

PSY 426: Motivational Theories in Social Psychology

Syllabus and Schedule

Fall 2021

Time: Fridays, 10:00 – 1:00

Location: online via Zoom

<https://us02web.zoom.us/j/82731409095?pwd=SUpmRC94VmdGMGIIZjhKdG5XRHk2Zz09>

passcode: 653267

Prerequisites: PSY201H1 (or equivalent), PSY220H1

Note: Material on this syllabus is subject to change

Professor: Dr. Jason E. Plaks

Office: 4003 Sidney Smith

Office hour: by appointment

Email address: plaks@psych.utoronto.ca

TA: Jakki Tu

Email address: gaqi.tu@mail.utoronto.ca

Office hour: Tuesdays 4-5pm

Link: <https://utoronto.zoom.us/j/84714195483>

Course Description:

This advanced undergraduate course involves reading and discussion of seminal articles on motivation in the social psychology literature. A key emphasis will be on how motivation and cognition mutually influence each other to produce behavior. At an abstract level, this course will explore such key issues as: the influence of emotions, values, and desires on one's thought; goal setting and goal pursuit; self-regulation and self-control. At a concrete level, this course will investigate such key topics as achievement motivation, social comparison, persuasion, and emotion.

Course Format and Requirements:

Grades. Grades will be based on the following components:

1. class participation (35%). Class participation is comprised of two components:
 - (a) Discussion questions (10%). All students are required to write and turn in three discussion questions prior to class. Students will bring these questions to class. Any time there is a lull in the discussion, students should refer to their questions and pose one out loud. The quality of the questions will be noted by Prof. Plaks.
 - (b) Talking (20%). Most of every class session will take the form of a discussion. All students are required to participate in the discussion. Prof. Plaks will note the quantity and quality of students' participation. Given that class participation is so important, **all students are required to email a photo of themselves** to Prof. Plaks, in order to facilitate his ability to connect faces with names.
2. take-home research paper (40%). This assignment will involve writing 8-12 double-spaced pages worth of text in response to 2-3 questions posed by Prof. Plaks. To research their responses, students must read and summarize 3-5 additional articles (i.e., outside of the the assigned readings). More specific details will be provided by Prof. Plaks in class.
late penalty: 5% per day
3. in-class long answer term test (25%)

Class participation and handing in material on time are both mandatory due to the nature of this course. *It is essential to have read the required readings prior to class.*

Written assignments. Assignment 1 will be take-home; Assignment 2 will be in class.

Assignment 1 will be a research proposal. Students will:

1. select a topic in the psychology of motivation
2. read a minimum of 3-4 important articles in the specific literature they have chosen
3. identify a lacuna in the literature
4. propose a study to address that lacuna.
5. describe the procedure of the study in extensive detail
6. describe specific hypotheses and the rationale for those hypotheses.

Students are welcome to set up a meeting with Prof Plaks to discuss whether their idea is a good one to pursue.

Assignment 2 will involve essay questions that require students to compare and integrate material covered in the course. The purpose of the questions is to encourage students to think critically and to seek out common themes or principles across content domains.

REQUIRED BOOK: Plaks, J.E. (2011). *The Social Psychology of Motivation*. Toronto: Oxford University Press.

Course website information

Additional course readings are available in PDF form on the Quercus site for the course. If you have any problems opening the files, let Prof. Plaks know immediately so he can email the paper to you. **Papers listed in bold face below are not in the textbook – they are posted on Quercus as PDF files.**

WEEKLY SCHEDULE

Date	Topic	Readings
Sep 10	Course overview;	Book Intro, pp. vii-xi
Sep 17	Approach and Avoidance	Elliot, 2006 Higgins, 1997
Sep 24	Epistemic needs I	White, 1959 Landau, Kay, & Whitson, 2015
Oct 1	Epistemic needs II	Kruglanski & Webster, 1996 Plaks & Stecher, 2007
Oct 8	Belongingness needs	Baumeister & Leary, 1995 Pickett, Silver, & Brewer, 2002
Oct 15	Motivation's effect on cognition	Kunda, 1990 Cesario & Navarrete, 2014
Oct 22	Cognition's effect on motivation	Vallacher & Wegner, 1987 Gollwitzer & Bandstratter, 1997
Oct 29	Motivation and Emotion	Weiner, 1985

		Carver & Scheier, 1990
Nov 5	Success and Failure	Lewin, 1936 Grant & Dweck, 2003 Brown & Dutton, 1995
Nov 7 11:59pm	ASSIGNMENT 1 RESEARCH PAPER DUE	
Nov 12	NO CLASS – READING WEEK	
Nov 19	Intrinsic Motivation and Autonomy	Iyengar & Lepper, 1999 Deci & Ryan, 1987
Nov 26	Self-regulation	Inzlicht, Schmeichel, & Macrae, 2014 Job, Walton, & Dweck, 2010 Mischel et al., 1989
Dec 3	ASSIGNMENT 2 – HELD DURING CLASS TIME	

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978-8060; accessibility.utoronto.ca.

Writing:

As a student at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

Academic Integrity and Plagiarism:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)
Academic Success Services (<http://www.asc.utoronto.ca/>)

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)