

Work Motivation and Emotions

PSY 6703-001 • Graduate Seminar

Department of Psychology, The University of Oklahoma
Fall 2026

Meetings: Wednesdays, 9:00–11:50 am (in person)

Location: Dale Hall Tower, Room 809

INSTRUCTOR INFORMATION

Instructor: JeongJin Kim, Ph.D.

Office: Dale Hall Tower, Room 727

Office hours: By appointment. Please email ahead with questions.

Email: jjkim@ou.edu (best way to reach me)

COURSE DESCRIPTION

This graduate seminar examines the two great engines of behavior at work: what people *feel* and what *moves* them. We treat affect/emotion and motivation as interwoven processes that energize and direct effort, attention, and performance over time. The course is taught in two bridged halves. The first half develops a working knowledge of workplace affect and emotion, building from an affective-science base toward Industrial-Organizational and Organizational Behavior theory and evidence: affective events, within-person affect dynamics, emotional contagion, emotion regulation and emotional labor, affective influences on job performance, and discrete emotions (including the often-neglected low-arousal family, such as boredom). The second half surveys work motivation theory: an overview, goal-setting theory, self-determination theory, incentives, and job (re)design.

The course is reading- and discussion-driven. Its aim is to help students become careful consumers and producers of research in these areas and to locate their own research interests within them.

LEARNING OUTCOMES

After completing this course, students should be able to:

1. Communicate the major theories of work motivation and workplace affect/emotion with scholars in their field.
2. Critically evaluate empirical articles in both literatures, attending to theory, design, measurement, analysis, and inference.
3. Locate their own research interest within the emotion and/or motivation literatures.
4. Articulate the theoretical and empirical contribution of a proposed study.
5. Produce a publishable-quality research proposal that integrates their interest with a course topic.

APPROACH TO TEACHING AND LEARNING

My role is to facilitate your development as an independent scholar. I assume that you have read the assigned materials closely before class and that you arrive with questions and insights to share. We learn from one another: throughout the semester I will share classroom roles with you through rotating discussion leadership, weekly written reflections, and research-proposal presentations. This is a small seminar, and its quality depends directly on the quality of the discussion every week.

TEXTS AND MATERIALS

There is no required textbook. All readings are journal articles and book chapters, available through the OU Libraries or posted on Canvas. Each week lists *required* readings (read all) and *recommended* readings (optional, for depth).

GRADES

Component	Points
Weekly reflection papers	200 points
Weekly discussion participation	200 points
Discussion leading/facilitation	150 points
Research proposal (term paper) • Initial proposal • Final proposal • Presentation	450 points • 100 points • 200 points • 150 points
Total	1,000 points

Final grades are rounded to the nearest whole percentage point and assigned as follows:

A = 90–100%, **B** = 80–89%, **C** = 70–79%, **D** = 60–69%, **F** = ≤59%.

Weekly Reflection Papers (200 points)

Each week, you will submit a one-page (single-spaced, in PDF) reflection paper about readings for the week. There are no rules regarding structure or content of the paper. The goal is **not** to summarize but to critically evaluate the assumptions, methods, and theoretical or practical implications of the assigned readings, and to connect them to other work we have read. Submit the reflection paper on Canvas by **10:00 pm two days before class (Monday)**. Discussion leaders are exempt from the reflection in the week they lead.

Here are some examples of the kinds of questions you might address in the paper:

- 1) What can I learn from this paper? (e.g., literature review, paper framing, argument/rationale development, theory integration)
- 2) Is the theoretical rationale sound?
- 3) How does the authors' argument(s) (or data) relate to other theories?
- 4) Do the study results demonstrate what they claim to demonstrate? (i.e., Is what they promise to do in the Introduction sufficiently achieved?)
- 5) Are there problems with the design, study procedures, data analysis, etc.?
- 6) Are there alternative explanations for the findings?
- 7) What might other theories of I-O psychology or personality and social psychology (or other disciplines) have to say about the finding(s) or approach?
- 8) Do the results bring important practical implications?
- 9) What future directions should be taken in this line of research? And importantly, what implications do these findings or set of theories have for my own interests and area of specialization?

My only firm request is that you make substantive thought or comment about each reading and demonstrate critical thinking. Be creative and thoughtful, and please, do not summarize the readings.

Weekly Discussion Participation (200 points)

Each week, you will submit three (or more if desired) discussion questions of your own about that week's readings. Submit three discussion questions on Canvas by **10:00 pm two days before class (Monday)**. The discussion leader will use your questions to facilitate in-class discussion.

Discussion participation at this small seminar is very important, and all students are expected to participate actively in every meeting. I will excuse absences only in emergency situations with documentation (see the Attendance and Absence policy below). Each student is expected to be highly involved in each class—to ask and answer questions, and to give thoughtful, constructive feedback on others' contributions and proposal presentations.

Discussion Leading and Participation (150 points)

Each student will lead discussion in N (TBD) sessions during the semester (sign-ups in Week 1), depending on the number of students enrolled in the course. Leading involves reading the articles very thoroughly, identifying themes across them, and preparing questions or activities that promote engagement. While the leader facilitates, all students are required to participate.

