Readings


Tentative course schedule

Times are likely to change as I get ahead of, or fall behind, schedule. You are expected to read most of both books, although only selected aspects of both will be lectured on in class. Omit the following in HM: pages 59-110 (Drive Theory), 185-201 (last part of achievement theory), and 301-342 (which overlaps with the JR book). Also ignore any other discussions in the book related to Drive Theory and achievement avoidance. Also omit pages in JR after 185 if they are not assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td>Course introduction; What is motivation?</td>
<td>xi-17 HM</td>
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<td></td>
<td>How do we motivate self and others?</td>
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<td></td>
<td>THE PERSON IS A MACHINE</td>
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<td>Jan. 8</td>
<td>Sociobiology -- film + lecture (altruism)</td>
<td>19-58 HM</td>
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<td>Jan. 13</td>
<td>Sociobiology -- film + lecture (mating)</td>
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<td>Jan. 15</td>
<td>Complete sociobiology</td>
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<td>Jan. 20</td>
<td>Lewin’s field theory</td>
<td>111-151 HM</td>
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<td>Jan. 22</td>
<td>Lewin’s field theory</td>
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<td>Jan. 27</td>
<td>Lewin’s field theory</td>
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### THE PERSON IS A DECISION MAKER

- **Jan. 29**: Level of aspiration; decision theory 153-167 HM
- **Feb. 3**: Atkinson’s achievement theory 168-185 HM
- **Feb. 5**: Atkinson’s achievement theory
- **Feb. 10**: Social Learning theory 202-220 HM
- **Feb. 12**: MID-TERM EXAM

### THE PERSON IS A SCIENTIST

- **Feb. 17**: George Kelly 221-229 HM
- **Feb. 19**: Attribution theory 230-290 HM
- **Feb. 24**: Attribution theory
- **Feb. 26**: Attribution theory

### THE PERSON IS A JUDGE

- **Mar. 3**: Achievement appraisal; stigmas 1-52 JR
- **Mar. 5**: Helping; interpersonal theory 53-185; 216-243 JR
- **Mar. 10**: Impression management; punishment; political ideology
- **Mar. 12**: Course review 343-364 HM
Class Attendance and Class Notes

This course will cover a variety of issues and problems in the field of human motivation. Much of the class time is spent doing demonstration experiments related to the readings and using some learning aids to help master the content. Some lectures do go over the assigned readings, especially when those readings are difficult. Other lectures will cover new ground. The readings are not easy, so attending class will benefit your understanding. There will be no class notes; I have often found notes with errors. The class will be podcast and these will be available on the following site: http://www.oid.ucla.edu/webcasts/courses/2008-2009/2009winter/psych178-1

Exams

Grading is based entirely on two multiple-choice exams. There will be a mid-term and a final; it is not possible to compensate for grades by writing an additional term paper. The mid-term will have 40-50 questions, while the final will have about 75-90 questions. Hence, the final carries more weight than the mid-term, and covers the entire course. The final grade is determined by adding these two scores. You are invited to submit exam questions; if any are chosen, this surely will add to your score.

I do not grade on a curve, but rather on a set of standards regarding mastery of the content. The grades are assigned according to the following (there is no rounding up; one must reach the percentage that has been specified (94.7% correct is an A, not an A+, and so on):

- 95% correct = A+
- 86-94 = A
- 84-85 = A-
- 82-83 = B+
- 76-81 = B
- 74-75 = B-
- 72-73 = C+
- 51-71 = C
- 49-50 = C-
- 47-48 = D+
- 41-46 = D
- 39-40 = D-
- Below = F

The grade is not changeable. Do not see me about a grade appeal, for I am totally inflexible about this. The mid-term must be taken, unless there is an official university excuse. Of course, the same is true for the final. The final will only be given at the time officially listed, which is Tuesday, March 17, 11:30-2:30. There are no exceptions, and I am totally inflexible about this. If this conflicts with another course, then you should not enroll in one of the courses. The exams will stress understanding of the concepts rather than memorization. Many questions involve theoretical comparisons. I will pass out sample questions so that the types of questions I ask do not take you by surprise; this also will serve as a guide if you desire to make up any questions.
Background

I do not think that any prior psychology is absolutely necessary, but it certainly will make your task easier. If you have not taken any psychology courses and are taking this course to “motivate yourself”, then you could find the materials very difficult. I do not want to discourage “outsiders” from taking this course but I also do not want to be misleading. This is an upper-division psychology class directed at psychology majors. I know from past feedback that this is not an easy course, particularly the Human Motivation book. If you are in doubt about registration, then I suggest attending some classes and doing some of the readings prior to making a definitive decision (although the first material is not among the most exacting). Enrollment must be done through the proper computer channels. There is a waiting list; typically 15 people drop the course. The waiting list is capped at 10, so it could open up. I do not give out Petition to Enroll numbers.

Goals

Your decision to enroll may be helped by the following outline of my own goals:

1. I want you to know some of the history of the field. It is important to know not only what are the current thoughts, but the derivation of these ideas from earlier theorists.
2. I want to provide a frame of reference - a way to organize this very complex material so one is not lost. I use metaphors to help in this.
3. There should be an understanding of the evidence used to support theoretical ideas and how to evaluate this evidence. I use classroom demonstration experiments to help with this.
4. There should be knowledge of some current issues and research directions, although this is not my focus.
5. Some modes of thought or ways to ask questions are more fruitful than others. This is also true regarding what questions to ask. I hope to convey this. I hope to transmit how to think about motivational issues, so the focus is abstract understanding.
6. A secondary goal that you should think about is where the ideas can be applied - do the concepts, theories, research studies, and so on have any personal relevance and meaning?

Other Information

My office is 4575 Franz; the phone number is 825-2750; e-mail: weiner@psych.ucla.edu. My office hours are Tue and Thurs., 12:00-1:30. The graduate TA is Bob Spunt. His office is 7566 Franz; office hours Tue and Thurs 3:30-5; e-mail: ta.spunt@gmail.com. There are two undergraduate TAs: Emily Vansonnenberg; office 4582 Franz; office hours Wed. 3-5; email: evansonnenberg@ucla.edu; and Felix Cheung; office 4582 Franz; office hours Mon. 10-12; email: felixckc@ucla.edu. Other times may be arranged.

The course website can be accessed at: http://www.lsic.ucla.edu/webapps/login/
The website will feature course materials and a discussion board where you can ask questions about the course, lectures, and textbooks.