

SYLLABUS

PSY 468: Motivation and Emotion, Summer 2018

Monday, Tuesdays, Wednesday, and Thursdays 12:00 to 1:50 PM, 105 FEN, 7/23 – 8/16

Instructor: Bradley Hughes

Office hours: Monday and Tuesday from 2:00 to 3:00 PM or by appointment, 461 Straub

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Overview

In this class we will consider questions of current interest to researchers who study motivation and emotion. Examples include “How do people control impulses?” and “Do emotions make us irrational?” Lectures and readings will address these questions from a variety of perspectives, including biological, cognitive, and social. We will emphasize current issues and areas of active investigation among researchers, which means that you should not always expect a definitive answer to each question.

Format

Readings

The readings will cover important topics related to each week’s question. In order to participate and benefit fully from lectures and discussions, you are expected to complete the readings **before** the class meeting they are assigned.

The readings vary in scope and in how they will be used in this class. Some of the readings provide a fairly comprehensive and well-rounded overview of a topic. Other readings are narrower: they might present an especially interesting viewpoint, or a specific study or example for consideration. Because we are not using a textbook, you should be especially alert to these distinctions when you are doing the readings. In instances where the readings do not provide a comprehensive overview, the class meetings will be used to help fill in the gaps or identify alternative viewpoints.

Class meetings

Class meetings will include a mixture of lectures and discussion. Class meetings will be used in several different ways: to explain or demonstrate especially important ideas covered in the readings, to explore extensions or applications of ideas, and to cover important or interesting topics that are not addressed in the assigned readings.

Not all important ideas in the readings will be covered in class meetings, and not all important ideas from class meetings will be covered in the readings. **The exams will cover concepts and findings from the readings that may not be covered in class and vice versa.**

Requirements and grading for PSY 468

Your grade will be based on the following criteria:

15%	online responses and other assignments
35%	Midterm
15%	Paper
35%	Final

Grades will be distributed as follows and will not be rounded (if you earn an 89.99 you will receive a B+):

A+ 98-100%	B+ 88-89%	C+ 78-79%	D 60-69%
A 92-97%	B 82-87%	C 72-77%	F 0-59%
A- 90-91%	B- 80-81%	C- 70-71%	

Reading responses and other assignments

In order to stimulate classroom discussion, each day you will need to write a response to the reading about what you found interesting, provocative, confusing, controversial, etc. These reading responses do not need to be comprehensive, but they do need to demonstrate a **meaningful response** to the readings (showing that you did more than just read the abstract or skim the article). You may raise an interesting question, highlight an issue you think deserves further attention, draw connections to other material, etc. Your response should be about 100-200 words. Reading responses are due before class the day the reading is assigned.

In addition to the reading responses, you may be asked to complete smaller assignments here and there, either in class or as homework. On-time completion of these assignments will count toward your grade.

Exams

There will be 2 exams for this class—1 midterm and a final. Exam 1 will be held in class on **Monday, August 6th**. Exam 2 will be in class **Thursday, August 16th**.

Both the midterm and final will be a combination of multiple choice and short answer.

Paper

You will write a paper, due on **Friday, August 10th** (due at 5:00 PM sharp). For the paper, I will post a set of empirical journal articles on Canvas. You will select one of the posted articles, read it, and write a preregistration for a follow up study that addresses a limitation you have identified or extends the work in a meaningful way. Additional information about this assignment will be provided in class and on a separate handout.

Other information

Missed exams and late assignments

Attendance at all exams is mandatory. If you have an emergency, you must contact me as soon as possible. That means sending me an email before the exam if it is at all possible, and otherwise within twenty-four hours. You must provide verifiable, written documentation (such as a doctor's note).

Late papers will be penalized by a full letter grade (for example, from a B- to a C-) for every partial or whole day they are late.

If you miss a deadline for a reading response or other small assignment, you will receive a zero – there are no make-ups.

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. 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 and you should remove yourself from the classroom to handle these types of calls/texts. Laptops and similar electronic devices (tablets, etc.) may be not be used during class.

Academic integrity

For papers, you must cite all of your sources. You must clearly indicate when you are directly quoting or paraphrasing other people's words and properly attribute the source. If you are unsure about what is appropriate or allowed, please ask! The UO library website also has a helpful page on avoiding plagiarism:

<http://libweb.uoregon.edu/guides/plagiarism/students/>

Students who participate in any form of academic misconduct (cheating, plagiarism, fabrication, etc.) on any assignment, no matter how small, will receive an "F" for the course. The Office of the Dean of Students has authority to impose additional sanctions. Further information is available on the Dean of Students' website:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

All papers will be scanned by VeriCite anti-plagiarism software.

Getting the most from your class experience

I am always interested in ways to improve my teaching and make the class better for my students. If there is something that I could do to make the course a better learning experience for you, please tell me. I recognize that talking to an instructor about these kinds of things can be intimidating to some people, but please believe me when I say that I am genuinely interested in hearing your feedback.

Accessibility

My goal is to create an accessible and inclusive learning environment. Please talk to me if there are aspects of this course that will create barriers to your learning and participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

If you will need accommodations for any exams or assignments, please notify me during the first week of classes.

Changes to this syllabus

This syllabus is a living document and when I make updates they will appear on this document in Canvas and be reflected in the modules on Canvas. I reserve the right to change or waive any part of this syllabus at any time. Changes may be announced in class or on Canvas.

SCHEDULE

Week 1: Emotion

Day 1: Scientific Thinking

Readings:

NOBA – Thinking like a Psychological Scientist
NOBA – Replication Crisis in Psychology

Suggested:

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-Positive Psychology: Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant. *Psychological Science*, 22(11), 1359–1366. <https://doi.org/10.1177/0956797611417632>

Gelman, A., & Loken, E. (2013). The garden of forking paths: Why multiple comparisons can be a problem, even when there is no “fishing expedition” or “p-hacking” and the research hypothesis was posited ahead of time*, 17.

