Motivation, Affect, and Cognition
Spring 2014

Instructor
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Co-Instructors
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Class Meetings
Tuesdays, 9.00–11.50, ACB 214

Overview
This 4-unit class will explore classic and contemporary research on motivational systems and processes (e.g., arousal, needs, expectations). The class will cover the bi-directional influence of affect and cognition on motivation, as well as the role goals play in the motivational system. The first three weeks are designed to provide an introduction to motivational theories. The fourth week will be a class on theory building and different ways of judging the quality of a theory. From there, each week will explore a different topic of motivational scholarship (e.g., frustration, motivation and affect, motivation and cognition). Starting week 5, each week will begin with a quiz focused on the readings. Following the quiz, students will present three different theories each week (see description page 4). The class will end with a discussion of how each theory of discussed that week can explain a specific behavior (e.g., a bar fight at 12:15 on New Year’s Eve). The semester will conclude with a consideration of current motivation research and future directions for the field.

Students will be expected to present on several theories throughout the semester, which will include the current status and perceived utility of the framework (see page 4). To ensure high quality presentations, students will meet with the instructor(s) one week prior to their actual presentation. Students are expected to have their presentations ready for the pre-presentation meeting. Essentially, the student will show their presentation to the instructor(s). Final projects will involve mapping the history of a motivational theory, reporting on its current status, and proposing a study that will push the literature in that domain forward (see page 5).
Class Policy
The preference is that you do not use your laptop during class. Not only will taking notes via pen and paper enhance your recall, but it will also remove the temptation to wander onto your favorite websites (i.e., GDTheory.com). Further, even though the tapping of keys on a keypad can be quite soothing to some, others find it distracting. If you do wish to use your laptop, you will be required to email us the notes you took during class at the end of each class period.

Final Grade
Your final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Presentation (week 2 or week 3):</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation #1:</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>(7.5% pre-presentation, 7.5% actual)</td>
</tr>
<tr>
<td>Presentation #2:</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>(7.5% pre-presentation, 7.5% actual)</td>
</tr>
<tr>
<td>Presentation #3 (if needed):</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>(7.5% pre-presentation, 7.5% actual)</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper:</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Quiz:</td>
<td>15%</td>
</tr>
</tbody>
</table>

Participation and attendance is expected. You will not receive extra points for either; however, we reserve the right to reduce your overall grade if you are lacking in either of the areas.

Scientific and Professional Ethics: The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas with which you are working. You must explicitly acknowledge when your work builds on someone else’s ideas, including ideas of classmates, professors, and authors you read. In addition, all students should review the SBOS Handbook for information about plagiarism. Plagiarism is a serious offense, even if unintentional, and is subject to sanctions. If you ever have questions about drawing the line between others’ work and your own, ask the course professor who will give you guidance. Exams and quizzes must be completed independently.

All written products should be type written, prepared for this course, and should conform to APA style, along with a complete references section. Students should not submit papers that have been written for prior or concurrent courses unless they have obtained prior approval from the instructor.

Any student who has a disability that prevents the fullest expression of their abilities should contact the instructor as soon as possible to discuss the appropriate accommodations necessary to complete the course requirements.

Mental Health Resources: Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If I did
not ask for help as a graduate student, I would not have made it through my first year. There is help available on campus, or you can contact Ben, Mario, or Dr. Siegel. If you wish to seek out campus resources, here is some basic information about Monsour (http://www.cuc.claremont.edu/monsour/):

“Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone: 909-621-8202  
Fax: 909-621-8482  
After hours emergency: 909-607-2000  
Address:  
  Tranquada Student Services Center  
  1st floor  
  757 College Way  
  Claremont, CA 91711

Disclaimer: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.
**Assignment Descriptions**

**Minor Presentation:**
On the first day of class, students will select one article to be presented in Week 2 or 3.
- This will be a short, 5-7 minute presentation. If your article is very long or dense, and you are struggling to get under the 7 minutes, please get in touch.
- The goal of the presentation is for you to provide the class with the goal of the article, an overview of the article’s main points, and what the article says about human behavior.
- Please end with one slide that takes the reading and offers an explanation for a bar fight that occurs between two people at 12:15 on New Year’s Eve.
- Your goal is not to summarize everything, but to really get at the main topics.
- Please upload your presentation to your *dropbox on sakai* prior to the start of class.

**Presentations:**
The presentations are expected to be 20-25 minutes each. Each presentation should have the following components:
- *Overview of the theory*
  - Assumptions/Axioms/Propositions/Boundary Conditions
  - Constructs/Definitions
  - If there is a model of the theory, this is where it should also be presented (this is typically a picture depicting how one construct leads to another construct in the theory).
- *History of the Theory*
  - Who are the major players
  - Was there one main individual researching this theory or many?
  - What were the popular theories of the time when this emerged? How may have those theories influenced this one?
- *Where has the theory gone since it has been proposed?*
  - Highly cited?
  - Did the theory die out? If so, was there a reason why?
  - Has the theory been developed further? (e.g., constructs added/removed? Relations among constructs changed?)
  - Any specific competition? In other words, are there other theories that are often compared to this one?
- *How has it been tested/measured?*
  - Is there a primary form of testing (i.e., paradigm) the theory?
    - If so, what manipulations do they use?
  - How are constructs typically measured?
  - What evidence is there to support the theory?
    - Correlational/Cross-sectional?
    - Is there sufficient experimental evidence to support the framework?
- *Has this theory been brought into the applied domain?*
Have there been studies that apply this theory to explain specific behaviors or how to change these behaviors?

