### Chapter 12 Motivation and Emotion

**OUTLINE** (Survey & Question)

This outline is intended to help you *survey* the chapter. As you read through the various sections, write down any *questions* or comments that come to mind in the space provided. This is a valuable part of active learning and the SQ4R method. It not only makes your reading time more enjoyable and active, but it also increases retention and understanding of the material.

**TOPIC NOTES**

## I. UNDERSTANDING MOTIVATION

1. Hunger and Eating
2. Arousal
3. Achievement

Critical Thinking/Active Learning: Measuring Your Own Need for Achievement

## II. GENERAL THEORIES OF MOTIVATION

A. Biological Theories

B. Psychosocial Theories

C. Interactionism

## III. UNDERSTANDING EMOTION

1. Components of Emotion

Gender and Cultural Diversity: How Culture and Evolution Affect Emotional Expression

1. The Polygraph

1. Emotional Intelligence (EQ)

## IV. GENERAL THEORIES OF EMOTION

A. James-Lange Theory

1. Cannon-Bard Theory
2. Facial Feedback Hypothesis
3. Schachter's Two-Factor Theory

Research Highlight: Are Abused Children More Alert to Negative Emotions?

**..\Program Files\Common Files\Microsoft Shared\Clipart\cagcat50\bd04924_.wmf Core and Expanded LEARNING OBJECTIVES** (Read, Recite & wRite)

While *reading* the chapter, stop periodically and *recite* (or repeat in your own words) the answers to the following learning objectives. It will also help your retention if you *write* your answer in the space provided. (Page numbers refer to the text Psychology in Action, 6th Ed.)

**Core Learning Objectives**

*These objectives are found at the beginning of each chapter of Psychology in Action (6th ed.).*

1. Why do we feel hungry, search for stimulation, and need to achieve?

2. Are we motivated by biological or psychosocial factors? Or both?

3. What major concepts do I need to know to understand emotion?

4. How are emotional states produced?

Expanded Learning Objectives

*These objectives offer more detail and a more intensive way to study the chapter.*

**Upon completion of CHAPTER 12, the student should be able to:**

1. Define motivation and emotion, and discuss how they overlap (p. 412).
2. Describe how internal and external factors trigger hunger or eating behavior, and state the safest, most reliable method of weight loss (pp. 412-415).

1. Define anorexia nervosa and bulimia nervosa, and state the causes and risk factors for the development of these eating disorders (pp. 415-416).
2. Describe the arousal motive, the effects of under- or over-arousal, and the four factors that characterize sensation-seeking (pp. 416-419).
3. Describe the achievement motive, possible causal factors, and the traits that characterize people with a high need for achievement. Define intrinsic and extrinsic motivation, and describe their relationship to achievement (pp. 419-424).
4. Describe the biological theories of motivation: instinct and drive-reduction (pp. 424-426).
5. Describe the psychosocial theories of motivation: incentive, cognitive, and Maslow’s hierarchy of needs (pp. 426-428).
6. Describe the cognitive, physiological, and behavioral components of emotion (pp. 428-431).
7. Describe the evolutionary theory of emotional development, culturally universal emotions, and culturally different display rules (pp. 432-434).
8. Describe the use of the polygraph in measuring sympathetic arousal; discuss the effectiveness of the polygraph in lie detection (pp. 434-435).
9. Describe how emotional intelligence combines the cognitive, physiological, and behavioral components of emotion, and discuss the controversy regarding this concept (p. 436).
10. Compare and contrast the James-Lange, Cannon-Bard, facial-feedback, and two-factor theories of emotion; discuss the research regarding each of these theories (pp. 437-442).

13. Describe research findings on the abused child’s heightened reactivity to anger (pp. 441).

**KEY TERMS** (Review)



The *review* step in the SQ4R method is very important to your performance on quizzes and exams. Upon completion of this chapter, you should be able to define the following terms.

