

YORK UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
FACULTY OF HEALTH  
MOTIVATION - PSYC. 2230 3.0 N  
Winter, 2012

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**Course Director:** Dr. Frank Marchese  
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**Tel. #:** (416) 736-5125 (Agnes Levstik, Secretary, Rm 281, BSB)  
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**Course Meeting Time:** Mondays--8:30AM--11:30AM  
**Room:** CLH--G

**T.A's:** Greg Knoll Christina Fuda  
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**COURSE OUTLINE:** PLEASE READ CAREFULLY - LAST DAY TO  
DROP COURSE WITHOUT ACADEMIC PENALTY  
IS: MARCH 9 /2012

**FINAL EXAM T.B.A.** ANY STUDENT WHO MISSES THE FINAL EXAM MUST  
PETITION FOR A DEFERRED FINAL THROUGH THE  
DEPARTMENT OF PSYCHOLOGY, (416) 736-5125 AND  
PROVIDE MEDICAL DOCUMENTATION.

**ANY STUDENT WHO MISSES THE MID-TERM MUST CONTACT THE  
PROFESSOR, OR THE TEACHING ASSISTANT, OR  
THE DEPARTMENT OF PSYCHOLOGY WITHIN 48  
HOURS OF THE MISSED MID-TERM.**

### COURSE DESCRIPTION

This course introduces the student to theory, concepts and methods in the field of motivational psychology. A variety of topics will be covered including, the biological bases of motivation, behavioral approaches, including drive and learning theories, cognitive approaches with its emphasis on competence, and attribution theories, emotion and its influence on motivation. A review of relevant research both within and outside of the field will be undertaken, and applications of theory to school learning and personality will be provided.

PREREQUISITES: Introduction to Psychology

**REQUIRED TEXT** Petrie, H. L. (2004). **Motivation: Theory, Research & Applications**, 5<sup>th</sup> Ed., Toronto: Brooks/Cole, ISBN: 0-534-56880-7

Benson, N. (2007). Psychology: A Graphic Guide To Your Mind and Behavior. Toronto:Peguin Books Canada, ISBN: 978-1840468-52-6

### **Missed Tests:**

If you are unable to write a test for medical reasons a message must be left with my secretary or teaching assistant no later that 48 hrs after the test (official university policy). Also, you must provide appropriate documentation such as a medical certificate. A medical certificate will be deemed valid only if it explicitly states that you were incapable of writing the test on the scheduled date. You will NOT be allowed to write a make-up test under any other circumstance.

If you **do not** write a make-up arranged by the instructor and/or teaching assistant you must make a **Formal Petition** to the department of psychology and write the make-up on the date the department determines.

**Please note that students are responsible for all material assigned and this includes material not covered in class. Also, students are advised to keep abreast of any additions and deletions to assigned readings as well as exam format. Announcements regards the above will be announced in class.**

### **CLASSROOM ETIQUETTE**

As a courtesy to students and the instructor, please **TURN-OFF AND PUT AWAY ALL CELL PHONES AND OTHER NON-ESSENTIAL COMMUNICATION DEVICES** during the lecture portion of the class. Your cooperation in this matter is essential to the conduct of class.

Further, if you arrive to class late, or must leave during class, please exercise **Discretion** by minimizing any disruption to the on going class. It is requested that you do not walk across the front of the lecture hall and close doors with minimum noise.

