PSY 468: MOTIVATION & EMOTION

Summer 2017, Session III: 8/21-9/17

Mon, Tue, Wed, Thurs, 10:00 - 11:50am, MCK 214

The purpose of this course is to explore the contemporary psychological study of motivation and emotion. "What is an emotion?" "Do emotions make us irrational?" "What are the effects of emotion and motivation on well-being?" The course is designed to provide a broad introduction to basic concepts, as well as to theories and empirical evidence of active investigation among researchers. Rather than becoming experts in the field, students should expect to develop a reasonable familiarity with historical and current research in these fields from a variety of biological, cognitive, and social perspectives.

Important note: This is the first draft of the syllabus. As the class goes on, the syllabus will be updated regularly. Please check Canvas for the most recent version of the syllabus.

INSTRUCTORS

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TEXT AND MATERIALS

The required textbook for this class is:

Reeve, J. (2015). *Understanding Motivation and Emotion* (6th ed.). New York: Wiley.

Important: In addition to the textbook chapters, there will be academic papers assigned for some sessions. The information about the specific papers and their assigned dates will be updated on the syllabus regularly (under the "SCHEDULE" section). For this reason, make sure to check Canvas for the most up-to-date version of the syllabus. The assigned papers will be uploaded on Canvas, so that you can read them before the class.

LECTURES AND READINGS

Lectures will go in depth about topics that we think are especially important, interesting, or both. You should come to every lecture prepared, and take good notes in your own words. Although we will post our lecture slides after class, the slides will not contain all of the important information from class.

The textbook (and other assigned readings) will give you breadth and foundational concepts. Some of the material covered in lecture will overlap with the readings, and some of it will not. As with the lectures, we recommend that you take good notes on the readings in your own words. **There will not be a study guide for this course.** In order to benefit from the class and perform well on the exams, the best strategy is to read the assigned reading before the class, listen carefully and take notes during the lectures, and review the readings (i.e., textbook and assigned papers) and your notes before the exam.

COURSE REQUIREMENTS & GRADING

Attendance: We will meet Monday through Thursday, 10:00-11:50am from August 21st to September 17th, and your timely attendance for the full class session is expected. This is not a course to take if you anticipate missing more than two class meetings.

Engagement & Citizenship (40%): This is about forming a community over the course of the summer session. Participation can consist not only of your own observations from the readings and supplemental sources, but also your attention to your classmates' contributions and a willingness to clarify, respectfully challenge, or elaborate on others' remarks. When possible, favor a spirit of invitation and inquiry over pat assertion.

Formal components:

- Reading Checks: Assigned readings should be completed prior to class. While we appreciate that you are intrinsically motivated to take this course, reading before class can sometimes feel challenging. As extra motivation, class will sometimes begin with a short (3-questions) reading check to encourage you to come to class prepared and ready to contribute to our collective learning goals. ***Students will be allowed to drop their lowest reading check score*
- On days with secondary readings, we will begin with a 10-15 minute activity with your reading group involving reflection/discussion on the readings
    - For excused absences, you may either schedule a one-on-one reading discussion with the lead instructor for your missed class (recommended, please schedule by the day of your return) -or- submit a half page reading summary, due the date of your return.

- Reading group evaluation: Groups of ~3 will be assigned at the beginning of Weeks 1 and 3 (we will switch groups at the two week mark). Your group members will be asked for comments on your readiness and engagement.
- In-class/homework assignments: Individual/group activities and short reflection responses may be assigned as 'homework,' but most will be completed together in class.
- Instructor discretion

3. Comprehension Exams (30% + 30%):
There will be 2 exams: one midterm and one final (see the 'schedule' at the end of the syllabus). Exams will include both multiple-choice and short answer questions, and will be based on lectures and readings (i.e., the textbook and assigned papers). The content of the lectures and readings will overlap a little, but you are responsible for everything from the readings and everything from lectures – not just the overlaps.

WE WILL NOT GIVE MAKE-UP EXAMS. You **must** be present in class for every exam **at the scheduled starting time**. There are two possible reasons for exceptions: (a) You are traveling for a university activity that provides an official academic proctor (typically this only applies to away games for varsity athletes) and you have arranged with me *in advance* to take your exam remotely, or (b) You have ironclad documentation of a serious emergency (see "Absences" later in this syllabus for details). Otherwise, if you miss an exam, you will get a zero.

Plan any travel accordingly, because **you cannot take any of the exams early or late**.

SUMMARY OF REQUIREMENTS & GRADING

Assignments	***Percent of Final Grade***
Engagement & Citizenship	40%
Midterm Exam	30%
Final Exam	30%
Total	**100%**

Final grades will be assigned as follows:

A+ = 98-100%	**B+** = 88-89.99%	**C+** = 78-79.99%	**D+** = 68-69.99%
A = 90-97.99%	**B** = 80-87.99%	**C** = 70-77.99%	**D** = 60-67.99%

F < 60%

If taking pass/fail: **N** ≤ 70 and **P** ≥ 70

COURSE POLICY: ABSENCES

Lectures: While attendance is not technically mandatory, notice that a significant, **non-replaceable** portion of your grade (i.e., 40%) will rely on your being present and engaged during class. Furthermore, lectures are a great place to gain an in-depth understanding of the assigned readings.

