



Society for the Teaching of Psychology (APA Division 2)
OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)
Department of Psychology, Georgia Southern University, P. O. Box 8041, Statesboro, GA 30460-8041

Course Syllabus
Psychology 313-01
Motivation

Instructor: Alan Hughes, Ph.D.

Office: Psychology Center

Office hours: MW 2-3:30 p.m.; Tue 1-2:30 p.m. or by appointment

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Phone: 389-2741

Class meetings: MWF 12:30 to 1:20 PM

Required texts:

- 1) Harris, M. (1989). *Our Kind*. Harper Trade: New York.
- 2) Hamer, D., & Copeland, P. (1998). *Living With Our Genes*. Anchor Books: New York.
- 3) Clark, W., & Grunstein, M. (2000). *Are We Hard Wired?* Oxford University Press: London.
- 4) Munro, D., Schumaker, J., & Carr, S. (1997). *Motivation and Culture*. Routledge: New York.

COURSE OVERVIEW

This course will introduce the student to factors that motivate humans. Motivation is about human strivings, wants, desires, and aspirations. To fully appreciate human motivation, this course will explore all those conditions in the person, environment, and culture that explain why we want what we do. Special emphasis will be placed on helping the student develop an understanding of how biological, psychological, and environmental principles interact to motivate human behavior and thought. I have tried to design the course to be most beneficial to you while being sure to expose you to the scientific study of motivation. The topics we cover this semester are those to which you can easily relate. Instead of a standard textbook, we will read selections from four books that offer quite different perspectives on the human condition. For instance, one

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book written by an anthropologist focuses on cultural and societal factors, as well as some biological perspectives; a second, authored by a molecular biologist, provides a lucid explanation that much of human motivation derives from our genes. I think you'll find these and the others to be fascinating accounts of human behavior. In this course, we will examine those things that exemplify the human predicament.

COURSE OBJECTIVES

Upon completion of this course, the student should be able to:

- 1) Understand how the scientific method works within the context of motivation
- 2) Understand how different academic perspectives (e.g., evolutionary, cultural, and biological) explain human motivation
- 3) Discuss current empirical research relevant to theories of motivation.
- 4) Use the internet as a means to display exposition about some topic to a general audience.

COURSE REQUIREMENTS

As an instructor, I expect that students play a significant part in their own learning. Thus, I have very high expectations from you. I think you'll enjoy coming to class; I try to make things interesting. However, I do expect you work as hard as possible. I know you have other classes, but as long as you manage your time, that should not be a problem. To do well in the course, you will need to play your part. If you do that, then I'll do my part to help you succeed.

Listed below are the criteria on which your final course grade will be based:

1. **Exams:** There will be three (3) regular exams. Each exam is 15% of your final grade. You must take all exams. Exams will be given in essay form. The exams will cover material discussed in class, and from your texts. I will distribute to you before each exam a study guide which contains terms and learning objectives which I believe address the most fundamental concepts we have covered. I **strongly** suggest you spend time reviewing this material. The Final Exam is cumulative and worth 25% of your grade.
2. **Collaborative Project:** Students will be required to complete a substantial collaborative project. The aim of this exercise is to allow each of you mastery of some aspect of the course through the presentation of a work aimed at a general audience. I believe that regardless of your major, it is important to learn how to convey technical information to a general audience of your peers.

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Project Guidelines

- a. The purpose of this project is for you (along with your group) to write an exposition on a topic relevant to motivation. I expect the paper to be an informative, illustrative essay on a topic similar to what one might find in something published in the *New Yorker* or *Natural History*. Today's high-tech information age makes of internet-based information as a means to inform the public about a myriad of topics. Pretend that you have been asked by your company to design a web site about your topic. Since your job depends upon the quality of your work, you would want your web site to be 1) informative and up-to-date; 2) easy to understand; and 3) eye-catching. Again, this is your chance to be creative, yet professional.
- b. You should shoot for enough information to fill a typical 12 to 15 page paper (excluding references). The actual web page you design can use frames, multiple links, animations, movies, sound bites, etc- whatever you think is helpful in describing your topic. It's up to you.
- c. Don't worry about getting your topic online at the moment. Just concentrate on researching the topic for your outline due **Monday, February 26, 2001**. Here you should include a general description of what you want to examine, a topical outline, and some preliminary references. You **may not** use internet sources as references.
- d. Each of you has a web account. We'll go to the Library for a review of how to use web building software. However, I suggest you go to the computer center and just play around with the software there. On Macintosh, you can use Adobe Page Mill; on PC's I think it is called Adobe Illustrator or PageMaker or something like that. Just ask someone in the computer lab for assistance. Nevertheless, both programs work about the same. You can use these programs to type text, like you would do with Word or Word Perfect; however, these programs allow you to import pictures, tables, etc. You can create links, change color of backgrounds, do movies etc. Computer Services does offer workshops on web design.

Document Requirement and Due Dates. Each group will prepare a *Proposal*, a *Progress Report*, and a *Final Project*. All stages of the project will be turned handed to me in paper form, although the *Final Project* will be on your own web site.

- *Proposal*: The proposal should include a brief summary of the topic and a description of what material will be covered. This

should include a topical outline as well. You must also provide a list of references you used in formulating your proposal. **Due 2/23/01**

- *Progress Report*: This document will report on the status of the work. It should include drafts of the main components of the final work. This should be in HTML format. In addition, any illustrations/Figures you plan to include in your essay should be included here. We will spend a day in class looking at one another's drafts; this will allow your classmates to inform you whether the essay is clear and informative (and also interesting). **Due 3/23/01**

- *Final Project*: This document will present your final report. You must turn in a paper version and post the HTML version to the server by **Friday April 20. No late work will be accepted.**

This project is worth **20%** of your course grade. I'll provide more detail about grading at a later date. I understand that some of you may have little experience with web page construction; don't we'll help one another with that part of the assignment. Concentrate on the content of the web site.