Achievement Motivation (nAch): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Anorexia Nervosa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Bulimia Nervosa: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Cannon-Bard Theory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Drive-Reduction Theory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Emotion: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Emotional Intelligence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Extrinsic Motivation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Facial-Feedback Hypothesis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hierarchy of Needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Incentive Theory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Instincts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Intrinsic Motivation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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James-Lange Theory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Motivation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Polygraph: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Schachter's Two-Factory Theory: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Set Point: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**ACTIVE LEARNING EXERCISES** (Recite)



The *recite* step in the SQ4R method requires you to be an ACTIVE learner. By completing the following exercises, you will test and improve your mastery of the chapter material, which will also improve your performance on quizzes and exams. Answers to some exercises appear at the end of this study guide chapter.

**ACTIVE LEARNING EXERCISE I**

Charting Your Moods and Emotions (An Affective Skill)

Self-understanding requires the ability to recognize and analyze your own emotions and to recognize the external factors that affect your emotions. From this place of self-understanding you will, hopefully, be able to be more in control of your own moods and needs, gain insight into the moods and needs of others, and improve your relationships.

One of the best ways to understand the three basic components of emotions and to understand your own daily or monthly "mood swings" is to chart your emotions for at least one week. Each morning when you first wake up or each night before retiring, complete your daily mood evaluation chart. Describe your primary mood at the time of your writing, how your body physiologically registers that emotion or mood, the thoughts, expectations, or beliefs surrounding that mood, and give a number or word to rank or evaluate the pleasure or intensity of that emotion. Charting your moods or emotions helps you to recognize your own fluctuations and helps you to explain yourself to others.

Primary Physiological Cognitive Behavioral Subjective

Mood Description (Thoughts) Description Evaluation

Day

(1)

(2)

(3)

(4)

(5)

(6)

(7)

**ACTIVE LEARNING EXERCISE II**

Having practiced identifying your mood or emotional states in the previous active learning exercise, now we can explore a related topic, that of *subjective well being*. Researchers in this area often ask participants to evaluate either their overall life satisfaction or their feelings of happiness (sometimes defined as a high ratio of positive to negative feelings). Stop for a moment and write down your own life satisfaction and happiness scores (on a scale from one to 100 with one as the lowest) in the space provided. Life Satisfaction score \_\_\_\_\_ Happiness score \_\_\_\_\_

Now circle true or false to the following items:

1. Among all age groups, America’s senior citizens are the least happy and most dissatisfied with their life. True or False?
2. People who have complete quadriplegia (with both arms and both legs paralyzed) feel their lives are below average in happiness. True or False?
3. Having children is life’s greatest joy; thus, parents report more overall happiness than those who do not have children. True or False?
4. Most people would be happier if they had more money. True or False?
5. People with a college education are happier and report more life satisfaction than people with only a high school diploma. True or False?

The answers to this exercise can be found at the end of this study guide chapter—and they may surprise you!

**CHAPTER OVERVIEW** (Review)



The following CHAPTER OVERVIEW provides a narrative overview of the main topics covered in the chapter. Like the Visual Summary found at the end of each chapter in the text, this narrative summary provides a final opportunity to *review* chapter material.

1. Understanding Motivation

**Motivation** is the study of the "whys'' of behavior, whereas emotion is the study of feelings. Because motivated behaviors are often closely related to emotions, these two topics are frequently studied together. A variety of motives are discussed throughout this text. In this chapter, we focus on hunger, arousal, and **achievement motivation**.

Both internal (stomach, blood chemistry, the brain) and external (cultural conditioning) factors affect hunger and eating. A large number of people have eating disorders. Obesity seems to result from biological factors, such as the individual's genetic inheritance, and from psychological factors. Anorexia nervosa (extreme weight loss due to self-imposed starvation) and bulimia nervosa (excessive consumption of food followed by purging) are both related to an intense fear of obesity.