Day 2: William James and the history of Emotion Research

Readings:

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

Izard, C. E. (2010). The Many Meanings/Aspects of Emotion: Definitions, Functions, Activation, and Regulation. *Emotion Review*, 2(4), 363–370. <https://doi.org/10.1177/1754073910374661>

Suggested:

Dror, O. E. (2014). The Cannon–Bard Thalamic Theory of Emotions: A Brief Genealogy and Reappraisal. *Emotion Review*, 6(1), 13–20. <https://doi.org/10.1177/1754073913494898>

Day 3: Evolution - Ekman

Readings:

Ekman, Chapter 3

Suggested:

The Understanding Evolution Team (n.d.). *Evolution 101*.
http://evolution.berkeley.edu/evolibrary/article/evo_01

Read the following sections:

1. An introduction to evolution
2. The history of life: looking at the patterns
3. Mechanisms: the processes of evolution

Cosmides, L., & Tooby, J. (1997). *Evolutionary Psychology: A Primer*.
<https://www.cep.ucsb.edu/primer.html>

Cowen, A. S., & Keltner, D. (2017). Self-report captures 27 distinct categories of emotion bridged by continuous gradients. *Proceedings of the National Academy of Sciences*, 114(38), E7900–E7909.
<https://doi.org/10.1073/pnas.1702247114>

Day 4: Psychological Constructivism - Barrett, Feelings as Information - Clore and Schwarz

Readings:

Gendron, M., & Feldman Barrett, L. (2009). Reconstructing the Past: A Century of Ideas About Emotion in Psychology. *Emotion Review*, 1(4), 316–339. <https://doi.org/10.1177/1754073909338877>

Suggested:

Barrett, L. F. (2006). Are Emotions Natural Kinds? *Perspectives on Psychological Science*, 1(1), 28–58. <https://doi.org/10.1111/j.1745-6916.2006.00003.x>

Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, 110(1), 145–172. <https://doi.org/10.1037/0033-295X.110.1.145>

Week 2: Emotion

Day 5: Appraisal Theory - Fridja and Lazarus

Readings:

Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal Theories of Emotion: State of the Art and Future Development. *Emotion Review*, 5(2), 119–124. <https://doi.org/10.1177/1754073912468165>

Suggested:

***Lazarus, R. S. (1991). Progress on a Cognitive-Motivational-Relational Theory of Emotion. *American Psychologist*, 16.

Day 6: Functions and Culture

Readings:

NOBA Function - <http://nobaproject.com/modules/functions-of-emotions>
NOBA Culture - <http://nobaproject.com/modules/culture-and-emotion>

Suggested:

Levenson, R. W. (1999). The Intrapersonal Functions of Emotion. *Cognition & Emotion*, 13(5), 481–504. <https://doi.org/10.1080/026999399379159>

Day 7: Well-being

Readings:

NOBA Emotion Experience and Well-being
Gruber, J., Mauss, I. B., & Tamir, M. (2011). A dark side of happiness? How, when, and why happiness is not always good. *Perspectives on Psychological Science*, 6, 222-233.

Suggested:

***Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 141–166. <https://doi.org/10.1146/annurev.psych.52.1.141>

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual review of psychology*, 54, 403-425.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, 57, 1069-1081.

Day 8: Moral Emotions and Affective Neuroscience

Readings:

Tangney, J. P., Stuewig, J., & Mashek, D. J. (2007). Moral emotions and moral behavior. *Annual Review of Psychology*, 58, 345-372.

NOBA Affective Neuroscience - <http://nobaproject.com/modules/affective-neuroscience>

Suggested:

Haidt, J., & Bjorklund, F. (2008). Social intuitionists answer six questions about morality. In Sinnott-Armstrong, Walter (Ed), *Moral psychology, Vol 2: The cognitive science of morality: Intuition and diversity* (pp. 181-217). Cambridge: MIT Press

The Moral Emotions, Haidt (2003) -

https://www.overcominghateportal.org/uploads/5/4/1/5/5415260/the_moral_emotions.pdf

Week 3: Exam and Motivation

Day 9: Midterm

Readings:

STUDY!!!

Day 10: History of Motivation

Readings:

Gollwitzer, P. M., & Oettingen, G. (2015). Motivation: History of the Concept. *In International Encyclopedia of the Social & Behavioral Sciences* (pp. 936–939). Elsevier.

<https://doi.org/10.1016/B978-0-08-097086-8.03102-0>

Suggested:

Day 11: Types of motivation – Intrinsic/Extrinsic, Approach/Avoidance, Achievement

Readings:

Elliot, A. J. (2006). The Hierarchical Model of Approach-Avoidance Motivation. *Motivation and Emotion*, 30(2), 111–116. <https://doi.org/10.1007/s11031-006-9028-7>

Suggested:

Day 12: Incentives

Readings:

Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 11.

Suggested:

Week 4: Motivation

Day 13: Goal Pursuit

Readings:

Covington, M. V. (2000). Goal Theory, Motivation, and School Achievement: An Integrative Review. *Annual Review of Psychology*, 51(1), 171–200. <https://doi.org/10.1146/annurev.psych.51.1.171>

READ up to Classroom Incentive Structures on pg. 184

Suggested:

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

Day 14: Self-Control Emotion Regulation

Readings:

Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39, 281-291.

Suggested:

Day 15: Self-Control Delay of Gratification

Readings:

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

Suggested:

NOBA Conditioning and Learning - <http://nobaproject.com/modules/conditioning-and-learning>

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

Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes, 19.

Day 16: Final Exam - Thursday, August 16th