3. In-Class writing assignments. I consider the books we use to be essential to your learning. Through these readings, you will be exposed to a variety of perspectives about human behavior. While we'll consider traditional psychological theories in lectures, these readings offer another dimension from which to explore human nature. You will be tested formally on these readings on the exams; however, informal in-class writing will count **10%** of your grade. I do not grade the assignments on what you actually write; rather, I see this as an opportunity for students to reflect on what the readings and to provide a pedestal for class discussion. If you miss class, you miss that opportunity for the assignments. **NO MAKE-UP'S!!** Sorry, no exceptions.

GRADE DISTRIBUTION

	<u>Points</u>
Exams (3)	225 (45% of course grade)
Final Exam	125 (25% of course grade)
Collaborative Project	100 (20% of course grade)
In-class writing assignments	50 (10% of course grade)
Total Points	500

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<u>Points you earn:</u>	<u>Percent</u>	<u>Grade</u>
455-500	(91%-100%)	A
405-454	(81%-90%)	B
355-404	(71%-80%)	C
305-354	(61%-70%)	D
≤ 305	(0-61%)	F

NOTE: I'll assign "+" and "-" to your grade according to the following guidelines. For example, 87%-89% would be a 'B+'; 84%-86% would be a 'B'; 81%-83% would be a 'B-'.

$$\text{YOUR GRADE} = \text{Points you earn} / \text{Total Points} * 100$$

COURSE OUTLINE

JANUARY

WK1 1/15-1/19 Introduction to Class

Living with Our Genes Chapter 1: Emotional Instinct

Are We Hard Wired

- Chapter 1: Mirror, Mirror
- Appendix 1: Finding and Identifying Genes*
- Chapter 6: Life in the Fourth Dimension.

Motivation and Culture

- Chapter 1: Levels and Processes in Motivation and Culture
- Chapter 2: Culture, Narrative, and Human Motivation

WK2 1/22-1/26 Basic Physiology

See handouts.

WK3 1/29-2/2 Eating and Drinking

Objective: The emphasis here will be on biological factors responsible for human thirst and hunger.

Living with Our Genes Chapter 7: Hunger

Are We Hard Wired Chapter 10: Genetics of Consumption I: Eating Disorders

Our Kind **Pages** 133-164.

FEBRUARY

WK4 2/5-2/9

Emotion EXAM#1 on Friday February 9

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Objective: In this part of the course, we'll examine how human emotion influences various motivational states.

See Handout

WK5 2/12-2/16 Anger and Aggression

Objective: In this section of the course we'll examine how biology, genetics, environment, and culture influence human aggression.

Living with Our Genes: Chapter 3: Anger

Are We Hard Wired: Chapter 9: The Genetics of Aggression

Motivation and Culture: Chapter 14: Aggression, Violence, and Culture

Our Kind: Pages 263-300

WK6 2/19-2/23 Pain and Fear

Objective: We will read and discuss factors that determine people's fears, anxieties, and the mechanisms we use to cope with them.

Living with Our Genes Chapter 2: Worry

See Handout

WK7 2/26-3/2 Sexual Motivation

Objective: Here we'll discuss biological and environmental issues about how men and women differ, how we develop sexual identity, and the nature/nurture issues of sexual orientation.

Living with Our Genes Chapter 5: Sex: Men and Women in Love

Are We Hard Wired Chapter 13: The Genetics of Human Sexual Preference

Our Kind Pages 169-178; 235-262

MARCH

WK8 3/5-3/9 Eros and Love

EXAM#2 on Friday March 9

Objective: We will discuss the nature of loving and liking and how they differ. In addition, you'll learn about attraction and what factors dictate the initial attraction between two persons.

WK9 3/12-3/16 SPRING BREAK!!!

WK10 3/19-3/23 Social Interactions

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Objective: We'll examine how obedience, compliance, and conformity work to influence human behavior in social contexts. See Handouts.

WK11 3/26-3/30 Thinking

Objective: This section of the course is meant to introduce the student the nature/nurture debate in intelligence research.

Living with Our Genes Chapter 6: Thinking: Inheriting Intelligence
Are We Hard Wired Chapter 12: The Genetics of Human Mental Function
Our Kind Pages 115-124

APRIL

WK12 4/2-4/6 Addictions

Objective: We'll read and discuss current research in the biology of alcohol, morphine, cocaine, and nicotine addiction. Of course, we'll concurrently integrate this knowledge with other causes of addictions.

Living with Our Genes Chapter 4: Addictions
Are We Hard Wired Chapter 11: Substance Abuse

WK13 4/9-4/13 Work

Objective: Humans spend most of their waking hours at work; thus, it should not surprise you that psychologists have long been interested in factors that motivate humans to work. In this section of the course, we'll explore theories of work motivation in detail. See Handout

WK14 4/16-4/20 Play and Leisure

Objective: This section of the course examines the importance of play and leisure activities in our own culture as well as that of selected other cultures. We'll also spend some time reading about thrill seeking (or novelty seeking) behavior.

WK15 4/23-4/27

EXAM#3 on Monday April 23
Review and catch-up

Other Stuff:

Special Needs Statement

Nazareth College, in accordance with the Americans with Disabilities act will make accommodations for students who require special assistance because of a

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disability. If you require some assistance, do not hesitate to make me aware of your situation.

Important Dates to Keep in Mind!

January 22: Last day to elect Pass/Fail. Last day to change from credit to audit status

January 26: Last day to reduce credit load without full tuition liability.

March 21: Last day to withdraw without grade of "F".