According to the arousal motive, people seek an optimal level of arousal that maximizes their performance. There are, however, individual differences in this need. According to Zuckerman, high sensation seekers are biologically "prewired'' to need a higher level of stimulation, whereas the reverse is true for low sensation seekers.

Achievement involves the need for success, for doing better than others, and for mastering challenging tasks. Research with **intrinsic** versus **extrinsic motivation** shows that extrinsic rewards can lower interest and achievement motivation.

II. General Theories of Motivation

There are three approaches explaining motivation: biological theories (including **instinct** theory and **drive-reduction theory**) and psychosocial theories (including incentive and cognitive), and interactionist (Maslow’s **hierarchy of needs**).

Instinct theories suggest there is some inborn, genetic component to motivation. Drive-reduction theory suggests that internal tensions (produced by the body's demand for homeostasis) "push'' the organism toward satisfying basic needs. According to incentive theory, motivation results from the "pull'' of external environmental stimuli. Cognitive theories emphasize the importance of thoughts, attributions, and expectations. Maslow’s hierarchy of needs or motives incorporates both biological and psychological theories. He believed that basic physiological and survival needs must be satisfied before a person can attempt to satisfy higher needs. Critics question the importance of sequentially working up through these steps.

III. Understanding Emotion

All emotions have three basic components: cognitive (thoughts, beliefs, and expectations); physiological (increased heart rate, respiration rate, and so on); and behavioral (facial expressions and bodily gestures).

Self-report techniques, such as paper-and-pencil tests, surveys, and interviews, are used to study the cognitive component of emotions.

Studies of the physiological component of emotion find that most emotions involve a general, nonspecific arousal of the nervous system. This arousal involves the cerebral cortex, the limbic system, and the frontal lobes of the brain. The most obvious signs of arousal (trembling, increased heart rate, sweating, and so on) result from activation of the sympathetic nervous system, a subdivision of the autonomic nervous system. The parasympathetic system restores the body to the "status quo.''

The behavioral component of emotions refers to how we express our emotions. Facial expressions and body movements are two major forms of nonverbal communication. Most psychologists believe that emotions result from a complex interplay between evolution and culture. Studies have identified 7 to 10 basic emotions that are universal ---experienced and expressed in similar ways across almost all cultures. Display rules differ across cultures and between men and women.

A polygraph measures changes in emotional arousal (increased heart rate, blood pressure, and so on). Although the **polygraph** is used in police work and for employment purposes, psychologists have found it a poor predictor of guilt or innocence or of truth or lies. **Emotional intelligence** involves knowing and managing emotions, empathy, and maintaining satisfying relationships.

IV. General Theories of Emotion

There are four major theories to explain what causes emotion: The **James-Lange theory** suggests we interpret the way we feel on the basis of physical sensations such as increased heart rate, trembling, and so on. The **Cannon-Bard theory** suggests feelings are created from independent and simultaneous stimulation of both the cortex and the autonomic nervous system.

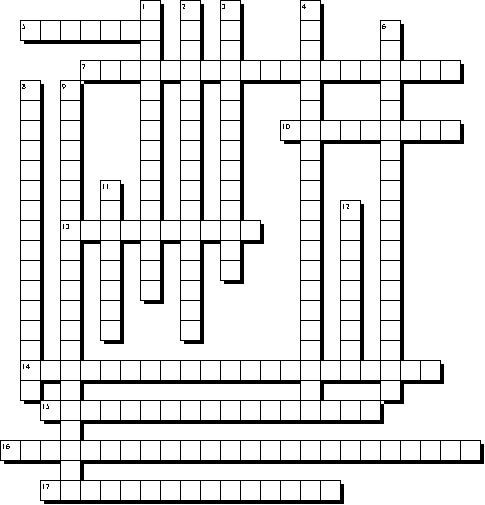
According to the **facial feedback hypothesis**, facial movements elicit specific emotions. **Schachter’s two-factor theory** suggests that emotions depend on two factors---physical arousal and a cognitive labeling of the arousal. In other words, people notice what is going on around them, as well as their own bodily responses, and then label the emotion accordingly.