Research Proposal and Presentation (450 points)

You will write a research proposal on a topic in workplace affect/emotion and/or work motivation that connects to your own research interests. The proposal may be **empirical or conceptual/theoretical**, but I encourage you to write a proposal for empirical research. It should not exceed 20 pages (excluding references, tables and figures, and abstract), double-spaced, in APA style, and should be written with the goal of developing it into a publication.

- **Initial research proposal (2 pages, double-spaced) — due Sunday, November 15, 11:59 pm.** Describe: (a) the phenomenon you wish to investigate; (b) your main research question(s) — hypothesized predictions; (c) the theoretical frame and how it explains the phenomenon or connects the key constructs; and (d) your proposed design and measures.
- **Presentation — in class, December 9.** No more than 20 minutes including questions (≥ 15 minutes for presentation, 5 minutes for questions). At least one week before presenting, circulate two scholarly background papers for the class to read. These two papers should include no more than one conceptual paper/chapter, at least one empirical piece, and at least one of them should be published in 2020 or later.
- **Final research proposal — due Wednesday, December 16, 11:59 pm** (finals week).

READING SCHEDULE

Week 1 — August 26 — Introduction and Overview

Logistics and introductions; sign-ups for discussion-leader weeks and proposal topics; a brief framing lecture on motivation and emotion as twin engines of work behavior and on how the semester is organized. No assigned readings; short first session.

PART I. EMOTION AND AFFECT AT WORK

Week 2 — September 2 — Fundamentals

Required readings:

- Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, 110(1), 145–172.
- Elfenbein, H. A. (2023). Emotion in organizations: Theory and research. *Annual Review of Psychology*, 74(1), 489–517.
- Ashkanasy, N. M., & Dorris, A. D. (2017). Emotions in the workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 67–90.

Recommended readings:

- Barrett, L. F. (2006). Are emotions natural kinds? *Perspectives on Psychological Science*, 1(1), 28–58.
- Barrett, L. F., Mesquita, B., Ochsner, K. N., & Gross, J. J. (2007). The experience of emotion. *Annual Review of Psychology*, 58(1), 373–403.
- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36–59.
- Brief, A. P., & Weiss, H. M. (2002). Organizational behavior: Affect in the workplace. *Annual Review of Psychology*, 53, 279–307.
- Elfenbein, H. A. (2007). Emotion in organizations: A review and theoretical integration. *Academy of Management Annals*, 1(1), 315–386.
- Fisher, C. D., & Ashkanasy, N. M. (2000). The emerging role of emotions in work life: An introduction. *Journal of Organizational Behavior*, 21(2), 123–129.
- Frijda, N. H. (1988). The laws of emotion. *American Psychologist*, 43(5), 349–358.
- Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition and Emotion*, 13(5), 505–521.
- Lazarus, R. S. (1991). Progress on a cognitive–motivational–relational theory of emotion. *American Psychologist*, 46(8), 819–834.
- Smith, C. A., & Ellsworth, P. C. (1985). Patterns of cognitive appraisal in emotion. *Journal of Personality and Social Psychology*, 48(4), 813–838.
- Watson, D., & Tellegen, A. (1985). Toward a consensual structure of mood. *Psychological Bulletin*, 98(2), 219–235.

Week 3 — September 9 — Affective Events Theory and Work Events: A Within-Person Approach to Understanding Affect and Emotion

Required readings (** = Read this first):

- **Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. *Research in Organizational Behavior*, 18, 1–74.
- **Reindl, G., Lang, J. W., & Runge, J. M. (2021). Work event experiences: Implications of an expanded taxonomy for understanding daily well-being. *Journal of Occupational Health Psychology*, 26(4), 304–325.

- Wang, N., Zhu, J., Dormann, C., Song, Z., & Bakker, A. B. (2020). The daily motivators: Positive work events, psychological needs satisfaction, and work engagement. *Applied Psychology: An International Review*, 69(2), 508–537.
- French, K. A., Liu, S., Ohannessian, C. M., & Tennen, H. (2024). How does work affect fathers' daily interaction with adolescents? An expanded self-regulation perspective. *Journal of Organizational Behavior*, 45(4), 518–538.

Recommended readings:

- **Review papers:**
 - Ashton-James, C. E., & Ashkanasy, N. M. (2005). What lies beneath? A process analysis of affective events theory. In N. M. Ashkanasy, W. J. Zerbe, & C. E. J. Härtel (Eds.), *Research on emotions in organizations: The effect of affect in organizational settings (volume 1)*. Emerald Group Publishing.
 - Sonnentag, S., Völker, J., & Wehrt, W. (2025). Good and bad days at work: A descriptive review of day-level and experience-sampling studies. *Journal of Organizational Behavior*, 46(2), 207–226.
- **Empirical papers:**
 - Carlson, D., Kacmar, K. M., Zivnuska, S., Ferguson, M., & Whitten, D. (2011). Work-family enrichment and job performance: A constructive replication of affective events theory. *Journal of Occupational Health Psychology*, 16(3), 297–312.
 - Cropanzano, R., & Dasborough, M. T. (2015). Dynamic models of well-being: Implications of affective events theory for expanding current views on personality and climate. *European Journal of Work and Organizational Psychology*, 24(6), 844–847.
 - Kim, Y. S., Kammeyer-Mueller, J., & Livingston, B. A. (2025). The mirror's eye: Daily work events, self-conscious emotions, and job (dis) engagement. *Journal of Business and Psychology*, 1–23.
 - Kleshinski, C. E., Asay, S. L., Watkins, T., Lee, S. H., & Krishnan, S. (2026). Socially rewarded or penalized at work? The mixed reputational implications of disclosing one's positive nonwork events on social evaluations and workplace gossip. *Journal of Applied Psychology*, 111(7), 940–954.
 - Matta, F. K., Erol-Korkmaz, H. T., Johnson, R. E., & Biçaksiz, P. (2014). Significant work events and counterproductive work behavior. *Journal of Organizational Behavior*, 35(7), 920–944.
 - Ohly, S., & Schmitt, A. (2015). What makes us enthusiastic, angry, feeling at rest or worried? Development and validation of an affective work events taxonomy using concept mapping methodology. *Journal of Business and Psychology*, 30(1), 15–35.
 - Scheibe, S. (2021). Employee age moderates within-person associations of daily negative work events with emotion regulation, attention, and well-being. *European Journal of Work and Organizational Psychology*, 30(6), 872–886.
 - Trougakos, J. P., Beal, D. J., Green, S. G., & Weiss, H. M. (2008). Making the break count: An episodic examination of recovery activities, emotional experiences, and positive affective displays. *Academy of Management Journal*, 51(1), 131–146.
- **Experience sampling method (ESM) primers:**
 - Beal, D. J. (2015). ESM and event sampling in organizational research. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 383–407.
 - Fisher, C. D., & To, M. L. (2012). Using experience sampling methodology in organizational behavior. *Journal of Organizational behavior*, 33(7), 865–877.
 - Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods*, 22(4), 969–1006.

Week 4 — September 16 — Emotional Contagion: The Social Effects of Emotions

Required readings (= Read this first):**

- **Van Kleef, G. A., & Côté, S. (2022). The social effects of emotions. *Annual Review of Psychology*, 73, 629–658.
- Cheshin, A., Amit, A., & Van Kleef, G. A. (2018). The interpersonal effects of emotion intensity in customer service: Perceived appropriateness and authenticity of attendants' emotional displays shape customer trust and satisfaction. *Organizational Behavior and Human Decision Processes*, 144, 97–111.

- Kim, S., Cho, S., & Chung, W. (2023). Benefits of leaders' pleasurable recovery activities on follower performance via emotional contagion. *Journal of Applied Psychology*, 108(8), 1336–1355.
- Lee, S. H., & Johnson, M. D. (2025). Emotional signaling: how helpers' emotional expressions affect attributions of motives, relationship quality, and reciprocation. *Academy of Management Journal*, 68(6), 1266–1299.

Recommended readings:

- **Review papers:**
 - Barsade, S. G., Coutifaris, C. G. V., & Pillemer, J. (2018). Emotional contagion in organizational life. *Research in Organizational Behavior*, 38, 137–151.
 - Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1993). Emotional contagion. *Current Directions in Psychological Science*, 2(3), 96–100.
 - Van Kleef, G. A. (2009). How emotions regulate social life: The emotions as social information (EASI) model. *Current Directions in Psychological Science*, 18(3), 184–188.
 - Van Kleef, G. A. (2014). Understanding the positive and negative effects of emotional expressions in organizations: EASI does it. *Human Relations*, 67(9), 1145–1164.
 - Van Kleef, G. A. (2017). The social effects of emotions are functionally equivalent across expressive modalities. *Psychological Inquiry*, 28(2–3), 211–216.
 - Van Kleef, G. A., Homan, A. C., & Cheshin, A. (2012). Emotional influence at work: Take it EASI. *Organizational Psychology Review*, 2(4), 311–339.
 - Westman, M. (2001). Stress and strain crossover. *Human Relations*, 54(6), 717–751.
- **Empirical/meta-analytic papers:**
 - Achyldurdyeva, M., Chi, N. W., & Chen, P. C. (2021). Exploring the boundary conditions and the mechanisms linking coworker negative emotional expressions to employee prohibitive voice and interpersonal deviance. *Human Performance*, 34(5), 368–384.
 - Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47(4), 644–675.
 - Bartel, C. A., & Saavedra, R. (2000). The collective construction of work group moods. *Administrative Science Quarterly*, 45(2), 197–231.
 - Clarkson, B. G., Wagstaff, C. R., Arthur, C. A., & Thelwell, R. C. (2020). Leadership and the contagion of affective phenomena: A systematic review and mini meta-analysis. *European Journal of Social Psychology*, 50(1), 61–80.
 - Johnson, S. K. (2009). Do you feel what I feel? Mood contagion and leadership outcomes. *The Leadership Quarterly*, 20(5), 814–827.
 - Kramer, A. D., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, 111(24), 8788–8790.
 - Neumann, R., & Strack, F. (2000). "Mood contagion": the automatic transfer of mood between persons. *Journal of Personality and Social Psychology*, 79(2), 211–223.
 - Parkinson, B., & Simons, G. (2009). Affecting others: Social appraisal and emotion contagion in everyday decision making. *Personality and Social Psychology Bulletin*, 35(8), 1071–1084.
 - Stollberger, J., Gerpott, F. H., & Rivkin, W. (2024). How we get along depends on how you make me feel: An episodic perspective on leader–follower emotional entrainment and daily interaction quality. *Journal of Occupational and Organizational Psychology*, 97(4), 1403–1426.

