

SYLLABUS

PSY 468: Motivation and Emotion, Winter 2018
Tuesdays and Thursdays 10:00 to 11:20 AM, 146 HED

Instructor: Bradley Hughes
Office hours: Mondays 1-3 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 Tuesday class meeting of the week 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 (the *Understanding Evolution* website is a good example of this). 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:

10%	online responses and other assignments
40%	2 Midterms (20% each)
20%	Paper
30%	Final Exam

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 week you will need to write a response to one or more of the readings that you found interesting, provocative, confusing, controversial, etc. These reading responses do not need to be comprehensive, but they do need to demonstrate a substantive response to at least one of 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 generally due 5:00 PM Monday, but there are some exceptions. See the schedule for details.

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 3 exams for this class—2 midterms and a cumulative final. Exam 1 will be held in class on **Tuesday, January 30th**. Exam 2 will be in class **Tuesday, February 20th**. Exam 3, cumulative final, will be held during the final examination time/place as determined by the University, **Friday, March 23rd at 8am**.

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

Paper

You will write a paper, due on **Friday, March 9th** (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 paper that discusses strengths and weaknesses and proposes an interesting follow-up study. The body of your paper should be about 5 pages (double-spaced, standard font size and margins). 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. 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 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

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: What is an emotion?

Reading (for Thursday):

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

Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist*, 46(8), 819-834.

Week 2: Do all people feel and want the same things?

Reading response due by 5:00 PM Monday, January 15th

Readings:

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*.

<http://www.psych.ucsb.edu/research/cep/primer.html>

Rozin, P. (1999). Food is fundamental, fun, frightening, and far-reaching. *Social Research*, 66, 9-30.

Week 3: What role do emotions play in our social lives?

Reading response due by 5:00 PM Monday, January 22nd

Readings:

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

Tracy, J. L., & Robins, R. W. (2007). The nature of pride. In J. L. Tracy, R. W. Robins, & J. P. Tangney (Eds.), *The self-conscious emotions: Theory and research* (pp. 263-282). Guilford Press.

Week 4: Do emotions make us irrational?

Exam 1: Tuesday, January 30th in class

Reading response due by 5:00 PM Thursday, February 1st

Reading:

Lerner, J. S., Gonzales, R. M., Small, D. A., & Fischhoff, B. (2003). Effects of fear and anger on perceived risks of terrorism: A national field experiment. *Psychological Science*, 14, 144-150.

Week 5: Do emotions make us behave immorally?

Reading response due by 5:00 PM Monday, February 5th

Readings:

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

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

Week 6: What is happiness, and do we really want it?

Reading response due by 5:00 PM Monday, February 12th

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.

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.

Week 7: What is motivation?

Exam 2: Tuesday, February 20th in class

Class will meet on Thursday, February 22nd but there are no assigned readings

No reading response due this week

Week 8: How do people control impulses?

Reading response due by 5:00 PM Monday, February 26th

Readings:

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

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

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.

Week 9: What are incentives and rewards, and how do people think about them?

Reading response due by 5:00 PM Monday, March 5th

Paper due Friday, March 9th no later than 5:00 PM (uploaded to Canvas)

Readings:

Bouton, M. E. (2016). Conditioning and learning. *Noba Project*,
<http://nobaproject.com/modules/conditioning-and-learning> (free signup required)

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Week 10: How can people effectively set and pursue goals?

Reading response due by 5:00 PM Monday, March 12th

Readings:

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

Exam Week

Final cumulative exam, Friday, March 23rd 8am