

SYLLABUS

PSY 468: Motivation and Emotion, Summer 2019

Monday, Tuesdays, Wednesday, and Thursdays 12:00 to 1:50 PM, 245 LIL, 7/23 – 8/16

Instructors: Bradley Hughes and Pooya Razavi

Office: 461 Straub

Office hours:

- *Weeks 1 and 2:* Bradley Hughes, bhughes7@uoregon.edu
2-3pm Monday – Thursday [by appointment]
Please let me know in class if you plan to attend.
Quick questions may be addressed directly following lecture.
- *Weeks 3 and 4:* Pooya Razavi, pooyar@uoregon.edu
2-3pm Monday – Thursday [by appointment]
Please let me know in class if you plan to attend.
Quick questions may be addressed directly following lecture.

*When contacting us, please use your official @uoregon.edu email address and put “PSY 468” at the start of the subject line.

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 assigned 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, length, and 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 traditional 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, discussion, and activities. 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 all the materials included in the readings and everything taught and discussed in class.** This means that concepts and findings from the readings that may not be covered in class (and vice versa) are all part of the exam material.

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 and your notes before the exam.

Requirements and grading for PSY 468

Your grade will be based on the following criteria:

20%	attendance and reading responses
20%	in-class assignments/activities
30%	Midterm
30%	Final

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

A+ 98-100%	B+ 88-89.99%	C+ 78-79.99%	D 60-69.99%
A 92-97.99%	B 82-87.99%	C 72-77.99%	F 0-59.99%
A- 90-91.99%	B- 80-81.99%	C- 70-71.99%	

Reading responses and In-class assignments (40%)

In order to stimulate classroom discussion, each day you will need to write a response to the reading for that day. You can write 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 begins the day the reading is assigned. Late submission is not accepted. **DO NOT USE QUOTES!!!** The only reason to quote others' work is if the particular word choice they used is important.

In addition to the reading responses, you will be asked to complete in-class assignments that will count for 20% of your grade. These assignments may or may not be announced in advance and missing any of these assignments will result in a 0 for that assignment. **There will be no makeup assignments if you are not present in class that day.** It is therefore imperative to be in class each day to earn a good grade in the course.

Exams (60%)

There will be 2 exams for this class—1 midterm and a final.

Exam 1 will be held in class on **Thursday, August 1st.**

Exam 2 will be in class **Thursday, August 15th.**

Both the midterm and final may contain both multiple choice and short answer style questions.

Other information

Missed exams and late assignments

Attendance at all exams is mandatory. **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 us *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.**

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

COURSE POLICY: ABSENCES

Lectures: While attendance is not technically mandatory, notice that a significant, **non-replaceable** portion of your grade (up to 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. 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. The use of laptops is allowed for the purpose of taking notes. If laptops become a source of distraction, we may limit or restrict their use in class.

Academic integrity

For written work, 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 written work may be scanned by VeriCite anti-plagiarism software if plagiarism is suspected.

Getting the most from your class experience

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

Accessibility

Our goal is to create an accessible and inclusive learning environment. Please talk to us 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 us during the first week of classes.

Changes to this syllabus

This syllabus is a living document. When we make updates, they will appear on this document in Canvas and be reflected in the modules on Canvas. We 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

Assigned Reading:

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

In-class discussion:

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

Assigned Reading:

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>

In-class discussion:

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

Day 3: Evolution - Ekman

Assigned Reading:

Ekman, Chapter 3

In-class discussion:

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

Assigned Reading:

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>

In-class discussion:

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 - Frijda and Lazarus

Assigned Reading:

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>

In-class discussion:

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

Day 6: Functions and Culture

Assigned Reading:

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

In-class discussion:

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

Assigned Reading:

NOBA Emotion Experience and Well-being

In-class discussion:

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.

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.

Day 8: Midterm

Week 3: Motivation

Day 10: Intersection of Motivation and Emotion

Assigned reading:

Greenaway, K. H., & Kalokerinos, E. K. (2019). The Intersection of Goals to Experience and Express Emotion. *Emotion Review*, 11(1), 50-62.

Reference reading:

NOBA: Drive States - <https://nobaproject.com/textbooks/introduction-to-psychology-the-full-noba-collection/modules/drive-states>

Day 11: Goals

Assigned reading:

Wang, J., & Milyavskaya, M. (2019, May 2). Simple pleasures: How goal-aligned behaviors relate to state happiness. *Motivation Science*. Advance online publication. <http://dx.doi.org/10.1037/mot0000143>

Reference reading:

NOBA Motives and Goals - <https://nobaproject.com/modules/motives-and-goals>

Day 12: Goal Pursuit

Assigned reading:

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

Reference reading:

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>

Day 13: Goal Focus

Assigned reading:

Kaftan, O. J., & Freund, A. M. (2018). A motivational perspective on academic procrastination: Goal focus affects how students perceive activities while procrastinating. *Motivation Science*, 5(2), 135-156.

Reference reading:

Kaftan, O. J., & Freund, A. M. (2018). The way is the goal: The role of goal focus for successful goal pursuit and subjective well-being. *Handbook of well-being*. Salt Lake City, UT: DEF. <https://www.nobascholar.com/chapters/20/download.pdf>.

Week 4: Motivation

Day 14: Self-Control

Assigned reading:

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. *Psychological Science*, 29(7), 1159-1177.

Reference reading:

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.

Day 15: Emotion Regulation

Assigned reading:

Eldesouky, L., & English, T. (2018). Regulating for a reason: Emotion regulation goals are linked to spontaneous strategy use. *Journal of Personality*, 1-14.

Reference reading:

Gross, J. J., & Thompson, R. A. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3-24). New York, NY, US: The Guilford Press.

Day 16: Culture and Motivation

Assigned reading:

Thomson, R., Yuki, M., Talhelm, T., Schug, J., Kito, M., Ayanian, A. H., ... & Ferreira, C. M. (2018). Relational mobility predicts social behaviors in 39 countries and is tied to historical farming and threat. *Proceedings of the National Academy of Sciences*, 115(29), 7521-7526.

Reference reading:

Leung, A. K. Y., & Cohen, D. (2011). Within-and between-culture variation: individual differences and the cultural logics of honor, face, and dignity cultures. *Journal of Personality and Social Psychology*, 100(3), 507-526. **[Only the Introduction section]**

Day 16: Final Exam - Thursday, August 16th

Important note: This syllabus is a live document. As the class goes on, the syllabus will be updated regularly to better meet the needs of the students. Please check Canvas regularly for the most recent version of the syllabus.