

## **SYLLABUS**

PSY 468/568: Motivation and Emotion (CRN 15407/15420), Spring 2007  
Tu/Th 12:00 to 1:20 PM, 242 Gerlinger

### **Instructor**

Prof. Sanjay Srivastava  
327 Straub Hall  
Office hours: Wed 11-12 in 327 Straub or Tu/Th after class  
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### **GTF**

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## **Overview**

In this class we will consider ten questions of contemporary importance in the study of motivation and emotion. Examples include “How do people respond to incentives?” and “Do emotions make us irrational?” Lectures and readings will address the ten questions from a variety of perspectives, including biological, cognitive, and social. Emphasis will be placed on current issues and areas of active inquiry in the field, which means that you should not always expect a definitive answer to each question.

## **Format**

**Readings:** The readings will cover important topics related to the topics of the lectures. In order to participate and benefit fully from lectures and discussions, you are expected to complete the readings before the class meeting for which they are assigned.

The readings vary in scope and function. 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 (such as Levitt & Venkatesh’s economic analysis of a drug-dealing gang). 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 lectures will be used to help fill in the gaps or identify current controversies.

**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.

**Website:** The Blackboard website will be used to collect assignments, make announcements, post grades, and take care of other administrative matters. The website is also where you will find all of the readings for this class. Log in at <http://blackboard.uoregon.edu>.

## **Requirements and Grading – Undergraduates (PSY 468)**

Grading will be based on the following criteria:

20%	Exam 1
20%	Exam 2
20%	Reaction papers
40%	Term paper

### Exams

**Exam 1** will be held in class on **Tuesday, May 8**. It will cover material presented during Weeks 1-5 of the course.

**Exam 2** will be held during the final exam time slot scheduled by the university: **Wednesday, June 13** from 8:00 AM to 10:00 AM. It will cover material presented during Weeks 6-10 of the course.

### Reaction papers

Participation includes attending class, contributing to classroom discussions, and taking part in activities and exercises in class. I hope you will help me to create an environment where everyone feels comfortable speaking up. I realize, however, that the large class size may not suit everyone. Reaction papers are another important way that you can contribute to the class discussion. I will use the reaction papers to gauge what members of the class find interesting, confusing, etc. and to shape the agenda for class.

You will write reaction papers based on the assigned readings for weeks 2-5 and 7-10. A reaction paper is a response to one or more ideas in the readings that you found interesting, provocative, confusing, controversial, etc. Reaction papers should be short, about 300-400 words (equivalent to 1-2 pages of typed and double-spaced text). Thus, you should not attempt to be comprehensive; instead, you should select one or a few issues for further analysis and exploration. Examples of things you can do in a reaction paper include:

- raise questions for future research;
- offer constructive critiques of the methods or ideas in the papers;
- identify discrepancies or gaps in theories or findings; or
- discuss how concepts from the readings connect to other ideas covered in this course, in other areas of psychology, or to current events.

Reaction papers must be submitted via Blackboard no later than **5:00 PM on Monday each week**. You will write your reaction papers in advance of the class meetings. So for example, on Monday of Week 2 you will turn in a reaction paper based on the Week 2 readings. I strongly recommend that you write and save your reaction paper in a word processing program and then paste it into Blackboard. That way you will not lose your work if your browser crashes. Also, be sure to click “Submit” (*not* “Save”) in Blackboard when you are done.

### Term paper

For your final paper you will write a research proposal or a program proposal. You must read and meaningfully draw upon sources from outside of the course readings. The body of the paper (not counting title page, references, etc.) should be 9 to 10 pages (double-spaced), and you must draw on at least 5 scholarly sources from outside of the course readings. Format and citations must follow APA style. *Additional information about this assignment will be provided in class and on a separate handout.*

You will turn in a one-page (or more) pre-proposal in class on **Tuesday, April 24**. In the pre-proposal you will indicate the topic of your paper, what sources you have identified so far, and the general direction your paper will take. The more detail you put in your pre-proposal, the better feedback we can give you.

The term paper is due in class **Thursday, May 31**. You must submit two copies of your paper: a printed copy submitted in class, and an electronic copy uploaded to Blackboard before you come to class. The electronic copy must be saved as a Rich Text Format (.rtf) file, an option available on all modern word processors. Your paper will not be considered submitted until both the printed and electronic versions are turned in.

## **Requirements and Grading – Graduate Students (PSY 568)**

Graduate students enrolled in PSY 568 have the same basic requirements as undergraduate students (exams, reaction papers, term paper). However, as befits a graduate-level assignment, the term paper will be longer and more detailed (13 to 15 pages in length, and must cite at least 10 sources) and will be graded to an according standard.

### **Other information**

#### *Missed exams and late assignments*

Planned absences from exams must be approved by me during the first week of the course.

In the event of an emergency absence you must contact me within twenty-four hours or as soon as circumstances allow, and you must provide documentation. I strongly encourage you to go through Student Affairs – they will help you get the necessary documentation and, if necessary, coordinate with multiple professors and GTFs. Their phone number is 541-346-1137, and the website is at <http://studentaffairs.uoregon.edu>. Remedial action is entirely at my discretion.

Late assignments 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.

