

Syllabus

PSY468: Motivation and Emotion, Fall 2015
Mondays and Wednesdays 4:00-5:20pm
Pacific Hall (PAC) rm. 30

Instructor: Rebecca Calcott

Office Hours: Mondays and Tuesdays 2:30-3:30pm, other times by appointment

Office: Lewis Integrative Science Building (LISB) 229

email: rcalcott@uoregon.edu – Please put “PSY468” in subject line

Course Overview

This course will provide an in-depth exploration of topics relating to the psychology of motivation and emotion, with an emphasis on topics that are currently under investigation. The course is not intended to be a comprehensive overview of everything there is to know about emotion and motivation; but rather as an introduction to some powerful and influential ideas, and as an opportunity to acquire the tools necessary for independent exploration of other topics in the field. Because this course will focus on modern research, there are often no definitive answers or “facts” to learn. Rather than learning specific facts, students will learn skills and strategies for thinking about and evaluating research in the field.

Students take this course for a variety of reasons, and as the instructor I understand that not all students are aiming to become emotion or motivation researchers. In designing this course, I aimed to make it relevant to everyone, by focusing on generalizable critical thinking skills and highlighting how the research can be applied to understanding and enhancing our lives, while still providing excellent preparation for those who do intend to continue in the field.

Learning Objectives

This course has three main objectives:

1. **Scientific Literacy:** Students in this course should be able to read and think critically about research articles in the fields of motivation and emotion psychology. This objective includes the ability to understand the relationship between studies’ rationale, methodology and conclusions, identify strengths and limitations, and propose extensions. Additionally, students will learn strategies for effectively reading and understanding research articles.
2. **Application of research findings to the real world:** Students will think about how recent findings on emotion and motivation research can be used to understand their experiences and those of others.
3. **Acquisition of content knowledge:** Students will be able to define and explain important concepts and theories in the fields of motivation and emotion.

Format

Readings

This course has no textbook. Instead, 1-2 journal articles will be assigned for each class meeting (excluding Day 1). Readings will consist of both primary research articles and review or theoretical articles. The readings are chosen because they highlight important ideas, issues, or methods, and are not intended to provide comprehensive information on a topic.

Students should read each day's article before coming to class. Participation in in-class activities will require that you have read the articles. Additionally, preparation will allow you to learn more from discussion, and will you them the opportunity to raise any points of confusion in class. Understanding the readings is critical for doing well on exams.

Class Meetings

Class meetings will consist of lectures, discussions, and small group activities. Lectures will present broader contextual information on each topic to complement the readings, highlight alternative perspectives, and focus on methodology used in motivation and emotion research. Discussions will emphasize and clarify important aspects of the readings. The information covered in class will have some overlap with the readings; however the lectures will also present new information. Exams will cover information from both lectures and readings.

Slides will be posted on Canvas prior to each lecture. Slides will constitute the backbone of each lecture, but will not contain all important information, so it is necessary to be engaged with the lecture and take notes during class. If you miss class, you are strongly encouraged to meet up with a classmate or come to my office hours to obtain the missing information.

Requirements and Grading

Final grades will be based on the following criteria:

Research Paper	30% (5% outline, 20% Part 1, 5% Part 2)
Exams	40% (2 exams worth 20% each)
Reading Responses	20% (10 responses worth 2% each)
Class Participation	10%

Research Paper

The paper for this course will allow you to explore how a topic in motivation or emotion psychology might be applied to enhance people's lives in the real world. Based on research in the field, you will create an intervention, or treatment that might be used to help people improve an aspect of their motivational or emotional life. There will be two main parts to this paper. In Part 1 (around 5 pages), you will propose a study to test your intervention's effectiveness. Each paper should have a clear rationale based on previous research, as well as a well-defined intervention, operationalization of intervention success, and analysis strategy. For Part 2 (1-2 pages), you will informally test the intervention's effectiveness on yourself and write a reflective paper on your observations. As part of this requirement, you will submit a detailed outline for

approval several weeks before the paper is due. More information about this assignment will be discussed in class during Week 3.