Week 5 — September 23 — Emotion Regulation and Emotional Labor

Required readings (** = Read this first):

- **Grandey, A. A., & Gabriel, A. S. (2015). Emotional labor at a crossroads: Where do we go from here? *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 323–349.
- Cheshin, A., Glikson, E., Lavee, E., & Gabriel, A. S. (2026). Digital emotional labor: Benefits and challenges of emotional labor in the context of text-based service. *Journal of Applied Psychology*, 111(1), 116–137.
- Hur, W.-M., Shin, Y., & Moon, T. W. (2020). How does daily performance affect next-day emotional labor? The mediating roles of evening relaxation and next-morning positive affect. *Journal of Occupational Health Psychology*, 25(6), 410–425.

- Weeks, K. P., Taylor, N., Hall, A. V., Bell, M. P., Nottingham, A., & Evans, L. (2024). “They say they support diversity initiatives, but they don’t demonstrate it”: The impact of DEI paradigms on the emotional labor of HR&DEI professionals. *Journal of Business and Psychology*, 39(2), 411–433.

Recommended readings:

- **Review papers:**
 - Diefendorff, J. M., & Gosserand, R. H. (2003). Understanding the emotional labor process: A control theory perspective. *Journal of Organizational Behavior*, 24(8), 945–959.
 - Grandey, A. A. (2000). Emotional regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5(1), 95–110.
 - Grandey, A. A., & Melloy, R. C. (2017). The state of the heart: Emotional labor as emotion regulation reviewed and revised. *Journal of Occupational Health Psychology*, 22(3), 407–422.
 - Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26.
 - Scott, B. A., Awasty, N., Johnson, R. E., Matta, F. K., & Hollenbeck, J. R. (2020). Origins and destinations, distances and directions: Accounting for the journey in the emotion regulation process. *Academy of Management Review*, 45(2), 423–446.
- **Empirical/meta-analytic papers:**
 - Ashtar, S., Yom-Tov, G. B., Akiva, N., & Rafaeli, A. (2021). When do service employees smile? Response-dependent emotion regulation in emotional labor. *Journal of Organizational Behavior*, 42(9), 1202–1227.
 - Hülshager, U. R., & Schewe, B. (2011). On the costs and benefits of emotional labor: A meta-analysis of three decades of research. *Journal of Occupational Health Psychology*, 16(3), 361–389.
 - Humphrey, N. M. (2023). Emotional labor and employee outcomes: A meta-analysis. *Public Administration*, 101(2), 422–446.
 - Kammeyer-Mueller, J. D., Rubenstein, A. L., Long, D. M., Odio, M. A., Buckman, B. R., Zhang, Y., & Halvorsen-Ganepola, M. D. (2013). A meta-analytic structural model of dispositional affectivity and emotional labor. *Personnel Psychology*, 66(1), 47–90.
 - Kundro, T. G., Burke, V., Grandey, A. A., & Sayre, G. M. (2022). A perfect storm: Customer sexual harassment as a joint function of financial dependence and emotional labor. *Journal of Applied Psychology*, 107(8), 1385–1396.
 - Nesher Shoshan, H., & Venz, L. (2022). Daily deep acting toward coworkers: An examination of day-specific antecedents and consequences. *Journal of Organizational Behavior*, 43(1), 112–124.
 - Peker, M., & Meşe, G. (2026). Navigating daily emotional demands: the role of action orientation in the link between negative affect, emotional labor and work engagement. *Journal of Managerial Psychology*, 1–13.
 - Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: A meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. *Psychological Bulletin*, 138(4), 775–808.
 - Xing, L., & Yang, M. (2026). Influences of daily negative feedback and the roles of emotional labor and mindfulness. *Applied Psychology: An International Review*, 75(3), e70110.

Week 6 — September 30 — Job Boredom: A Low-Arousal, Unpleasant Affective State

Required readings (** = Read this first):

- **Westgate, E. C., & Wilson, T. D. (2018). Boring thoughts and bored minds: The MAC model of boredom and cognitive engagement. *Psychological Review*, 125(5), 689–713.
- Belinda, C., Melwani, S., & Kapadia, C. (2024). Breaking boredom: Interrupting the residual effect of state boredom on future productivity. *Journal of Applied Psychology*, 109(6), 829–849.
- O'Dea, M. K., Militaru, I. E., Igou, E. R., Rentfrow, P. J., Barrett, I., & van Tilburg, W. A. P. (2025). Nature adds color to life: Less boredom in natural versus artificial environments. *Journal of Experimental Psychology: General*, 154(8), 2220–2240.
- van Tilburg, W. A., Igou, E. R., & Panjwani, M. (2023). Boring people: Stereotype characteristics, interpersonal attributions, and social reactions. *Personality and Social Psychology Bulletin*, 49(9), 1329–1343.

