these articles in the course of trying to address the paper topic by comparing two or more competing views. Keep focus on that topic. It is also not a “compare the articles” assignment – it could be that two or three of your articles express the same viewpoint on a matter, and not much space need be devoted to contrasting them.

The final research-paper is graded on the following criteria:

1. Is typed, readable, free of gross spelling and typographic errors
2. Is well-organized and focused (not rambling, or with irrelevant sections)
3. Addresses what makes the issue or paper topic important, practically or scientifically
4. Defines key terms clearly, especially potentially ambiguous terms that will be used frequently in the paper, and/or identifies key assumptions
5. Considers a plurality of views, that is, identifies differing points of view, or a major issue that is unresolved or on which there is disagreement. Sets out clearly and effectively the arguments in favor of and against varying (that means at least two) approaches, ways of thinking about an issue, or ways of answering the main question.
6. Applies critical thinking to the research approaches described. This might include:

how good is the supporting evidence (or the rationale), how good is this evidence (or rationale) is, whether some other reasonable interpretation of findings is plausible but has not been ruled out, and other issues.

7. Attempts to synthesize and (even better) does actually effectively synthesize the arguments and evidence, combining all of the discussion into a reasonable conclusion

8. Originality – indications are that (at least) the thinking is your own and (at best) it goes beyond and even challenges the “conventional wisdom” or “commonsense view” on aspects of the topic

9. Includes use of the assigned articles and one additional source (the ‘use’ may be brief)

10. The citations and reference list are preferably in APA style, but for 300-level courses this style is not required. See <http://libweb.uoregon.edu/guides/psychology> for help on APA styles and on finding articles. Do not include binders or covers on the papers when you turn them in, and no title page is necessary.

Papers (exploration, outline/abstract, or final research paper) turned in **late** lose 10% of their points for each weekday they are not turned in (starting with the due date). In general, with *some* course requirements, alternative arrangements for due dates may be possible with an authoritative excuse *if* presented in advance of an absence.

There is some credit (6% of course grade) for participation in discussion groups during class sessions. Said discussion groups will be convened five times during the course, each involve about 15 minutes of small-group discussion. You get 2 (of the full possible 6 percentage) points for each one you participate in fully, as evidenced by signing your name to the discussion-groups results sheet. You could afford to miss two of these without penalty – credit for only three of five are necessary to get full credit.

There is a bit of credit for attendance (2% of course grade). You get all this credit automatically, unless the instructor experiences repeated (that is, on three or more occasions) difficulties finding you in class sessions, or you are observed (again, repeatedly) to disrupt class sessions with late entries or early exits. If you happen to be one of those who participates in all five discussion groups (see paragraph above), you are ensured get all this attendance credit -- although you could readily get all this attendance credit without participating in all five discussion groups.

Your final grade in the course will be based on the total of your points from papers, exams, and sufficient participation. **A** range is 90% or better, **B** range is 80% to 90%, **C** range 70% to 80%, **D** range 60% to 70%, **Fs** are less than 60%. ‘+’ and ‘-’ are added to grades if they fall in the top 1/3 or bottom 1/3, respectively, of A, B, C, and D range.

Academic Integrity

This instructor takes academic integrity seriously. Insuring the "validity" of grades

requires seeing that they reflect honest work and learning rather than cheating. **Cheating** is defined as providing or accepting information on an exam, plagiarism or copying anyone's written work. Students caught cheating will be given an "F" for the course, and UO's student conduct coordinator will be informed. The instructor retains the right to assign seats for tests, to change individual's seating for test security purposes, to require and check ID for admission to tests. **"Plagiarism"** is basically a form of theft: putting your name on work that is (in any part) not yours, where you have not fully identified the source from which you borrowed. Even taking someone else's ideas or paraphrasing their expression, without acknowledgment, is plagiarism. Be aware that the instructor is knowledgeable about computer-age plagiarizing techniques and how to diagnose their use. "Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed" (quote is from Nancy Cotton of Wake Forest U.).