Exams

The exams in this course will be a combination of multiple choice and short answer questions. Exams will evaluate your knowledge of concepts covered in lecture and the readings, as well as your ability to think critically and apply your knowledge to new situations. The exams are non-cumulative, with Exam 1 covering material from Weeks 1-5 and Exam 2 covering material from Weeks 6-10.

Reading Responses

Over the course of the term, students will complete 10 reading response papers, which will be submitted on Canvas by **4:00pm on the day of class**. Reading responses will be approximately 150-250 words, and will focus on that day's reading. In order to obtain full points, reading responses must present insights, extensions, or criticisms beyond what is present in the article (i.e. do not just summarize the article). In order to facilitate this type of thinking about articles, I will post prompts for the each article in Weeks 1-3. If you are unhappy with your performance on the reading response, you may submit extra responses, and your highest 10 scores will be counted towards your grade. Thus, you are encouraged to start submitting your reading responses early in the term, so that you have time to receive feedback and submit extra response papers if necessary. Additional information for the reading responses is posted on Canvas.

Class Participation

During each class period, there will be small assignments and/or group activities relating to the readings and lectures. These activities will require that you come to class prepared and are engaging with the material. Effortful participation in these activities will indicate that you were present in class, and will count towards your participation grade. You can miss up to two classes without an effect on your participation grade.

Other Topics

Accessibility

I aim to create a learning environment that is supportive and inclusive of all students. If you have any concerns that a disability or other issue will create a barrier to your ability to fully participate and do well in this course, please talk to me about it as soon as possible. I will do everything in my power to make accommodations.

You are also encouraged to contact the University of Oregon Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu. If you will need any specific accommodations on tests or assignments, please let me know in the first week of classes.

Missed Exams and Late Assignments

Attendance is mandatory at all exams. In case of an emergency that causes you to miss an exam, you must inform me as soon as possible and provide verifiable documentation.

Late research papers will lose 10% (one full letter grade) per full or partial day that they are late. Late reading response papers will not be accepted.

Academic Misconduct

Academic misconduct includes plagiarism, copying answers, or other forms of cheating. Except for cases when group work is specified, all work handed in must be yours alone. Any ideas that are not yours must be cited and attributed to the correct source, even if they are paraphrased. The research paper will be checked for plagiarism using SafeAssign. Penalties for academic misconduct are extremely serious at the University of Oregon, and I am required to report misconduct to the Office of Student Conduct and Community Standards. If you have any questions about what constitutes misconduct, please ask me.

Changes to the Syllabus

I reserve the right to make changes to this syllabus. I will announce any changes in class and on the Canvas website.

Feedback

I am always looking for ways to improve my teaching and the course content, in order to enhance the student experience. Halfway through the term, I will send out an anonymous Qualtrics survey asking you to provide some feedback about aspects of the course. That said, if you have any suggestions for how to make this course better, or any issues with how something was taught, you do not need to wait until then – I am always open to hearing constructive feedback, via email or at office hours.

Schedule

Week 1: Introduction to Motivation

Sept. 28: Course Overview, Fundamental Motives

No reading

Sept. 30: Evolution and Biology of Motivation

Reading:

- Berntson, G.G. & Cacioppo, J.T. (2008). The neuroevolution of motivation. In Shah, J.Y. and Gardner, W.L. (Eds.), *Handbook of Motivation Science*. New York, NY: The

Guildford Press. ** read pages 188-196; just up to the section on the “Elaboration Likelihood Model” **

Week 2: Human Needs

Oct. 5: Evolutionary Perspective

Reading:

- Kenrick, D.T., Griskevicius, V., Neuberg, S.L. & Schaller, M. (2010). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. *Perspectives on Psychological Science*, 5(3), 292-314.

Oct. 7: Psychological Needs

Reading:

- Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*

Week 3: Reward

Oct. 12: Components of Reward

Reading:

- Berridge, K.C., Robinson, T.E. & Aldridge, J.W. (2009). Dissecting components of reward: ‘liking’, ‘wanting’, and learning. *Current Opinion in Pharmacology*, 9, 65-73.

