Unit 9: Motivation & Emotion
Our next unit is “Motivation & Emotion.” Motivation refers to why we do the things we do. Many motivated activities follow a cycle. First we have a need, or internal deficiency. The need causes a drive, or an energized motivated state, to develop. Drives initiate a response, an action or series of actions designed to attain a goal, or the target of the motivated behavior. Reaching that goal will satisfy the need and the need will be reduced. After a while we may need something again and the whole cycle starts again.

There are different types of motives. Primary motives are what we need to maintain homeostasis, like hunger, thirst, and sleep. We need them to survive. Stimulus motives relate to our needs for stimulation and information. Included in these are activity, curiosity, and physical contact. While strong motivators, they are not necessary for survival. Learned motives are those society ingrains in us. A need for power, social interaction, status, and achievement fall under this category.

Emotions are states of physiological arousal. Usually others can tell when a person is experiencing an emotion by observing his/her facial expressions, gestures, posture, and other behaviors. There are only eight primary emotions: fear, surprise, sadness, disgust, anger, anticipation, joy, and trust. It seems like there are more because they vary in intensity. We study emotion in this unit because they can be powerful motivators for behavior.

Unit Objectives
The following is a description of learning objectives for the major content areas covered in the AP Psychology Exam during this unit, as well as the approximate percentages of the multiple-choice section devoted to each area. This listing is not intended to be an exhaustive list of topics. All of these topics are likely to appear on the AP exam in some way, shape, or form. Other material we talk about and/or in your reading could also find its way on the unit assessment.

Motivation & Emotion (6-8% of AP exam)
In this part of the course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.

AP students in psychology should be able to do the following:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g. instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homoeostasis.
- Compare and contrast motivational theories (drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being.
- Compare and contrast major emotion theories (e.g., James-Lange, Cannon-Baird, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

Key Terms
You should eventually be able to properly and accurately use the terms at the beginning of Chapter 8 of Barron’s, as well as the terms in bold interspersed throughout the pages assigned in Coon, in written and verbal communication.
Text Readings
- Coon Chapter 10
- Barron’s Chapter 8

Planned Assignments & Assessments (subject to change)
- Reading Quiz (Covers all of the reading)
- Motivation & Emotion Unit Test
- Motivation & Emotion Independent Investigation

Current Timetable (subject to change)
- Last day of unit planned for Thursday February 26