Exams: If a serious emergency prevents you from taking an exam you must do the following:

1. Notify us as soon as possible (and before the exam unless your emergency prevents you from contacting us). Send us an email from your official @uoregon.edu account. A significant delay will mean that your excuse will not be accepted.
2. Provide written and verifiable documentation of your emergency. "Verifiable" means that documentation should be on the official stationery of a medical professional (or other professional relevant to your emergency absence), and it must include contact information so that we can call to confirm your documentation.
3. Make-ups or other remedial action will be determined solely at our discretion.

RESPECT

Respect: General

Conveying respect for the opinions of others, even (and especially) if you disagree with them, is an essential social skill that we will cultivate together in this course. We encourage you to ask questions and express your opinions and disagreements openly and respectfully. In the service of creating an environment that supports everyone's learning, courteous behavior and speech are expected at all times, both online and in class. If at any time you feel that your learning has been disrupted by the conduct of your instructor or another student, please contact us ASAP so that appropriate corrective action can be taken.

Respect: Diversity

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well-being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a supportive environment. Some of the readings in this class do not adequately address diversity so we will be discussing how we might be able to make clinical practices more sensitive to diversity. It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- No bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of

the learning community

CLASS CONDUCT

Cell Phones & Laptops

Because cell phone use (e.g., text messaging, internet browsing, playing games, Facebook, etc.,) is often disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced or set to vibrate. Only emergency-related use of cell phones is allowed during class. Laptops and similar electronic devices (tablets, etc.) may be used during class, but should not be used for anything other than course related material. Please do not create a distraction to yourself or others sitting near or behind you.

Academic Honesty

Quizzes are "closed book" and must represent your own independent work. We will not tolerate cheating of any kind, and will refer your case to University officials if you are suspected of academic misconduct. The penalties can be harsh, including but not limited to, a failing grade for the course. You can find more information about University policy at the link below:
http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify us if there are aspects of this course that create barriers to your participation. If you have a documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (http://aec.uoregon.edu/) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. In addition, tutoring services and study skills training are available through the University Teaching and Learning Center (68 PLC; 346-3226; http://tlc.uoregon.edu/).

Mandatory Reporting

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has "reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child." UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains "credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring." "Prohibited discrimination" includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

- https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-childabuse-and-neglect/presidents-message
- http://around.uoregon.edu/mandatoryreporting

Other Resources

Some of the issues we discuss in this class may have intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service.

Changes to this syllabus

We reserve the right to change or waive any part of this syllabus at any time.

SCHEDULE

Week	Weekday	Date	Topic	Reading 1*	Reading 2*
1	Monday	8/21/2017	No class	N/A	N/A
1	Tuesday	8/22/2017	Introduction	-	-
1	Wednesday	8/23/2017	Nature of Emotion 1	Ch.12 (pp. 337-352)	-
1	Thursday	8/24/2017	Nature of Emotion 2	Ch.12 (pp. 352-366)	Mauss et al. (2012)
2	Monday	8/28/2017	Biological/Cognitive Aspects of Emotion	Ch.13 (pp. 369-395)	-
2	Tuesday	8/29/2017	Social/Cultural Aspects of Emotions	Ch.13 (pp. 395-402)	Kommattam et al. (2017)
2	Wednesday	8/30/2017	Individual Emotions 1	Ch.14 (pp. 404-416)	-
2	Thursday	8/31/2017	Individual Emotions 2	Ch.14 (pp. 416-427)	Tracy & Beall (2011)
3	Monday	9/4/2017	Labor Day (no class)	N/A	N/A
3	**Tuesday**	**9/5/2017**	**MIDTERM EXAM**	**Chapters 12 to 14**	**All of the above**
3	Wednesday	9/6/2017	Psychological Needs	Ch. 6 (pp. 153-160; 166-177)	-
3	Thursday	9/7/2017	Motives & Goals	Ch. 5 (pp. 142-147)	Sheldon & Houser-Marko (2001)
4	Monday	9/11/2017	Self-Regulation	Ch. 11 (pp. 321-329)	Carver (2006)
4	Tuesday	9/12/2017	Wellbeing/Psychopathology	Ch. 15 (pp. 453-460)	-
4	Wednesday	9/13/2017	Behavioral Interventions	Ch. 10 (pp. 269-279)	Lyubomirsky (2005)
4	**Thursday**	**9/14/2017**	**FINAL EXAM**	TBD	TBD

* “Reading 1” indicates the textbook chapter you need to read for that class. “Reading 2” (if applicable) indicates the assigned paper you need to read for that class. The assigned papers (i.e., “Reading 2”) are available through UO online library (and on Canvas). The “reading check” quizzes cover *both* Reading 1 and 2.