**SELF-TESTS** (Review & wRite)

Completing the following SELF-TESTS will provide immediate feedback on how well you have mastered the material. In the *crossword puzzle* and *fill-in exercises*, write the appropriate word or words in the blank spaces. The *matching exercise* requires you to match the terms in one column to their correct definitions in the other. For the *multiple-choice questions* in Practice Tests I and II, circle or underline the correct answer. When you are unsure of any answer, be sure to highlight or specially mark the item and then go back to the text for further review. Correct answers are provided at the end of this study guide chapter.



**Crossword Puzzle for Chapter 12**



ACROSS

5 An individual's feelings or affective responses that include cognitions (thoughts, beliefs, and expectations), physiological arousal (heart pounding), and behavioral expressions (frowns, smiles, running, and so on).

7 Motivation that comes from personal enjoyment of a task or activity, rather than from external rewards or fear of punishment.

10 Behavioral patterns that are (1) unlearned, (2) always expressed in the same way, and (3) universal in a species.

13 Factors within an individual (such as needs, desires, and interests) that activate, maintain, and direct behavior toward a goal.

14 The theory that motivation begins with a physiological need (a lack or deficiency) that elicits a psychological energy or drive directed toward behavior that will satisfy the original need. Once the need is met, a state of balance (homeostasis) is restored and motivation decreases.

15 The theory that emotion is the perception of one's own bodily reactions and that each emotion is physiologically distinct.

16 The proposal that movements of the facial muscles produce or intensify emotional reactions.

17 The theory that motivation results from environmental stimuli that "pull'' the organism in certain directions, as opposed to internal needs that drive or "push'' the organism.

DOWN

1 An eating disorder, seen mostly in adolescent and young adult females, in which a severe loss of weight results from an obsessive fear of obesity and self-imposed starvation.

2 The theory that the thalamus responds to emotion-arousing stimuli by sending messages simultaneously to the cerebral cortex and the autonomic nervous system. In this view, all emotions are physiologically similar.

3 An eating disorder in which enormous quantities of food are consumed (binges), followed by purging through vomiting or taking laxatives.

4 According to Goleman, the ability to know and manage one's emotions, empathize with others, and maintain satisfying relationships.

6 Motivation based on obvious external rewards or threats of punishment, rather than on factors within the individual or the behavior itself.

8 Maslow's theory of motivation, that some motives (such as physiological and safety needs) have to be satisfied before an individual can advance to higher needs (such as belonging and self-actualiztion).

9 The need for success, for doing better than others, and for mastering challenging tasks; the desire to excel, especially in competition with others.

11 An organism's personal homeostatic level for a particular body weight that results from factors such as early feeding experiences and heredity.

12 Instrument that measures emotional arousal through heart rate, respiration rate, blood pressure, and skin conductivity. These measurements are taken while a participant is asked questions designed to determine his or her credibility.

**FILL-IN EXERCISES**

1. \_\_\_\_\_\_\_ refers to factors within an individual that activate, maintain, and direct behavior toward a goal; whereas \_\_\_\_\_\_\_ refers to feelings or affective responses that result from physiological arousal, thoughts and beliefs, subjective evaluation, and bodily expression (p. 412).
2. If the \_\_\_\_\_\_\_ of a rat is destroyed, the rat will overeat to the point of extreme obesity (p. 414).
3. Consuming enormous quantities of food (binges) followed by purging with laxatives or vomiting is referred to as \_\_\_\_\_\_\_ (p. 415).
4. The \_\_\_\_\_\_\_ motive causes us to look for a certain amount of stimulation and complexity from our environment (p. 416).
5. \_\_\_\_\_\_\_ refers to the need for success, for doing better than others, and for mastering challenging tasks (p. 419).
6. Whereas \_\_\_\_\_\_\_\_\_\_ says internal factors *push* us in certain directions, \_\_\_\_\_\_\_\_\_\_ says external stimuli *pull* us (p. 426).
7. Maslow's \_\_\_\_\_\_\_\_\_\_ suggests basic survival and security needs must be satisfied before moving on to higher needs such as self-actualization (p. 427).
8. There are three basic components of emotions: the \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_

(pp. 429-430).