- Yan, Y., Kang, X., & Zhao, K. (2025). From boredom to brilliance? Examining the impact of workplace boredom on counterproductive work behavior and organizational citizenship behavior. *Current Psychology*, 44(12), 12406–12422. [For a relevant article, see below Kim et al., 2024; Spanouli et al., 2023; Spector & Fox, 2010]

Recommended readings:

- Review papers:
 - Barbalet, J. M. (1999). Boredom and social meaning. *The British Journal of Sociology*, 50(4), 631–646.
 - Bench, S. W., & Lench, H. C. (2013). On the function of boredom. *Behavioral Sciences*, 3(3), 459–472.
 - Eastwood, J. D., Frischen, A., Fenske, M. J., & Smilek, D. (2012). The unengaged mind: Defining boredom in terms of attention. *Perspectives on Psychological Science*, 7(5), 482–495.
 - Fisher, C. D. (1993). Boredom at work: A neglected concept. *Human Relations*, 46(3), 395–417.
 - Loukidou, L., Loan-Clarke, J., & Daniels, K. (2009). Boredom in the workplace: More than monotonous tasks. *International Journal of Management Reviews*, 11(4), 381–405.
 - Mael, F., & Jex, S. (2015). Workplace boredom: An integrative model of traditional and contemporary approaches. *Group & Organization Management*, 40(2), 131–159.
 - Smith, R. P. (1981). Boredom: A review. *Human Factors*, 23(3), 329–340.
 - Spector, P. E., & Fox, S. (2010). Counterproductive work behavior and organisational citizenship behavior: are they opposite forms of active behavior? *Applied Psychology*, 59(1), 21–39.
 - Wolff, W., & Martarelli, C. S. (2020). Bored into depletion? Toward a tentative integration of perceived self-control exertion and boredom as guiding signals for goal-directed behavior. *Perspectives on Psychological Science*, 15(5), 1272–1283.
- Empirical papers:
 - Baratta, P. L., & Spence, J. R. (2018). Capturing the noonday demon: Development and validation of the State Boredom Inventory. *European Journal of Work and Organizational Psychology*, 27(4), 477–492.
 - Brodsky, A., & Amabile, T. M. (2018). The downside of downtime: The prevalence and work pacing consequences of idle time at work. *Journal of Applied Psychology*, 103(5), 496–512.
 - Harju, L. K., Seppälä, P., & Hakanen, J. J. (2023). Bored and exhausted? Profiles of boredom and exhaustion at work and the role of job stressors. *Journal of Vocational Behavior*, 144, 103898.
 - Harju, L. K., Van Hootegeem, A., & De Witte, H. (2022). Bored or burning out? Reciprocal effects between job stressors, boredom and burnout. *Journal of Vocational Behavior*, 139, 103807.
 - Kim, J. J., Kaplan, S. A., Aitken, J. A., & Ponce, L. P. (2024). Within-person dynamics of job boredom and counterproductive work behavior: A latent change score modeling approach. *Affective Science*, 5(3), 273–279.
 - Lei, X., Kaplan, S. A., Dye, C. E., & Wong, C. M. (2019). On the subjective experience and correlates of downtime at work: A mixed-method examination. *Journal of Organizational Behavior*, 40(3), 360–381.
 - Müller-Boysen, T., Dadzie, V. B., & Danckert, J. (2026). Why are you so boring? The role of agency in perceived boringness. *Personality and Individual Differences*, 259, 113855.
 - Ohana, M., Murtaza, G., Haq, I. U., Al-Shatti, E., & Chi, Z. (2024). Why and when can CSR toward employees lead to cyberloafing? The role of workplace boredom and moral disengagement. *Journal of Business Ethics*, 189(1), 133–148.
 - Park, G., Lim, B.-C., & Oh, H. S. (2019). Why being bored might not be a bad thing after all. *Academy of Management Discoveries*, 5(1), 78–92.
 - Pindek, S., Krajcevska, A., & Spector, P. E. (2018). Cyberloafing as a coping mechanism: Dealing with workplace boredom. *Computers in Human Behavior*, 86, 147–152.
 - Seppälä, P., Harju, L., Virkkala, J., & Hakanen, J. J. (2024). Is boredom at work bad for your health? Examining the links between job boredom and autonomic nervous system dysfunction. *Stress and Health*, 40(3), e3326.
 - Spanouli, A., Hofmans, J., & Dalal, R. S. (2023). Coping with daily boredom: Exploring the relationships of job boredom, counterproductive work behavior, organizational citizenship behavior, and cognitive reappraisal. *Motivation and Emotion*, 47(5), 810–827.
 - van Hooff, M. L., & van Hooft, E. A. (2023). Dealing with daily boredom at work: does self-control explain who engages in distractive behaviour or job crafting as a coping mechanism? *Work & Stress*, 37(2), 248–268.

