

Syllabus

PSY 468 – Motivation & Emotion

Spring 2017

Instructor: Jordan Miller-Ziegler, M.S., jmillerz@uoregon.edu

Lecture: 4:00 – 5:20 Mondays and Wednesdays, Deady 106

Office Hours: 11:00 – 1:00 Tuesdays Lewis Integrative Sciences Building (LISB) 229

Course Overview

In this course, we will examine the intertwined topics of motivation and emotion. In part, these are large topics which extend well beyond the realm of psychology, into philosophy, biology, economics, and pop culture. In this course, however, we will take a psychological approach, focusing on psychological theories and research. To this end, lectures will focus on scientific research and theories, and we will read a number of scientific articles directly. Students will be evaluated on their retention and critical analysis of these theories and research. Finally, while we will attempt to be as objective and scientific as possible in our treatment of motivation and emotion, it is important to remember that motivation and emotion are complex, open areas of research, and while much is known, much is also unknown. You should expect to find both answers and new questions in this course. As Einstein said, “As our circle of knowledge expands, so does the circumference of darkness surrounding it.”

Course Components

Assigned Readings: **There is no textbook for this course.** In my opinion, a good textbook which covers both motivation and emotion well does not exist. Instead, you will find a series of 15 articles posted to Canvas. You should treat these like a textbook! You are responsible for reading, knowing, and understanding the content of these papers, regardless of whether the material is covered in class (although most of it will be). However, while these readings (along with lectures and accompanying slides) make up the primary source material for the course, that does not necessarily mean they always provide exhaustive coverage of the day’s topic. Some readings are broad and attempt to explain an entire area of motivation and emotion. Others are more specific, describing specific theories or pieces of research. Several of the readings are primary reports of scientific research. For these, you will be expected to know both the theory behind the research, and the specifics of the study or studies presented (e.g. methods, results). In short, these readings vary substantially in content, style, and breadth, but you are responsible for understanding all of them just the same. All of the readings are available now, and you are encouraged to look ahead. These readings will make up a large portion of the material on exams.

Lecture: Each class will primarily consist of a lecture which seeks to answer an important question about motivation and/or emotion. Typically, lectures will center on key theories and research which attempt to answer these questions (with varying success). While some readings focus on specific studies or subtopics, lectures should be broader, giving an overview of several approaches to answering an important question. The material in these lectures, especially when it refers to specific researchers, theories, or studies, is part of the curriculum and you are expected

to know it in addition to material in the readings. Material from both readings and from lectures will appear on exams. Lecture slides will be posted on Canvas after (or sometimes before) class.

Reading Responses: Before each class (except exams), you will need to post a BRIEF (half-page maximum) response to the reading. The purpose of these responses is to demonstrate that you have done the reading, and thought about some aspect of it critically. The response is free-form, so you may discuss whatever you like: your general impression of the paper, whether you agree or disagree with the author(s), some specific section you found especially fascinating, etc. However, remember that you want to demonstrate that you have read and thought critically about the paper. Responses which could be constructed from a quick perusal of a paper's title and abstract may lose points. There is a separate submission portal for each assignment on Canvas. You may upload a word document or enter your response into Canvas directly. All of these assignments are available now, and can be completed any time before the start of class (4:00) on the day of the assigned reading. **You may miss or drop two (2) reading response scores over the course of the term. For this reason, reading responses may not be resubmitted or submitted late.**

Research Proposal: In week 8, you will submit a brief (3-5 pgs) proposal for a research study you could conduct in the area of motivation and emotion. The purpose of this assignment is twofold: first, to demonstrate your ability to explore and understand scientific research outside of the assigned readings and second, to demonstrate your ability to think critically and scientifically, and to convey that thinking clearly in writing. You will need to briefly discuss a few studies of interest (an entire literature review is not necessary!), identify a conflict or unanswered question from those studies of interest, and finally propose a way in which you could attempt to answer that question or resolve that conflict. It will be critical to think clearly about what *variables* you will measure and/or manipulate, and how you will *operationalize* those variables in a meaningful way. Good proposals will be interesting, well-reasoned, and scientifically sound. You will first submit a draft in week 5, for which you will receive feedback during week 6. You will be expected to incorporate this feedback into the final draft submitted in week 8. You are also encouraged to discuss ideas with me well before these due dates, after class, in my office hours, or via email. More information about this project will be available on Canvas shortly.

Midterms: There will be three midterms throughout the course. They are NOT cumulative. These exams will consist mostly or entirely of multiple-choice questions. There may be a BRIEF short answer section, however my ability to grade essay-style answers for 50 students without a TA is limited. Exam attendance is mandatory! If you will not be able to attend an exam, you MUST let me know beforehand and arrange to take the test at another time. No exams will be dropped. Exceptions will only be made for documented medical issues or similar emergencies.

Final: Lastly, there will be a final at **2:45pm on Tuesday, June 13th**. This exam WILL be cumulative and will cover everything from the first three tests, as well as material from the last lecture which will not appear on any previous tests. Final attendance is mandatory.

Grading Breakdown & Grading Standards

The following table shows how each component of the course contributes to your overall grade in the class.

Component	Percentage
Reading Responses	20%
Research Proposal 1 st Draft	10%
Research Proposal Final Draft	15%
Midterms	30%
Final	25%

Psych Department Grading Standards

I will use the following standards in determining grades (from the Psychology Department). Plusses and minuses will be assigned at 1.5 percentage points above and below each cutoff (e.g. an 88.5% would be a B+, and an 81.49% would be a B-).