Date  
Reading  
Fridays

Topic & Assigned

JAN. 9	Introduction to Course & Motivation - Chapter 1
16	Continue Ch 1 & Concept of Motivation: Ch 2
23	Continue Ch 2 & Genetic Contributions:Ch.3
30	Continue Ch 3 Genetic Contributions & Physiological Arousal: Ch 4
FEB. 6	Continue Ch 4 & Hedonism & Sensory Stimulation Ch 8
13	Continue Ch 8
20	<b>NO CLASS—READING WEEK:</b> Continue Hedonism & Sensory Stimulation: Ch.8
27	<b>TEST #1 = 45% - Chapters 1,2,3,4,8, plus lectures as well as any hand-out and A-V material included. Test format is mostly Multiple Choice with Definitions &amp; Short Answers. Students responsible for all material assigned and that includes material not covered in class.TEST GRADES POSTED BY STUDENT NUMBER ON TEACHING ASSISTANT'S (TAs) OFFICE DOOR.</b>
MARCH 5	<b>DRIVE THEORY-CHAPTER 5-PHOTOCOPY PROVIDED</b>
12	Continue Ch 5--- <b>Photocopy</b> and Motivation & Learning Ch 6
19	Continue Ch 6 & Ch11 Cognitive Motivation: Attribution Theory
26	Continue Ch 11 & Cognitive Motivation: Competence-Control Ch 12
APRIL 2	<b>LAST CLASS:</b> Continue Ch 12 & Emotion Ch 13
TBA	<b>FINAL EXAM DURING THE EXAM PERIOD IN DECEMBER <u>Chapters 5 (Photocopy) plus in Textbook Chapters 6, 11, 12,13,</u> plus lectures as well any hand-out and A-V material included. Test format is mostly Multiple Choice with Definitions &amp; Short Answers. Students responsible for <u>all</u> material assigned and that includes material not covered in class.</b>

**PLEASE KEEP INFORMED OF ANY CHANGES IN ASSIGNMENTS, TEST FORMAT, DATES.**

**\*TRIVIAL PURSUIT: OR I THOUGHT I WAS CONNECTED!!**

What of life if full of *stare* upon  
computer, cell phone, blackberry, and software.  
With eyes and ears fixed on the screen  
there's no time left to reflect or merely dream.

One becomes fixated, stale, and fails to see  
the vibrant beauty in life, nature's true reality;  
a child's first steps perhaps, or the robin's song  
missing them all for mind and heart atrophy,  
it doesn't take long.

So won over by jingle-tinkle sound and silly image  
never realizing the extent to which one's soul is damaged.  
And after all *distractions* so eagerly seen, heard, and wrought,  
too late now to rewrite the script,  
for far too much has come to naught.

Time to retire amidst the clang n' clutter of my technology,  
having missed so much of you my *darling*, please accept my apology.  
For I thought gadgets n' gizmos would make me Nietzsche's '*Superman*'  
realizing too late it meant nothing,  
no one could really give a damn!

No angels will escort me to my final place of rest,  
yet I cry out, 'believe me I really tried my best'!  
Misguided in thinking of myself so modern and trendy you see,  
I realize, at the last moment, my life has been consumed with **triviality**.

- Written as a reaction to the obsessive excessive use of technological innovations that have all but replaced authentic communication.

## Poetry for Everyday Life

By David Brooks

NY Times April 11, 2011

Here's a clunky but unremarkable sentence that appeared in the British press before the last national election: "Britain's recovery from the worst recession in decades is gaining traction, but confused economic data and the high risk of hung Parliament could yet snuff out its momentum."

The sentence is only worth quoting because in 28 words it contains four metaphors. Economies don't really gain traction, like a tractor. Momentum doesn't literally get snuffed out, like a cigarette. We just use those metaphors, without even thinking about it, as a way to capture what is going on.

In his fine new book, *I Is an Other*, James Geary reports on linguistic research suggesting that people use a metaphor every 10 to 25 words. Metaphors are not rhetorical frills at the edge of how we think, Geary writes. They are at the very heart of it.

George Lakoff and Mark Johnson, two of the leading researchers in this field, have pointed out that we often use food metaphors to describe the world of ideas. We devour a book, try to digest raw facts and attempt to regurgitate other people's ideas, even though they might be half-baked.

When talking about relationships, we often use health metaphors. A friend might be involved in a sick relationship. Another might have a healthy marriage.

When talking about argument, we use war metaphors. When talking about time, we often use money metaphors. But when talking about money, we rely on liquid metaphors. We dip into savings, sponge off friends or skim funds off the top. Even the job title stockbroker derives from the French word *brocheur*, the tavern worker who tapped the kegs of beer to get the liquidity flowing.

The psychologist Michael Morris points out that when the stock market is going up, we tend to use agent metaphors, implying the market is a living thing with clear intentions. We say the market climbs or soars or fights its way upward. When the market goes down, on the other hand, we use object metaphors, implying it is inanimate. The market falls, plummets or slides.