- Vasiljeva, D., Nübold, A., Nederkoorn, C., & Hülshager, U. R. (2024). In the mood for food: Monotony, boredom and snacking during work. *Occupational Health Science*, 8(4), 805–825.
- Wilson, T. D., Reinhard, D. A., Westgate, E. C., Gilbert, D. T., Ellerbeck, N., Hahn, C., Brown, C. L., & Shaked, A. (2014). Just think: The challenges of the disengaged mind. *Science*, 345(6192), 75–77.
- Zeschke, M., & Zacher, H. (2023). Is it bad because it is boring? Effects of idle time on employee outcomes. *European Journal of Work and Organizational Psychology*, 32(6), 886–901.

Week 7 — October 7 — Affect, Attention, and Job Performance

Required readings (** = Read this first):

- **Beal, D. J., Weiss, H. M., Barros, E., & MacDermid, S. M. (2005). An episodic process model of affective influences on performance. *Journal of Applied Psychology*, 90(6), 1054–1068.
- **Weiss, H. M., & Merlo, K. L. (2020). Affect, attention, and episodic performance. *Current Directions in Psychological Science*, 29(5), 453–459.
- Merlo, K. L., Shaughnessy, S. P., & Weiss, H. M. (2018). Affective influences on within-person changes in work performance as mediated by attentional focus. *European Journal of Work and Organizational Psychology*, 27(1), 126–139.
- Vahle-Hinz, T., De Bloom, J., Syrek, C., & Kühnel, J. (2021). Putting the episodic process model to the test: Explaining intraindividual fluctuations in job performance across the working day. *Journal of Business and Psychology*, 36(1), 71–84.

Recommended readings:

- Aitken, J. A., Baines, J. I., Wonders, M. E., Kaplan, S. A., & Clark, J. E. (2026). A meta-analytic review of the within-person relationship between affect and job performance. *Journal of Organizational Behavior*, 47(4), 685–709.
- Forgas, J. P. (1995). Mood and judgment: The affect infusion model (AIM). *Psychological Bulletin*, 117(1), 39–66.
- Lerner, J. S., Li, Y., Valdesolo, P., & Kassam, K. S. (2015). Emotion and decision making. *Annual Review of Psychology*, 66, 799–823.
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2005). Affect and creativity at work. *Administrative Science Quarterly*, 50(3), 367–403.
- Baas, M., De Dreu, C. K. W., & Nijstad, B. A. (2008). A meta-analysis of 25 years of mood-creativity research: Hedonic tone, activation, or regulatory focus? *Psychological Bulletin*, 134(6), 779–806.

Week 8 — October 14 — Other Discrete Emotions

Required readings (** = Read this first):

- Pan, X., Jiang, T., Yuan, W., Hao, C., Bai, Y., & Keltner, D. (2024). A balanced mind: Awe fosters equanimity via temporal distancing. *Journal of Personality and Social Psychology*, 127(6), 1127–1145.
- Yu, J., & Chaudhry, S. J. (2024). “Thanks, but no thanks”: Gratitude expression paradoxically signals distance. *Journal of Personality and Social Psychology*, 126(1), 58–78.
- Lange, J., Weidman, A. C., & Crusius, J. (2018). The painful duality of envy: Evidence for an integrative theory and a meta-analysis on the relation of envy and schadenfreude. *Journal of Personality and Social Psychology*, 114(4), 572–598.

Recommended readings:

- Envy:
 - Algoe, S. B., Dwyer, P. C., Younge, A., & Oveis, C. (2020). A new perspective on the social functions of emotions: Gratitude and the witnessing effect. *Journal of Personality and Social Psychology*, 119(1), 40–74.
 - Duffy, M. K., Lee, K., & Adair, E. A. (2021). Workplace envy. *Annual Review of Organizational Psychology and Organizational Behavior*, 8(1), 19–44.
 - Liu, P. J., Rim, S., Min, L., & Min, K. E. (2023). The surprise of reaching out: Appreciated more than we think. *Journal of Personality and Social Psychology*, 124(4), 754–771.
- Gratitude:

- Fehr, R., Fulmer, A., Awtrey, E., & Miller, J. A. (2017). The grateful workplace: A multilevel model of gratitude in organizations. *Academy of Management Review*, 42(2), 361–381.
- Locklear, L. R., Sheridan, S., & Kong, D. T. (2023). Appreciating social science research on gratitude: An integrative review for organizational scholarship on gratitude in the workplace. *Journal of Organizational Behavior*, 44(2), 225–260.
- McCullough, M. E., Emmons, R. A., & Tsang, J.-A. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, 82(1), 112–127.
- Awe:
 - Belinda, C. D., & Christian, M. S. (2023). A spillover model of dreams and work behavior: How dream meaning ascription promotes awe and employee resilience. *Academy of Management Journal*, 66(4), 1152–1182.
 - Jiang, T., & Sedikides, C. (2022). Awe motivates authentic-self pursuit via self-transcendence: Implications for prosociality. *Journal of Personality and Social Psychology*, 123(3), 576–596.
 - Kuo, C. C. (2026). How Awe in Nonwork Activities Promotes Proactive Behavior in Employees: A Spillover Model. *Journal of Happiness Studies*, 27(6), 88.
 - Ni, D., & Zhang, Y. (2025). Employee awe for nature leads to employee green behavior: The roles of individual cognition and social norms. *Applied Psychology*, 74(3), e70019.
 - Stellar, J. E., Gordon, A., Anderson, C. L., Piff, P. K., McNeil, G. D., & Keltner, D. (2018). Awe and humility. *Journal of Personality and Social Psychology*, 114(2), 258–269.

PART II. WORK MOTIVATION

Week 9 — October 21 — Overview of Work Motivation Theory

Required readings (** = Read this first):

- Grant, A. M., & Shandell, M. S. (2022). Social motivation at work: The organizational psychology of effort for, against, and with others. *Annual Review of Psychology*, 73, 301–326.
- Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102(3), 338–355.
- Van den Broeck, A., Carpin, J. A., & Diefendorff, J. (2019). Work motivation: Where do the different perspectives lead us? In R. M. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (2nd ed.). Oxford University Press.

Recommended readings:

- Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review*, 29(3), 388–403.
- Dalal, R. S., & Hulin, C. L. (2008). Motivation for what? The criterion question. In R. Kanfer, G. Chen, & R. Pritchard (Eds.), *Work motivation: Past, present and future* (pp. 63–100). Routledge.
- Diefendorff, J. M., & Chandler, M. M. (2011). Motivating employees. In *APA Handbook of Industrial and Organizational Psychology* (Vol. 3, pp. 65–135). American Psychological Association.
- Ployhart, R. E. (2008). The measurement and analysis of motivation. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 17–62). Routledge.
- Artificial intelligence and work motivation:
- Bankins, S., Ocampo, A. C., Marrone, M., Restubog, S. L. D., & Woo, S. E. (2024). A multilevel review of artificial intelligence in organizations: Implications for organizational behavior research and practice. *Journal of Organizational Behavior*, 45(2), 159–182.
- Logg, J. M., Minson, J. A., & Moore, D. A. (2019). Algorithm appreciation: People prefer algorithmic to human judgment. *Organizational Behavior and Human Decision Processes*, 151, 90–103.

Week 10 — October 28 — Goal-Setting Theory

Required readings (** = Read this first):

- **Locke, E. A., & Latham, G. P. (2015). Breaking the rules: A historical overview of goal-setting theory. *Advances in Motivation Science*, 2, 99–126.

- Klein, H. J., Lount, R. B., Park, H. M., & Linford, B. J. (2020). When goals are known: The effects of audience relative status on goal commitment and performance. *Journal of Applied Psychology*, 105(4), 372–389.
- Landers, R. N., Bauer, K. N., & Callan, R. C. (2017). Gamification of task performance with leaderboards: A goal setting experiment. *Computers in Human Behavior*, 71, 508–515.
- Welsh, D. T., & Ordóñez, L. D. (2014). The dark side of consecutive high performance goals: Linking goal setting, depletion, and unethical behavior. *Organizational Behavior and Human Decision Processes*, 123(2), 79–89.

Recommended readings:

- Foulk, T. A., Tu, M. H., Schaerer, M., & Johnson, A. (2026). Can't get work off my mind: The effect of nonwork goal reflection on after-work rumination and well-being. *Journal of Applied Psychology*, 111(4), 442–467.
- Greco, L. M., & Kraimer, M. L. (2020). Goal-setting in the career management process: An identity theory perspective. *Journal of Applied Psychology*, 105(1), 40–57.
- Ilies, R. & Judge, T. A. (2005). Goal regulation across time: The effects of feedback and affect. *Journal of Applied Psychology*, 90, 453–467.
- Klein, H. J., Wesson, M. J., Hollenbeck, J. R., & Alge, B. J. (1999). Goal commitment and the goal-setting process: Conceptual clarification and empirical synthesis. *Journal of Applied Psychology*, 84, 885–896.
- Latham, G. P., & Baldes, J. J. (1975). The “practical significance” of Locke’s theory of goal setting. *Journal of Applied Psychology*, 60, 122–124
- Locke, E. A. (1982). Relation of goal level to performance with a short work period and multiple goal levels. *Journal of Applied Psychology*, 67, 512–514.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705–717.
- Neal, A., Ballard, T., & Vancouver, J. B. (2017). Dynamic self-regulation and multiple-goal pursuit. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 401–423.
- Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals gone wild: The systematic side effects of overprescribing goal setting. *Academy of Management Perspectives*, 23(1), 6–16.
- Park, Y., Kim, T. S., & Park, S. W. (2016). Change in goal orientation of Korean high school athletes: A cross-temporal meta-analysis, 1999–2014. *Personality and Individual Differences*, 94, 342–347.
- Zhang, R., Liu, Y., Qasim, M., & Wang, X. (2026). More than a tool: How generative artificial intelligence shapes employees' work goal progress through resource gains and losses. *Personnel Review*, 55(1), 418–454.