1. Research on the \_\_\_\_\_\_\_\_\_ suggests that smiling can actually make you happier (p. 438).
2. Research finds that people across a variety of cultures express emotions in strikingly similar ways. This supports \_\_\_\_\_\_\_\_\_\_ theories of emotion (p. 432).

##### MATCHING EXERCISES

Column A Column B

1. Motivation 1.\_\_\_\_ Measures changes in emotional arousal.
2. Drive-Reduction Theory 2.\_\_\_\_ Can sometimes lower interest and achievement.
3. Anorexia Nervosa 3.\_\_\_\_ Facial movements elicit specific emotions.
4. Polygraphs 4.\_\_\_\_ Knowing and appropriately managing emotions.
5. James-Lange Theory 5.\_\_\_\_ Study of the “whys” of behavior.
6. Emotional Intelligence 6.\_\_\_\_ Cultural norms governing emotional expressions.
7. Facial Feedback Hypothesis 7.\_\_\_\_ A smile of real joy.
8. Display Rules 8.\_\_\_\_ Feelings interpreted from physical sensations.
9. Duchenne Smile 9.\_\_\_\_ Internal tensions “push” organism toward basic needs.
10. Extrinsic Motivation 10.\_\_\_\_ Extreme weight loss due to self-imposed starvation.

