

## Unit 4: Study Guide

### Motivation and Emotion

In studying motivation, students learn about the forces that influence the strength and direction of behavior including homeostasis. They discover that although early theories of motivation focused on internal instincts, needs, and drives, later theories acknowledged the role of external incentives. The concepts of intrinsic and extrinsic motivation are also examined. Students also learn that more recent theories conceptualize motives into at least two distinct types: primary (physiological) and secondary (social). In the case of the primary motives – such as hunger, thirst, pain, and sex – psychologists have identified many of the neural and hormonal mechanisms that are associated with the motivational state. The motives for sex and aggression appear to be more complex than those for hunger and thirst, involving both physiological and environmental mechanisms; however, even hunger appears to be influenced by environmental stimuli, particularly in the case of people who are obese.

The study of emotion centers on the complex interactions between cognition and physiological mechanisms that are associated with feelings of love, hate, fear, and jealousy. Different theories – such as James-Lange, Cannon-Bard, Schachter-Singer, and opponent-process theory - provide different explanations of the relationship between physiological changes and emotional experiences. Central to much current theory and research is the concept of arousal; that is, the activation of several physiological systems at the same time, suggesting a relationship between task performance and level of arousal.

**CR8:** The course provides instruction in motivation and emotion

Text: Chapter 12 (pp. 469 – 510)  
Chapter 13 (pp. 513 – 544)

Student Resources: Flashcards from text [www.worthpublishers.com/myers8e](http://www.worthpublishers.com/myers8e)  
*I can see it all over your face*, Forty Studies, pp. 168 – 174

Timeline: 6 days

An emphasis on

- Biological Basis
- Theories of Motivation
- Hunger, Thirst, Sex and Pain
- Social Motives (e.g. achievement, belonging)
- Theories of Emotion and Positive Psychology
- (7 – 9 % of multiple choice)

## Key Terms

Motivation	Instinct
Drive Reduction Theory (Homeostasis)*	Hierarchy of Needs*
Cognitive Dissonance Theory (Cognitive Consistency)	
Incentives (Incentive Theory)	Set Point
Arousal Theory (Yerkes-Dodson Law)	Curiosity Motive (Optimal Arousal)
Lateral Hypothalamus (LH)	Ventromedial Hypothalamus (VMH)
BMI	Basal Metabolic Rate (Metabolism*)
Anorexia/Bulimia Nervosa	Glucose*
Estrogen*/Androgen*	Sexual Response Cycle
Refractory Period	Amygdala
Sexual Disorders	Sexual Orientation
Belongingness	Triangular Love Theory
Achievement Motivation (T.A.T*)	Intrinsic/Extrinsic*
Task Leadership	Social Leadership
Theory X and Theory Y	Type A and Type B
Cannon-Bard Theory	James-Lange Theory
Schachter-Singer (Two-Factor) Theory	Sympathetic*
Parasympathetic*	Lie Detection
Nonverbal Communication	Fear/Anger/Happiness
Catharsis	Feel-Good/Do-Good Phenomena
Subjective Well-Being	Adaptive Level Phenomena
Opponent Process Theory	Relative Deprivation

## Key People

Clark Hull* _____	Abraham Maslow* _____	A.L. Washburn _____
Alfred Kinsey* _____	Douglas McGregor _____	Robert Zajonc _____
Richard Lazarus _____	Paul Ekman* _____	Richard Solomon _____
William James* and Carl Lange* _____		Leon Festinger* _____
Walter B. Cannon and Philip Bard* _____		Kurt Lewin _____
Stanley Schachter and Jerome Singer* _____		Charles Darwin _____
William Masters and Virginia Johnson* _____		Carroll Izard* _____