Most of us, when asked to stop and think about it, are by now aware of the pervasiveness of metaphorical thinking. But in the normal rush of events we often see straight through metaphors, unaware of how they refract perceptions. So it's probably important to pause once a month or so to pierce the illusion that we see the world directly. It's good to pause to appreciate how flexible and tenuous our grip on reality actually is.

Metaphors help compensate for our natural weaknesses. Most of us are not very good at thinking about abstractions or spiritual states, so we rely on concrete or spatial metaphors to (imperfectly) do the job. A lifetime is pictured as a journey across a landscape. A person who is sad is down in the dumps, while a happy fellow is riding high.

Most of us are not good at understanding new things, so we grasp them imperfectly by relating them metaphorically to things that already exist. That's a "desktop" on your computer screen.

To be aware of the central role metaphors play is to be aware of how imprecise our most important thinking is. It's to be aware of the constant need to question metaphors with data — to separate the living from the dead ones, and the authentic metaphors that seek to illuminate the world from the tinny advertising and political metaphors that seek to manipulate it.

Most important, being aware of metaphors reminds you of the central role that poetic skills play in our thought. If much of our thinking is shaped and driven by metaphor, then the skilled thinker will be able to recognize patterns, blend patterns, apprehend the relationships and pursue unexpected likenesses.

Even the hardest of the sciences depend on a foundation of metaphors. To be aware of metaphors is to be humbled by the complexity of the world, to realize that deep in the undercurrents of thought there are thousands of lenses popping up between us and the world, and that we're surrounded at all times by what Steven Pinker of Harvard once called "pedestrian poetry."

## **Lorenzo the Magnificent!\***

He discovered a private beauty  
emerge in the forest green  
taking time to bear witness to nature's cycles,  
common enough though rarely *seen*.

He observed, recorded and interpreted  
the rituals of love and hate; of tenderness  
as in the infant-parent bond, as well  
ferocious competition of rivals for a mate.

When asked about our current loss of innocence as  
in the absence of rituals of well meaning flirtation;  
he replied; 'it does away with falling in love, displacing  
the dance of courtship with its gentle affectations.'

*Yes, Lorenzo the Magnificent*  
was the Darwin of his day, ever followed  
in single file by a troop of gosling escorts,  
as he strode across fields of new-mown hay.

And who would ever forget the photo  
of his white beard floating above the water's pond  
circled by a cadre of loyal ducklings, to him  
only they would so devotedly respond.

*Lorenzo the Magnificent* put ethology  
centre stage, knowing in time we'd become  
loyal students *imprinted* to its service, as we  
enter the *critical period* of our own coming of age.

\*For Konrad Lorenz (1903-1989), Austrian  
Zoologist, Nobel Laureate, and Pioneer in Ethology.



## IT'S BEYOND ME! \*

From *beyond the box*,  
and this ain'tt no hoax!  
From *clinical couch*,  
where symptoms cry ouch!  
Skinner and Freud continue to resonate  
and still inspire fierce debate.

And although tucked away yet from the grave  
the pros and cons of their theories confront and rave  
On questions of behavior and mind not solved,  
and so overly *cathected*, we *psychs* have resolve  
To find the meaning of mind and of behavior  
as *paradigms* shift in and out of favor.

So let's take heart and not fail to see  
that progress in science is a matter of degree.  
And some concerns regard the reality of mind and matter  
continue to generate *interminable* chatter.

So in the meantime let us happily retire  
to the operant lab in full white-coat attire,  
Equipped with cumulative recorder, stop watch, and pellets in hand,  
we observe rats and pigeons press n'peck for contraband.  
And if Skinner's *black-box* approach should prove a bleak and meaningless void,  
we may retreat to the couch and wrestle *hysterically*, with Herr Doktor, Sigi Freud!

\*Inspired by Alexandra Rutherford's book: *Beyond the Box: B.F. Skinner's  
technology of behavior from laboratory to life, 1950s-1970s.*  
Toronto: University of Toronto Press, 2009.

A handwritten signature in cursive script, likely belonging to the author of the text.