**PRACTICE TEST I**

1. \_\_\_\_\_ activates and directs behavior; \_\_\_\_\_ represents the feeling responses to thoughts, situations, or behaviors.
   1. Motivation; emotion
   2. Incentives; needs
   3. Motives; drives
   4. Motivation; compulsions
2. Hunger is least likely to be motivated by \_\_\_\_\_.
   1. glucose uptake
   2. stomach contractions
   3. the hypothalamus
   4. cultural conditioning
3. Belinda appears to be starving herself, and has obviously lost a lot of weight in just a few months. You suspect she might have \_\_\_\_\_.
   1. a compulsive dieting disorder
   2. an obesity phobia
   3. anorexia nervosa
   4. bulimia nervosa
4. According to the \_\_\_\_\_theory, there is an ideal or optimal level of arousal that organisms are motivated to achieve and maintain.
   1. sensory arousal
   2. arousal motive
   3. sensation seeking
   4. achievement
5. Henry prefers moderately difficult tasks, wants a career that involves competition, and personal responsibility, and will persist until a task is done. He most likely has a \_\_\_\_\_.
   1. high need for arousal
   2. moderate need for achievement
   3. high nAch
   4. moderate need for arousal
6. If you studied for this test solely to avoid a bad grade, it is most likely that you are \_\_\_\_\_.
   1. extrinsically motivated to study
   2. intrinsically motivated to study
   3. an above average student
   4. a typical student
7. This is **NOT** characteristic of instincts.
   1. unlearned
   2. uniform
   3. universal
   4. unique
8. According to the drive-reduction theory, motivation begins with a \_\_\_\_\_.
   1. goal
   2. physiological need
   3. cognitive need
   4. motivational need
9. Nest building is an example of \_\_\_\_\_.
   1. drive-reduction
   2. an incentive motive
   3. an instinct
   4. all of these options
10. This is **NOT** associated with the incentive theory of motivation.
    1. external stimuli
    2. an external “push”
    3. obtaining reinforcement
    4. avoiding punishment
11. Cognitive theories of motivation focus on \_\_\_\_\_.
    1. attributions for the causes of behavior
    2. biological factors in thought processes
    3. previous learning experience
    4. the role of external stimuli
12. The psychologist associated with a hierarchy of needs is \_\_\_\_\_.
    1. Murray
    2. Freud
    3. Skinner
    4. Maslow
13. The \_\_\_\_\_ component of emotions involves active changes in the body, such as pupil dilation or increased heart rate.
    1. cognitive
    2. psychological
    3. physiological
    4. behavioral
14. Across cultures, people can reliably identify at least \_\_\_\_\_ basic emotions from a person’s facial expression.
    1. 32
    2. 15
    3. 9
    4. 6
15. The apparatus commonly used as a "lie detector" is called a(n) \_\_\_\_\_.
    1. electroencephalograph
    2. EEG
    3. polygraph
    4. galvanograph
16. You suddenly see an oncoming car in your lane. You swerve to miss it, and your car finally comes to a bouncing halt in the ditch at the side of the road. At this point you notice your high level of fear. This reaction best supports the \_\_\_\_\_ theory of emotions.
    1. Cannon-Bard
    2. James-Lange
    3. two-factor
    4. common sense
17. You are kissing your dating partner good night and notice that you are physiologically aroused. You think about your feelings and decide that you are probably in love with this individual. This response best supports the\_\_\_\_\_ theory of emotions.
    1. Cannon-Bard
    2. James-Lange
    3. Schachter’s two-factor
    4. companionate love
18. The \_\_\_\_\_ theory (hypothesis) suggests that an emotional experience and a body reaction occur simultaneously.
    1. James-Lange
    2. Schachter’s two-factor
    3. Cannon-Bard
    4. facial feedback
19. You grin broadly while your best friend tells you she was just accepted to Harvard Medical School. The facial feedback hypothesis predicts that you will feel \_\_\_\_\_.
    1. happy
    2. envious
    3. lonely
    4. all of these emotions
20. According to research, abused children \_\_\_\_\_.
    1. are more alert to angry faces
    2. exhibit negative emotional expressions earlier
    3. have difficulty in responding to distress
    4. all of the above