Was the application of the theory successful? How much explanatory power does the theory have?

Please end with one slide that takes the reading and offers an explanation for a bar fight that occurs between two people at 12:15 on New Year’s Eve.

Weekly Quiz:

- Starting Week 4, there will be a quiz each week. The quiz Week 4 will not be counted toward your grade, as we want you to get a sense of the level of questions to be asked.
- The goal of the quiz is to make sure you did a reasonable job getting through the material. We will not be asking you what the third word on the fourth page said, but we will expect you to be able to describe the main points of each article.
- Our goal is not to cause you harm, but to make sure everyone is coming to class prepared. If not, the person presenting will be met with blank stares rather than unbridled excitement.

Final Exam:

The final exam will cover every theory for which you were assigned readings. Our expectation is that you will be leaving the course with vast awareness of the theories of motivation from past and present. The exam will include short answers, multiple choice, and other forms of inquiry that will allow you to convince us that you have a solid understanding of the material. There will be about 40 different theories covered throughout the semester. If, when presented with the name of a theory, you can give a basic rundown of the framework, you will be in good shape for this exam. You will have access to all the presentations that were given throughout the semester to assist in your studying.

Final Project:

This final project should be something you meet and discuss with us on numerous occasions. Ideally, you will not write this paper and never look at it again; rather, we hope you will continue to work on this paper after the class concludes with the long-term goal of publication. Regardless of your future intentions, we are expecting all work to be publication quality.

Part I

- Provide an overview of the theory, including the goals of the theory as described by the theory creator.
- Provide a specific breakdown of the theoretical framework including the theory’s assumptions, axioms, propositions, and boundary conditions. This component is meant to be your perspective as to how the theory matches up to the theoretical checklist described throughout the semester.
- You should describe the empirical evidence that supports or does not support the framework. This should include a breakdown of the methods used to examine the framework and your opinion on the quality of the chosen approach.
- Next, you are to present theoretical developments that may have occurred.
• You should include a description of the extent to which the theory has been well received—or not. Here, consider the number of people who have cited the article and whether the citations are in praise or in disagreement. Also, let us know whether the theory is still part of the contemporary literature.

• You will score a good grade on this section if you convince us you have made yourself an expert in regards to your theory of choice. We want to see that you know everything from the seminal article to the last word written on the framework. You will score an even better grade, if your critical review of the theory based on the theory checklist is insightful and provides a fair review of the theory from this perspective. Further, we are going to be looking to see if you go beyond regurgitation and really try to understand the success or lack of success of the framework (e.g., did the theory get more/less attention than deserved?). Likewise, we will be looking closely at your description and interpretations of the research methods used to test the framework.

Part 2

• Please provide a study that will move the theoretical framework forward. You should describe why you think your study can move the framework forward and your specific hypotheses.

• For this part of the paper, we will be looking to see if you found a good way to push the theory forward. We will be asking ourselves whether your proposed research investigation indeed fills a hole and whether it will be a contribution to the framework. Here, we expect to see a nice pathway from the first part of the paper to this part of the paper.

• You should lay out your study as if it were a research article. Here, we will be looking very closely to see that you are leaning on the studies that have come before you. Simply, if your framework is often tested using mood inductions, you should be using mood inductions—unless your goal is to show that mood inductions are the best means of assessment, in which case you would still include mood inductions as comparisons. Every measure and method should have a myriad of citations and there should be no reasonable means for a reviewer to critique your approach.

• Please include a description of the specific measures you will use, the participants you would recruit, and the analyses you will conduct.

• We recommend the proposal of multiple studies (2-4). This will allow you to answer your proposed research question, replicate the study, and rule out any rival hypotheses.

• Your discussion should bring together the first part and the second and make a cohesive argument as to why your proposed study will be a contribution to the field and why your experimental design is the ideal way to test your hypotheses.

• For this section of the paper, we will be looking closely at the quality of your proposed research study.
  o First, we will also be assessing the quality of your contribution. We will consider whether we believe your proposed studies will indeed move the field forward.
  o Next, we will look to see if your proposed research design is in line with the prior assessments of the model. For better or worse, people who have
published on the theory will be the ones who review your paper if you send it out for publication. If you deviate from the common research paradigm, there will be complaints. You can build and improve on the common approach, but you must have the typical approach as part of your overall study. Beyond replicating prior designs, we will be looking to see if you added anything creative or scientifically useful to the common approach. Following prior attempts to test the theory is certainly required, but you should be thinking about how you can build off prior studies. We will also consider the quality and accuracy of the proposed analyses.
Course Schedule

Please read by first week

Week 1 (January 20th)

Introduction, Administrative Excitement, Selection of Presentation Dates

Readings due this week:


Week 2 (January 27th)

Basic Constructs: Homeostasis, Motives, Arousal, Secondary Motivation Systems, Intervening Variables, Frustration

Readings due this week:


Week 3 (February 3rd)  
Drives and Needs


Week 4 (February 10th)  
Theory

Start with...