Grade	Criteria	Percentage
A+	A rare level of achievement; Beyond excellent	> 98.99
A	Exceptional achievement; Excellent performance and grasp of material	90-98.99
B	Good Achievement; Consistent performance, grasps most material	80-89.99
C	Adequate achievement and performance; satisfactory grasp of material	70-79.99
D	Minimal achievement; Bare minimum level of understanding, may not meet course requirements	60-69.99
F	Failure; substantial performance issues	< 60

Accessibility

This course should be equally accessible to all students. Among other things, that means that if you have a documented disability and/or need accommodation, please let me know as soon as possible, and I will do my best to meet your unique learning needs. For more information, you may also contact the Accessible Education Center (AEC) at aec.uoregon.edu. In general, if you feel that there is a barrier to your full inclusion and participation in this course, please let me know and I will do my best to fix it.

Openness and Respect

In the spirit of inclusion, it is very important to me that everybody feels welcome and able to speak freely in this course. To this end, it is expected that everybody will be respectful of others in expressing their opinions, and respectful of the opinions of others. This should be a place for open and honest inquiry, and that demands that we respect each other. Sometimes, we may discuss topics about which people feel strongly. Please, even (and especially) when you encounter opinions with which you disagree, treat every member of this class with respect.

Academic Honesty

As a matter of personal, departmental, and institutional policy, cheating is bad. Don't do it. This includes but is not limited to obtaining test materials prior to a test, manipulating course records, plagiarism in any form, etc. Plagiarism is a particularly common form of academic misconduct and you are encouraged to be sure you understand it (more information here: <http://researchguides.uoregon.edu/citing-plagiarism>.) Academic misconduct can result in punishment including failure of the course and censure by the university. The student conduct code has extensive information about academic misconduct (<https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>). If you have questions, please consult the code or just ask me. You are responsible for your own academic integrity – ignorance is not an excuse for academic misconduct.

Tips and Tricks

There is no secret to doing well in this course. If you want to succeed, you need to do the work and be prepared. That means that you should be sure to read each assigned article, probably more than once, with a critical eye to important (test-worthy) information. Make sure you don't miss any reading responses, and perhaps even do them ahead of time. Start your research proposal early, and run ideas by me as you get started. Finally, and perhaps most importantly, *ask questions!* You should never feel embarrassed to clarify something you find confusing, in class, at my office hours, or via email. Ask questions!

Topics/Calendar

Week	Date	Topic	Paper Due Dates
1	4/3	Intro, Course Structure, Syllabus	
	4/5	Historical approaches	
2	4/10	Motivation 101	
	4/12	Emotion 101	
3	4/17	Biology 1: The limbic approach	
	4/19	Midterm 1	
4	4/24	Biology 2: The monoamine approach	
	4/26	Fear, Anger, Arousal	
5	5/1	Positive and negative affect	First Draft
	5/3	Reward: Liking vs. Wanting	
6	5/8	Social emotions and motives	
	5/10	Midterm 2	
7	5/15	Emotion vs(?) rationality	
	5/17	Self-Control	
8	5/22	Goals and planning	Final Draft
	5/24	Beliefs and expectations	
9	5/29	Memorial Day – No class!	
	5/31	Wellbeing, purpose, and meaning	
10	6/5	Midterm 3	
	6/7	Course wrap-up and review for the final	
Final	6/13	Final Tuesday @ 2:45	

Reading List - Read and respond on Canvas BEFORE class on the date listed

Week 1 – Wednesday 4/5

James, W. (1884). What is an emotion? *Mind*, 9(34), 188-205.

Week 2 – Monday 4/10

Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50(4), 370.

Week 2 – Wednesday 4/12

Ekman, P. (1992). An argument for basic emotions. *Cognition & emotion*, 6(3-4), 169-200.

Week 3 – Monday 4/17

MacLean, P. D., & Delgado, J. R. (1953). Electrical and chemical stimulation of frontotemporal portion of limbic system in the waking animal. *Electroencephalography and clinical neurophysiology*, 5(1), 91-100.

Week 3 – Wednesday 4/19

Midterm 1 – No Reading

Week 4 – Monday 4/24

Lövheim, H. (2012). A new three-dimensional model for emotions and monoamine neurotransmitters. *Medical hypotheses*, 78(2), 341-348.

Week 4 – Wednesday 4/26

Lerner, J. S., & Keltner, D. (2001). Fear, anger, and risk. *Journal of personality and social psychology*, 81(1), 146.

Week 5 – Monday 5/1

Diener, E., Larsen, R. J., Levine, S., & Emmons, R. A. (1985). Intensity and frequency: dimensions underlying positive and negative affect. *Journal of personality and social psychology*, 48(5), 1253.

Week 5 – Wednesday 5/3

Anselme, P., & Robinson, M. J. (2016). “Wanting,” “liking,” and their relation to consciousness. *Journal of Experimental Psychology: Animal Learning and Cognition*, 42(2), 123.

Week 6 – Monday 5/8

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition & Emotion*, 13(5), 505-521.

Week 6 – Wednesday 5/10

Midterm 2 – No reading

Week 7 – Monday 5/15

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

Week 7 – Wednesday 5/17

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of gratification in children. *Science*, 244(4907), 933-938.

Week 8 – Monday 5/22

Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines, and performance: Self-control by precommitment. *Psychological science*, 13(3), 219-224.

Week 8 – Wednesday 5/24

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological review*, 95(2), 256.

Week 9 – Monday 5/29

Memorial Day – No class

Week 9 – Wednesday 5/31

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.

Week 10 – Monday 6/5

Midterm 3 – No reading

Week 10 – Wednesday 6/7

Review for Final – No reading

Final – Tuesday 6/13 @ 2:45 pm