**PRACTICE TEST II**

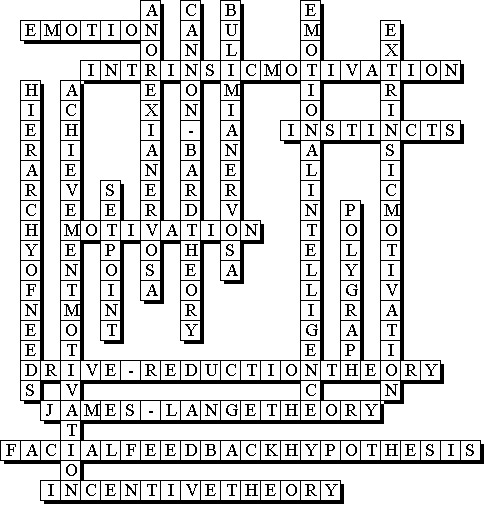
1. \_\_\_\_\_ energizes and directs behavior.
   1. Emotion
   2. Motivation
   3. Serotonin
   4. Melatonin
2. What do glucose and and insulin have in common? They both \_\_\_\_\_.
   1. motivate arousal
   2. are released during stressful events
   3. affect satiety
   4. are secreted by the hypothalamus
3. The arousal motive causes us to \_\_\_\_\_ for no apparent reason.
   1. seek novel and complex stimuli
   2. become sexually excited
   3. wake up
   4. get excited
4. Advance preparation and hard work are the most important ways to combat \_\_\_\_\_.
   1. boredom
   2. obesity
   3. test anxiety
   4. all of these options
5. Homeostasis is associated with which of the following theories of motivation?
   1. instinct
   2. incentive
   3. Maslow’s hierarchy of needs
   4. drive-reduction
6. Maslow’s theory of motivation suggests that, compared to physiological needs and needs for safety, needs for belonging and self-esteem \_\_\_\_\_.
   1. differentiate us from other species
   2. are satisfied first
   3. are stronger
   4. cannot be considered until the physiological and safety needs are met
7. The cortex, reticular formation, and limbic system are all involved in \_\_\_\_\_.
   1. the experience of emotion
   2. motivation and desire
   3. reflexes and instincts
   4. sham rage experiments
8. During an “emergency,” epinephrine and norepinephrine help maintain the activation of the \_\_\_\_\_ system.
   1. limbic
   2. sympathetic nervous
   3. parasympathetic nervous
   4. emotional motivation
9. Senate legislation in 1988 severely restricted the use of \_\_\_\_\_ in the courts, government, and private industry.
   1. rational thinking
   2. democracy
   3. consensus
   4. polygraph tests
10. Which of the following is TRUE about the polygraph?
    1. It does in fact measure sympathetic nervous system arousal
    2. It cannot tell which emotion is being felt
    3. Error rates range between 25 and 75 percent
    4. all of the above
11. Research on emotional intelligence suggests those students with a higher “EQ” \_\_\_\_\_.
    1. have lower overall intelligence
    2. have higher IQs as well
    3. are more likely to be athletes
    4. none of the above
12. In the \_\_\_\_\_ theory, physiological responses are distinctly different for each basic emotion.
    1. Cannon-Bard
    2. James-Lange
    3. two-factor
    4. all of these options
13. You feel anxious because you are sweating and your heart is beating rapidly. This statement illustrates the \_\_\_\_\_ theory of emotion.
    1. James-Lange
    2. two-factor
    3. Cannon-Bard
    4. physiological feedback
14. Which of the following research findings supports the Cannon-Bard theory of emotion?
    1. Animals who are surgically prevented from experiencing physiological arousal still demonstrate emotional behaviors.
    2. Smiling improves self-ratings of positive mood-states.
    3. Misinformed or uninformed research participants take on the emotional reactions of others around them.
    4. There are distinct, though small, differences in the physiological response of several basic emotions.
15. A therapist who believes in the facial feedback hypothesis regarding emotions might prescribe this if you were depressed.
    1. Prozac
    2. record your thoughts whenever you feel depressed
    3. smile at least 3 times a day
    4. get a PET scan to see if your thalamus is functioning properly
16. \_\_\_\_\_ theorists suggested emotions evolved before thought and are important to survival.
    1. Sociobiological
    2. Psychobiological
    3. Behavioral
    4. Evolutionary
17. Schachter’s two factor theory claims that we identify our emotions on the basis of \_\_\_\_\_.
    1. physiological changes, specifically changes related to epinephrine
    2. external, environmental cues
    3. genetic predispositions
    4. homeostatic counterbalance
18. Schacter’s two factor theory emphasizes the \_\_\_\_\_ component of emotion.
    1. stimulus-response
    2. cognitive
    3. behavioral-imitation
    4. physiological
19. Which of the following children will be more alert and responsive to facial expressions of anger?
    1. non-abused children
    2. abused children
    3. all children
    4. the vast majority of children pay no attention to parental anger
20. Complex emotions, like jealousy and depression, seem to require\_\_\_\_\_.
    1. input from higher cortical areas of the brain
    2. subtle changes in facial expressions
    3. complex cognitive processing
    4. the interpretation of environmental stimuli

**ANSWERS**



The following answers to active learning exercises, crossword puzzles, fill-ins, matching exercises, and practice tests 1 and 2 provide immediate feedback on your mastery of the material. Try not to simply memorize the answers. When you are unsure of your “guess” or make an error, be sure to go back to the textbook and carefully review. This will greatly improve your scores on classroom exams and quizzes.

Crossword Puzzle for Chapter 12



ACTIVE LEARNING EXERCISE II

*Subjective well-being exercise* It may surprise you to learn that all five statements are false! This is a repeat of the questions and the research answers.