Then read...


*Optional…*


**Week 5 (February 17th)**

Classic Theories (Part 1)

**General Reading(s):**


**Theory 1: Drive Reduction Theory**


**Theory 2: Humanistic Theory (Maslow’s theory of motivation)**


**Theory 3: Psychoanalytic Theory**


**Week 6 (February 24th)**

Classic Theories (Part 2)
General Reading(s):

Theory 1: Purposive Behavior Theory
Tolman, E. C. (1932). *Purposive behavior in animals and men*. Oakland, Ca: University of California Press. (Chapter 1: pp. 4-22; Chapter 4: 71-83)

Theory 2: Field Theory

Theory 3: McClelland's Human Motivation Theory
Pages: 246-255 (achievement motive) 280-296 (power motive) 346-358 (affiliation motive) 374-381 (avoidance motive)


Week 7 (March 3rd)
Motivation and Affect
General Reading(s):


Three students will present this week. Each will choose one theory from this list. All students are required to read the reading(s) associated with the three selected theories.

Theory 1: Affect-Infusion Model

Theory 2: Appraisal Theory

Theory 3: Izard’s Differential Emotion Theory


Theory 4: The Somatic Marker Hypothesis


Theory 5: Cannon-Bard Theory

Theory 6: Affective-Forecasting


These are not eligible for selection. Might be fun to read if you are interested.

Theory 7: Prime Theory
Theory 8: Opponent-Process Theory


**Week 8 (March 10th)**

**Motivation and Cognition**

**General Reading(s):**


Theory 1: Attribution Theory


Theory 2: Cognitive Dissonance


Theory 3: Self-Determination Theory

These are not eligible for selection. Might be fun to read if you are interested.

Theory 4: Social Learning/Cognitive Theory

Theory 5: Construal Level Theory


Theory 6: Social Learning theory (Rotter)

Week 9 (March 17th—SPRING BREAK)

Week 10 (March 24th)

Expectations

General Reading(s):


Three students will present this week. Each will choose one theory from this list. All students are required to read the reading(s) associated with the three selected theories.

Theory 1: Expectancy Theory (Vroom)


Theory 2: Expectancy Value Theory

Theory 4: Temporal motivation theory

Theory 5: Energization theory

Week 11 (March 31st)

Goals

General Reading(s):


Three students will present this week. Each will choose one theory from this list. All students are required to read the reading(s) associated with the three selected theories.

Theory 1: Rubicon Model of Action Phases

Theory 2: Cognitive Energetics Theory

Theory 3: Locke’s Goal Theory


Theory 4: Hope Theory

These are not eligible for selection. Might be fun to read if you are interested.

**Theory 5: Achievement Goal Theory**


**Theory 6: Goal Disengagement**


**Theory 6: Implicit Theories of Motivation**

**Theory 7a: Incentive Theory of Motivation**


**Theory 7b: Reinforcement Theory**


*Week 12 (April 7th)*

**Goal Systems**
General Reading(s):


Theory 1: Goal Systems Theory

Theory 2: Goal Shielding

Theory 3: Goal Disruption Theory

**Week 13 (April 14th)**

**Frustration, Uncertainty, Stress, Anxiety, Inconsistency, Discrepancy, and Disruption.** (PART 1 of 2)

General Reading(s):


Theory 1: Frustration Aggression Hypothesis


Theory 2: Balance Theory

Theory 3: Self-Discrepancy Theory

**Week 14 (April 21st)**
**Frustration, Uncertainty, Stress, Anxiety, Inconsistency, Discrepancy, and Disruption.** (PART 2 of 2)

General Reading(s):


Theory 1: Decision Affect Theory

Theory 2: Uncertainty Identity Theory

Theory 3: Psychological Reactance Theory


**Week 15 (April 28th)**
**Self-Control/Self-Regulation**

General Reading(s):


Theory 1: Perceptual-cognitive theory of self-regulation
Theory 2: Self-Control Theory

Theory 3: Self-Affirmation Theory


These are not eligible for selection. Might be fun to read if you are interested.

Theory 4: Reversal theory

Theory 5: Regulatory mode complementarity hypothesis

Week 16 (May 5)
Specific Topics: Sex Drive, Justice, Morality

Three students will present this week. Each will choose one theory from this list. All students are required to read the reading(s) associated with the three selected theories.

Theory 1: Implementation Intentions


Theory 2: Flow


**Theory 3: Terror Management Theory**


**Theory 4: Attachment Theory**


*Week 17 (May 12th)*

FINAL EXAM