PSYCHOLOGY 399 SCHEDULE: What's Happening When

- | | |
|-----------|---|
| Sept. 28 | Syllabus; overview of the course
✓ <u>Reading Assignment</u> (i.e., for next session, Sept. 30): Reeve chs. 1-2 |
| Sept. 30* | Major themes and theories of motivation
✓ <u>Reading Assignment</u> : Reeve ch. 3 |
| Oct. 5* | Neuroscience of motivation and emotion; discussion group ('a')
✓ <u>Reading Assignment</u> : Reeve ch. 4 |
| Oct. 7* | Physiological needs; appetitive behavior (thirst, hunger, sexuality); drug addiction
✓ <u>Reading Assignment</u> : Reeve ch. 6 |
| Oct. 12* | Psychological needs: Autonomy, competence, relatedness, and meaning
✓ <u>Reading Assignment</u> : Reeve ch. 5 |
| Oct. 14* | Intrinsic and extrinsic motivation; discussion group ('b')
<i>EXPLORATION PAPER (hard-copy) is due Oct. 19</i>
✓ <u>Reading Assignment</u> : Reeve ch. 7 |
| Oct. 19* | Implicit motives
✓ <u>Reading Assignment</u> : Reeve ch. 8-9 |
| Oct. 21* | Goal setting, goal striving, and mindsets
✓ <u>Reading Assignment</u> : Schwartz (2012); Reeve ch. 11 pp. 303-321 |
| Oct. 26* | Values; self-schemas and self-concordance |
| Oct. 28 | <i>MIDTERM QUIZ/EXAM</i>
✓ <u>Reading Assignment</u> : Reeve ch. 12 |
| Nov. 2* | Causes of emotion; basic categories, dimensions, and functions of emotion and mood; discussion group ('c')
✓ <u>Reading Assignment</u> : Reeve ch. 13 |
| Nov. 4* | Biological, cultural, and cognitive aspects of emotion
<i>OUTLINE/ABSTRACT OF RESEARCH PAPER (hard-copy) is due Nov. 9!</i> |

(again, outline/abstract due Nov. 9)

✓ Reading Assignment: Kalat & Shiota, chs. 5, 6

Nov. 9* Varieties of negative emotionality: Distress, fear, anxiety, anger, etc.

✓ Reading Assignment: Kalat & Shiota, ch. 8; Reeve ch. 14 pp. 423-427

Nov. 11* Positive emotions; love, compassion, empathy; discussion group ('d')

✓ Reading Assignment: Larsen & Buss ch. 13; Reeve ch. 11 pp. 321-333

Nov. 16* Personality traits/attributes in relation to affect and motivation

✓ Reading Assignment: Funder ch. 2

Nov. 18* Personality: Definition and measurement

✓ Reading Assignment: Funder ch. 4; Carver & Scheier, ch. 7

Nov. 23* Cross-situational consistency; approach and avoidance systems in behavior

✓ Reading Assignment: Saucier (2009)

Nov. 30* How personality attributes are structured (cross-culturally); morality, character, competence, dynamism; discussion group ('e')

✓ Reading Assignment: Reeve chs. 15-16

Dec. 2* Do classic personality theories explain affect and motivation? Integration, review

FINAL VERSION OF RESEARCH PAPER is due Dec. 2 2 pm! (submit via Assignments for VeriCite on canvas)

December 8, Tuesday, 2:45 pmFINAL EXAM

Note: Readings that are *not* from the Reeve text will be made available via 'canvas'.

* Connecting-response due date (there are 17 due dates, you need only submit a satisfactory response for four of the 17 due dates). Connecting responses are submitted before class sessions on the day indicated, for the *reading for that day* (found on the line preceding), or if you like for the reading assigned for a *future* class day.

Readings beyond the textbook (all relevant chapters or articles will be posted on 'canvas') **are from these sources:**

Carver, C. S. & Scheier, M. F. (2008). *Perspectives on personality* (6th ed.). Boston: Pearson Education.

Funder, D. C. (2010). *The personality puzzle* (5th ed.). New York: Norton

Kalat, J. W. & Shiota, M. N. (2007). *Emotion*. Belmont, CA: Thomson Wadsworth.

Larsen, R. J., & Buss, D. M. (2008). *Personality psychology: Domains of knowledge about human nature* (3rd ed.). Boston: McGraw-Hill.

Saucier, G. (2009). What are the most important dimensions of personality? Evidence from studies of descriptors in diverse languages. *Social and Personality Psychology Compass*, 3/4, 620-637.

Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2 (1). <http://dx.doi.org/10.9707/2307-0919.1116>

SEVEN BIG QUESTIONS: General essay questions for the midterm and final exam

1. What are the most important ways in which motivation and emotion are related to the brain?
2. Why is it important whether motivation is intrinsic or extrinsic? How (by what criteria) can we assess whether an individual at some point in time has relatively intrinsic or relatively extrinsic motivation?
3. What is the *most* important need, motive, goal, or value, in terms of explaining human behavior? After that, what is the *next* most important one?
4. Which kind of “mindset” (see Reeve chapter 9) is the best to have in general, and which other mindsets are good for specific types of situations that you can identify?
5. How many basic emotions (or, types of mood state) are there, what differentiates them, and how are they related to motivation?
6. How do cognitive and cultural variables impact emotion and motivation, what kind of cognitive and cultural variables have the most important impact, and is the impact more on a conscious or unconscious level?
7. What is the best way to conceptualize and measure personality, in such a way that we have the most accurate measurement and the strongest empirical and theoretical relation to the phenomena of emotion and motivation?

Note: For each essay question, you will be instructed to make your response include both a summary statement (in 30 words or less, i.e. not much longer than a ‘tweet’, ALL IN CAPS – or else clearly underlined or circled) as well as a more detailed account or explanation. The summary statement can be at the beginning, or at the end, it’s your choice.