

Syllabus
PSY 468 – Motivation & Emotion
Winter 2017

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

Lecture: 10:00 – 11:20 Tuesdays and Thursdays, Esslinger 105

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

Course Overview

In this course we will examine the psychological research around the intertwined topics of motivation and emotion. In other words, we will ask why we do the things we do and feel the things we feel. We will explore both broad theories as well as interesting subtopics, such as self-control, emotions and rationality, and happiness and wellbeing. Each lecture will be focused around a specific question concerning motivation and/or emotion, and will explore research studies which shed some light on the answer. In addition, students will read a variety of academic papers themselves which coincide with the lecture topics. Performance will be evaluated through several tests, regular assignments concerning the readings, and a final exam.

Course Components

Lecture: Each lecture will focus on a different topic within Motivation and Emotion. Lectures will identify major questions concerning each topic, and highlight some of the major findings from psychological research which attempt to answer these questions. There is no textbook for the course, and material presented in lectures will appear on tests. Lecture slides will be posted on Canvas before each class; if you must miss class, you should be sure to review the lecture slides, discuss the lecture with other students, and ask questions if you have them.

Assigned Readings: In addition to a general lecture on each topic, you will read an article for each class related to the day's topic. These articles are all posted to Canvas in the "Files" section. These readings are a combination of empirical and theoretical papers from peer-reviewed academic journals in psychology. Some may provide broad overviews of a topic, while others may discuss specific issues within a particular topic. These articles vary substantially in length, density, and content: you are encouraged to look ahead and make sure you allot enough time to read each article thoroughly! We will discuss these articles in class, but you should not rely solely on class discussion to understand the articles – you must read them yourself!

Assignments: To go along with each article, there will be an assignment posted to Canvas. You should complete these assignments before class, and make sure you keep up with them as they comprise a significant portion of your grade! The assignments may be quite different, and may include sets of questions about the readings, (brief) summaries or critiques, locating related research, or something else entirely. Additionally, there will be several (just a few!) in class assignments during the term which will count toward the Assignments portion of your grade. If you miss class, be sure to check to see if there was an in-class assignment.

Exams: There will be three exams throughout the course. They are NOT cumulative. These exams will be mostly multiple choice, perhaps with a small free response section. (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.

Final: Lastly, there will be a final at **8:00am on Thursday, March 23rd**. I'm really sorry it's so early. I don't get to pick the time. This exam **WILL** be cumulative and will cover everything from the first three tests, as well as material from the last two classes which will not appear on any previous tests. Final attendance is, of course, mandatory.

Grading Breakdown & Grading Standards

Component	Percentage
Assignments	40%
Exams	30%
Final	30%

Psych Department Grading Standards

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. For more information, you may 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, mmmkay? Don't do it. This includes but is not limited to copying another student's work, plagiarism in any form, obtaining test materials prior to a test, etc. 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. Academic misconduct is rarely an issue, and I don't expect it to be an issue this term.

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. How were key variables operationalized? What were the authors' primary conclusions? Check Canvas regularly (especially the Announcements section) to make sure you don't miss any assignments, or any changes to the reading list, syllabus, etc. When possible, review lecture slides before class (I will try to post them at least the night before) and be ready to discuss them in class. 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
1	1/10	NO CLASS
	1/12	Motivation Overview
2	1/17	Emotion Overview
	1/19	Fundamental Motives
3	1/24	Basic Emotions
	1/26	Exam 1
4	1/31	Biology of M&E
	2/2	Reward I: Rewards and Incentives
5	2/7	Reward II: Wanting, Liking, Learning
	2/9	Approach and Avoidance
6	2/14	Love, Bonding, and Social Emotions
	2/16	Exam 2
7	2/21	Goal Pursuit
	2/23	Self-Control
8	2/28	Habits and self-regulation
	3/2	Emotions and Rationality
9	3/7	Beliefs
	3/9	Exam 3
10	3/14	Personality, Traits, Nature v. Nurture
	3/16	Happiness and Wellbeing
Final	Thu 3/23 @ 8:00am	Final

Reading List - Read BEFORE class on the date listed

Week 1 – Thursday 1/12

OPTIONAL: Baumeister, R. F. (2016). Toward a general theory of motivation: Problems, challenges, opportunities, and the big picture. *Motivation and Emotion*, 40(1), 1-10.

Week 2 – Tuesday 1/17

James, W. (1884). II.—WHAT IS AN EMOTION?. *Mind*, 9(34), 188-205.

Week 2 – Thursday 1/19

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.

Week 3 – Tuesday 1/24

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

Week 3 – Thursday 1/26

Exam 1 – No Reading

Week 4 – Tuesday 1/31

Méndez-Bértolo, C., Moratti, S., Toledano, R., Lopez-Sosa, F., Martínez-Alvarez, R., Mah, Y. H., ... & Strange, B. A. (2016). A fast pathway for fear in human amygdala. *Nature neuroscience*, 19(8), 1041-1049.

Week 4 – Thursday 2/2

Kahneman, D., & Peavler, W. S. (1969). Incentive effects and pupillary changes in association learning. *Journal of Experimental Psychology*, 79(2p1), 312.

Week 5 – Tuesday 2/7

Berridge, K. C., Robinson, T. E., & Aldridge, J. W. (2009). Dissecting components of reward: 'liking', 'wanting', and learning. *Current opinion in pharmacology*, 9(1), 65-73.

Week 5 – Thursday 2/9

Rutherford, H. J., & Lindell, A. K. (2011). Thriving and surviving: Approach and avoidance motivation and lateralization. *Emotion Review*, 3(3), 333-343.

Week 6 – Tuesday 2/14

Fletcher, G. J., Simpson, J. A., Campbell, L., & Overall, N. C. (2015). Pair-bonding, romantic love, and evolution the curious case of homo sapiens. *Perspectives on Psychological Science*, 10(1), 20-36.

Week 6 – Thursday 2/16

Exam 2 – No reading

Week 7 – Tuesday 2/21

Krause, K., & Freund, A. M. (2016). It's in the means: Process focus helps against procrastination in the academic context. *Motivation and Emotion*, 1-16.

Week 7 – Thursday 2/23

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

Week 8 – Tuesday 2/28

Lin, P. Y., Wood, W., & Monterosso, J. (2016). Healthy eating habits protect against temptations. *Appetite*, 103, 432-440.

Week 8 – Thursday 3/2

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

Week 9 – Tuesday 3/7

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child development*, 78(1), 246-263.

Week 9 – Thursday 3/9

Exam 3 – No reading

Week 10 – Tuesday 3/14

Weiss, A., Baselmans, B. M., Hofer, E., Yang, J., Okbay, A., Lind, P. A., ... & Hottenga, J. J. (2016). Personality polygenes, positive affect, and life satisfaction. *Twin Res Hum Genet*, 1-11.

Week 10 – Thursday 3/16

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.

Final – Thursday 3/23 @ 8:00 am