1. Among all age groups, America’s senior citizens are the least happy and most dissatisfied with their life. True or False?

1. People who have complete quadriplegia (with both arms and both legs paralyzed) feel their lives are below average in happiness. True or False?
2. Having children is life’s greatest joy; thus, parents report more overall happiness than those who do not have children. True or False?
3. Most people would be happier if they had more money. True or False?
4. People with a college education are happier and report more life satisfaction than those with only a high school diploma. True or False?

#’s 1, 3, and 5. Factors such as age, parenthood, and educational level (as well as race, gender, and physical attractiveness) do NOT play a measurable role in either overall life satisfaction or happiness.

#2 People who have serious physical disabilities are just as happy as others. For example, in one survey of 128 people who had suffered an injury causing quadriplegia, most acknowledged having considered suicide in the beginning. Yet, a year later only 10 percent rated their quality of life as poor (Whiteneck et al., 1985). In general, people seem to overestimate the long-term emotional consequences of tragic events.

#4 Does it surprise you that subjective well being (life satisfaction and happiness) is NOT strongly correlated with income? Research shows that as long as people have enough money to buy essentials, extra money does not buy happiness (Myers and Diener, 1995, 1996). For example, in the past 40 years the average U.S. citizen’s buying power has doubled; yet, the reported happiness has remained almost unchanged (Niemi et al., 1989).

So what factors *are* correlated with subjective well being? Here the answers are less surprising:

• Having close friendships or a satisfying marriage

• Being optimistic and outgoing

• Having a challenging, satisfying job

• A meaningful religious faith

• Having high self-esteem

• Sleeping well and exercising

*References*:

Myers, D. G., & Diener, E. (1995). Who is happy? Psychological Science, 6, 10-19.

Myers, D. G., & Diener, E. (1996, May). The pursuit of happiness. Scientific American, pp. 70-72. Niemi, R. G., Mueller, J., & Smith, T. W. (1989). Trends in public opinion: A compendium of survey data. New York: Greenwood Press.

Whiteneck, G. G., et al. (1985). A collaborative study of high quadriplegia. Englewood, CO: Rocky Mountain Regional Spinal Cord Injury System for the National Institute of Handicapped Research.

FILL-IN EXERCISES

1. Motivation, emotion; 2. ventromedial hypothalamus; 3. bulimia nervosa; 4. arousal; 5. Achievement motivation (nAch); 6. drive theory, incentive theory; 7. hierarchy of needs; 8. cognitive, physiological, behavioral; 9. facial feedback hypothesis; 10. evolutionary.

MATCHING EXERCISES

a. 5, b. 9, c. 10, d. 1, e. 8, f. 4, g. 3, h. 6, i. 7, j. 2.

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| --- | --- |
| PRACTICE TEST I  1. a (p. 412) 11. a (p. 426)  2. b (p. 413) 12. d (p. 427)  3. c (p. 415) 13. c (p. 429)  4. b (p. 416) 14. d (p. 432)  5. c (p. 420) 15. c (p. 434)  6. a (p. 420) 16. b (p. 437)  7. d (p. 425) 17. c (p. 440)  8. b (p. 425) 18. c (p. 437)  9. c (p. 425) 19. a (p. 438)  10.b (p. 426) 20. d (p. 441) | PRACTICE TEST II  1. b (p. 412) 11. d (p. 436)  2. c (p. 413) 12. b (p. 437)  3. a (p. 416) 13. a (p. 437)  4. c (p. 418) 14. c (p. 437)  5. d (p. 425) 15. c (pp. 438,439)  6. d (p. 427) 16. d (p. 439)  7. a (p. 429) 17. b (p. 440)  8. b (p. 430) 18. b (p. 440)  9. d (p. 434) 19. b (p. 441)  10.d (pp. 434, 435) 20. c (p. 442) |