#### *Academic integrity*

Exams are “closed book.” All exams and assignments must represent your own independent work.

For papers, you must properly cite your sources. If you are unsure about what is appropriate or allowed, please ask! The UO library website has a helpful page that describes when you need to give credit.

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

Students who participate in any form of academic dishonesty (cheating, plagiarism, fabrication, etc.) on any assignment will receive an “F” for the course. Student Judicial Affairs has authority to impose additional sanctions, including expulsion. Further information is available on the Judicial Affairs website:

[http://studentlife.uoregon.edu/programs/student\\_judi\\_affairs/index.htm](http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm)

#### *Getting the most from your class experience*

The Department of Psychology has put together a statement of best practices and expectations for you to get the most out of your classes. I recommend that you take a look at it, particularly the section titled “Best Practices for Students.”

<http://psychweb.uoregon.edu/guidelines/>

#### *Disabilities*

If you have a documented disability and will need accommodations in this course, please make arrangements with me as soon as possible. Please request that the counselor for students with disabilities send me a letter indicating what accommodations you will need. Further information is available online at <http://ds.uoregon.edu>.

#### *Changes to this syllabus*

I reserve the right to change any part of this syllabus at any time. You should regularly check the Blackboard website for announcements about any changes.

## SCHEDULE AND READINGS

Readings are available on Blackboard. Note that readings should be completed **before** the Tuesday class meeting of the week in which they are discussed (except for Weeks 1 and 6, where you should complete the reading before Thursday).

### Week 1: What is an emotion?

*Reading (for Thursday):*

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

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

**Reaction paper due on Blackboard 5:00 PM Monday**

*Readings:*

The Understanding Evolution Team (n.d.). *Evolution 101*.  
[http://evolution.berkeley.edu/evolibrary/article/evo\\_01](http://evolution.berkeley.edu/evolibrary/article/evo_01)

Tooby, J., & Cosmides, L. (1990). The past explains the present: Emotional adaptations and the structure of ancestral environments. *Ethology and Sociobiology*, 11, 375-424.

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?

**Reaction paper due on Blackboard 5:00 PM Monday**

*Readings:*

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

Matsumoto, D. (1990). Cultural similarities and differences in display rules. *Motivation and Emotion*, 14, 195-214.

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13, 505-521.

### Week 4: Do emotions make us irrational?

**Reaction paper due on Blackboard 5:00 PM Monday**

**Term paper proposal due Tuesday, April 24 in class**

*Readings:*

Bechara, A., Damasio, H., Tranel, D., & Damasio, A. R. (1997). Deciding advantageously before knowing the advantageous strategy. *Science*, 275, 1293-1295.

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.

Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, 14, 131-134.

Week 5: Do emotions make us more or less moral?

**Reaction paper due on Blackboard 5:00 PM Monday**

*Readings:*

Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 852-870). Oxford: Oxford University Press.

Eisenberg, N. (2000). Emotion, regulation, and moral development. *Annual Review of Psychology*, 51, 665-697.

Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. M., Cohen, J. D. (2004) The neural bases of cognitive conflict and control in moral judgment. *Neuron*, 44, 389-400.

Week 6: How does sex motivate behavior?

**Exam 1: Tuesday, May 8 in class (covers all readings and lectures for Weeks 1-5)**

**No reaction paper this week**

*Reading (for Thursday):*

Pfaus, J. G. (1999). Revisiting the concept of sexual motivation. *Annual Review of Sex Research*, 10, 120-156.

Week 7: How do people control impulses?

**Reaction paper due on Blackboard 5:00 PM Monday**

*Readings:*

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

Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development*, 75, 317-333.

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

Week 8: How do people respond to external incentives?

**Reaction paper due on Blackboard 5:00 PM Monday**

*Readings:*

Go back to your textbook(s) for PSY 201 and 202 and read the sections on classical and operant conditioning.

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.

Levitt, S. D., & Venkatesh, S. A. (2000). An economic analysis of a drug-selling gang's finances. *The Quarterly Journal of Economics*, 115, 755-789.

Week 9: How do people effectively set and pursue goals?

**Reaction paper due on Blackboard 5:00 PM Monday**

**Term paper due Thursday, May 31 – hard copy in class, electronic copy uploaded before class**

*Readings:*

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57, 705-717.

Carver, C. S., & Scheier, M. F. (1999). Themes and issues in the self-regulation of behavior. In R. S. Wyer, Jr. (Ed.), *Advances in social cognition* (Vol. 12, pp. 1-105). Mahwah, NJ: Erlbaum.

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

Week 10: Do people have unconscious motivations?

**Reaction paper due on Blackboard 5:00 PM Monday**

*Readings:*

Bargh, J. A., Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., & Trötschel, R. (2001). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology*, 81, 1014-1027.

Wegner, D. M., & Wheatley, T. (1999). Apparent mental causation: Sources of the experience of will. *American Psychologist*, 54, 480-492.

Westen, D. (1999). The scientific status of unconscious processes: Is Freud really dead? *Journal of the American Psychoanalytic Association*, 49, 1-30.

Exam week

**Exam 2: Wednesday, June 13, 8-10 AM (covers all readings and lectures after Exam 1)**