- A. Five needs in a nice little pyramid
- B. Alka Seltzer won't help with discomfort from my conflicting thoughts
- C. I can tell if you're lying by your voice and your face
- D. Balloons don't taste good, nor do they make me full
- E. Let me appraise my emotions
- F. Two things bring happiness: heart beats faster while I label my feelings
- G. Sex? Gross! Oh, there are 4 phases to sex. Now that's interesting!
- H. Sometimes, I'm hijacked by my emotions
- I. First my heart beats faster, *then* I realize I'm happy
- J. Some bosses think low of employees, some look for productive potential
- K. My findings say that most are sexually active before marriage
- L. I make rules. We make rules. You're on your own.
- M. My heart beats faster *while* I realize I'm happy
- N. When I eat I no longer have the need to drive to McDonald's
- O. What you did and your expression spoke volumes about your mood
- P. J, I-E, S, S, A, D, C, F, S, G (and L) are our 10 basic E's
- Q. Happy-Sad; Excited-Nervous: I'd process these as opponents

**Learning Outcomes** (from the Myers text – Chapter 12: Motivation and Work)

1. Define *motivation* as psychologists use the term today, and name four perspectives useful for studying motivated behaviors.
2. Discuss the similarities and differences between instinct theory and evolutionary perspective.
3. Explain how drive-reduction theory views human motivation.
4. Discuss the contribution of arousal theory to the study of motivation.
5. Describe Maslow's hierarchy of needs.
6. Describe the physiological determinants of hunger.
7. Discuss psychological and cultural influences on hunger.
8. Explain how the eating disorders anorexia nervosa and bulimia nervosa demonstrate the influence of psychological forces on physiologically motivated behaviors.
9. Describe the human sexual response cycle, and discuss some causes of sexual disorders.
10. Discuss the impact of hormones on sexual motivation and behavior.
11. Describe the role of external stimuli and fantasies on sexual motivation and behavior.
12. Discuss some of the forces that influence teen pregnancy and teen attitudes toward contraception.
13. Describe trends in the spread of sexually transmitted infections.
14. Summarize current views on the number of people whose sexual orientation is homosexual, and discuss the research on environmental and biological influences on sexual orientation.
15. Discuss the place of values in sex research.
16. Describe the adaptive value of social attachments, and identify both healthy and unhealthy consequences of our need to belong.
17. Discuss the importance of flow, and identify the three subfields of industrial-organizational psychology.
18. Describe how personnel psychologists help organizations with employee selection, work placement, and performance appraisal.
19. Define *achievement motivation*, and explain why organizations would employ an I/O psychologist to help motivate employees and foster employee satisfaction.
20. Describe some effective management techniques.

**Learning Outcomes** (from the Myers text – Chapter 13: Emotion)

1. Identify the three components of emotions, and contrast the James-Lange, Cannon-Bard, and two-factor theories of emotion.
2. Describe the role of the autonomic nervous system during emotional arousal.
3. Discuss the relationship between arousal and performance.
4. Name three emotions that involve similar physiological arousal.
5. Describe some physiological and brain pattern indicators of specific emotions.
6. Explain how the spillover effect influences our experience of emotions.
7. Distinguish the two alternative pathways that sensory stimuli may travel when triggering an emotional response.
8. Describe some of the factors that affect our ability to decipher nonverbal cues.
9. Describe some gender differences in perceiving and communicating emotions.
10. Discuss the research on reading and misreading facial and behavioral indicators of emotion.
11. Discuss the culture-specific and culturally universal aspects of emotional expression, and explain how emotional expressions could enhance survival.
12. Discuss the facial feedback and behavior feedback phenomena, and give an example of each.
13. Name several basic emotions, and describe two dimensions psychologists use to differentiate emotions.
14. State two ways we learn our fears.
15. Discuss some of the biological components of fear.
16. Identify some common triggers and consequences of anger, and assess the catharsis hypothesis.
17. Describe how the feel-good, do-good phenomenon works, and discuss the importance of research on subjective well-being.
18. Discuss some of the daily and longer-term variations in the duration of emotions.
19. Summarize the findings on the relationship between affluence and happiness.
20. Describe how adaptation and relative deprivation affect our appraisals of our achievements.
21. Summarize the ways that we can influence our own levels of happiness.