Oct. 14: Individual Differences

Reading:

- Cohen, M.X., Young, J., Baek, J., Kessler, C. & Ranganath, C. (2005). Individual differences in extraversion and dopamine genetics predict neural reward responses. *Cognitive Brain Research*, 25, 851-861.

Week 4: Self-Control

Oct. 19: Strength Model of Self-Control

Readings:

- Duckworth, A.L. (2011). The significance of self-control. *Proceedings of the National Academy of Sciences*, 108(7), 2639-2640.
- Baumeister, R.F., Vohs, & Tice, D.M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16(6), 351-355

Oct. 21: Alternative Perspectives on Self-Control

Readings:

- 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*, 21(11), 1686-1693.
- Inzlicht, M., Schmeichel, B.J., & Macrae, C.N. (2014). Why self-control seems (but may not be) limited. *Trends in Cognitive Sciences*, 18(3), 127-133.

Week 5: Goal Pursuit + Exam 1

Oct. 26: How to effectively pursue goals

Reading:

- Gollwitzer, P.M., & Brandstätter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73(1), 186-199.

Oct. 28: * Exam 1 *****

Week 6: Basic Emotions Perspectives

Nov. 2: Overview of Basic Emotions Theory

Reading:

- Ekman, P. (1999). Basic emotions. In T. Dalgleish and M. Power (Eds.), *Handbook of cognition and emotion*. Sussex, U.K.: Wiley.

Nov. 4: Functional Perspective

***** Detailed Outline due at 4pm *****

Reading:

- Frijda, N.H., Kuipers, P., & ter Schure, E. (1989). Relations among emotion, appraisal, and emotional action readiness. *Journal of Personality and Social Psychology*, 57(2), 212-228.

Week 7: Social Constructivist Perspectives

Nov. 9: Overview of Social Constructivist Theories

Reading:

- Barrett, L.F. (2012). Emotions are real. *Emotion*, 12(3), 413-429.

Nov. 11: Emotional Expressions – Social Functions

Reading:

- Rychlowska, M. et al. (2015). Heterogeneity of long-history migration explains cultural differences in reports of emotional expressivity and the functions of smiles. *Proceedings of the National Academy of Sciences*.

Week 8: Emotion and Thought

Nov. 16: Emotion-Cognition Interactions

Readings:

- Rowe, G., Hirsh, J.B., & Anderson, A.K. (2007). Positive affect increases the breadth of attentional selection. *Proceedings of the National Academy of Sciences*, 104(1), 383-388.
- Gable, P.A. & Harmon-Jones, E. (2008). Approach-motivated positive affect reduces breadth of attention. *Psychological Science*, 19(5), 476-482.

Nov. 18: Emotion and Rationality

Reading:

- Lerner, J.S. & Keltner, D. (2000). Beyond valence: Toward a model of emotion-specific influences on judgment and choice. *Cognition and Emotion*, 14(4), 473-493.

Week 9: Emotion Regulation

Nov. 23: Overview

Reading:

- Gross, J.J. (2008) Emotion Regulation. In M. Lewis, J.M. Haviland-Jones, and L.F. Barrett (Eds.), *Handbook of Emotion*. New York, NY: The Guildford Press.

Nov. 25: Social implications

- Tackman, A.M. & Srivastava, S. (2015). Social responses to expressive suppression: The role of personality judgments. *Journal of Personality and Social Psychology*.

***** Research Paper due Friday Nov. 27 at 5pm*****

Week 10: Positive Psychology

Nov. 30: Subjective Well-Being

Readings:

- Diener, E., Lucas, R.E., & Scollon, C.N. (2006). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. *American Psychologist*, 61(4), 305-314.
- Mauss, I.B., Tamir, M., Anderson, C.L., & Savino, N.S. (2011). Can seeking happiness make people unhappy? Paradoxical effects of valuing happiness. *Emotion*, 11(4), 807-815.

Dec. 2: Eudaimonia

Reading:

- Ryff, C.D. & Singer, B.H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9, 13-39.

Finals Week

Monday, Dec. 7 at 2:45pm: *Exam 2*****