Week 11 — November 4 — Self-Determination Theory

Required readings (** = Read this first):

- **Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19–43.
- Van den Broeck, A., Howard, J. L., Van Vaerenbergh, Y., Leroy, H., & Gagné, M. (2021). Beyond intrinsic and extrinsic motivation: A meta-analysis on self-determination theory's multidimensional conceptualization of work motivation. *Organizational Psychology Review*, 11(3), 240–273.
- Li, A., Kong, D. T., Zhou, Z. E., Crossley, C., & Lin, Q. (2025). “I just need to say something”: A self-determination model of voice. *Journal of Organizational Behavior*, 46(5), 789–811.
- Song, X., Shen, J., & Yang, Z. (2025). The double-edged impact of AI appraisals on workplace cheating: The roles of psychological empowerment and job complexity. *Journal of Business Ethics*, 1–13.

Recommended readings:

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362.
- Han, X., Li, Y., & Li, J. (2024). Having fun and thriving: The impact of fun human resource practices on employees' autonomous motivation and thriving at work. *Human Resource Management*, 63(5), 813–828.
- Henderson, A. A., & Jeong, S. S. (2024). Leader–member exchange (LMX) and work performance: An application of self-determination theory in the work context. *European Journal of Work and Organizational Psychology*, 33(3), 310–324.

- Knevelsrud, H. C., Hetland, J., Bakker, A. B., Krabberød, T., Sørli, H. O., Espevik, R., & Olsen, O. K. (2025). Empowering leadership and employee work engagement: a diary study using self-determination theory. *European Journal of Work and Organizational Psychology*, 35(4), 443–461.
- Olafsen, A. H., Kujanpää, M., Stenling, A., Tafvelin, S., & Bentzen, M. (2026). Daily need experiences across office and remote workdays. *European Journal of Work and Organizational Psychology*, 1–16.
- Olafsen, A. H., Marescaux, B. P., & Kujanpää, M. (2025). Crafting for autonomy, competence, and relatedness: A self-determination theory model of need crafting at work. *Applied Psychology: An International Review*, 74(1), e12570.
- White, M. L., Wayne, J. H., Casper, W. J., Matthews, R. A., Odle-Dusseau, H., & Jean, E. L. (2024). The authentic self in work and family roles and well-being: A test of self-determination theory. *Journal of Occupational and Organizational Psychology*, 97(1), 321–341.

Week 12 — November 11 — Incentives and Rewards

Initial research proposal (2 pages) due Sunday, November 15, 11:59 pm

Required readings (** = Read this first):

- **Gerhart, B., & Fang, M. (2015). Pay, intrinsic motivation, extrinsic motivation, performance, and creativity in the workplace: Revisiting long-held beliefs. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 489–521.
- Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 140(4), 980–1008.
- Kim, J. H., Gerhart, B., & Fang, M. (2022). Do financial incentives help or harm performance in interesting tasks? *Journal of Applied Psychology*, 107(1), 153–167.
- He, W., Li, S.-L., Feng, J., Zhang, G., & Sturman, M. C. (2021). When does pay for performance motivate employee helping behavior? The contextual influence of performance subjectivity. *Academy of Management Journal*, 64(1), 293–326.

Recommended readings:

- Abdulsalam, D., Maltarich, M. A., Nyberg, A. J., Reilly, G., & Martin, M. (2021). Individualized pay-for-performance arrangements: Peer reactions and consequences. *Journal of Applied Psychology*, 106(8), 1202–1223.
- Alterman, V., Bamberger, P. A., Wang, M., Koopmann, J., Belogolovsky, E., & Shi, J. (2021). Best not to know: Pay secrecy, employee voluntary turnover, and the conditioning effect of distributive justice. *Academy of Management Journal*, 64(2), 482–508.
- Brown, M., Bamberger, P., Bliese, P. D., & Shields, J. (2023). Fairness uncertainty and pay information exchange: Why and when employees disclose bonus pay to pay information websites. *Journal of Organizational Behavior*, 44(9), 1362–1379.
- Conroy, S. A., Roumpi, D., Delery, J. E., & Gupta, N. (2022). Pay volatility and employee turnover in the trucking industry. *Journal of Management*, 48(3), 605–629.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627–668.
- Jenkins, G. D., Mitra, A., Gupta, N., & Shaw, J. D. (1998). Are financial incentives related to performance? A meta-analytic review of empirical research. *Journal of Applied Psychology*, 83(5), 777–787.
- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, 9(1), 7–14.
- Rynes, S. L., Gerhart, B., & Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management*, 43(4), 381–394.
- SimanTov-Nachlieli, I., & Bamberger, P. (2021). Pay communication, justice, and affect: The asymmetric effects of process and outcome pay transparency on counterproductive workplace behavior. *Journal of Applied Psychology*, 106(2), 230–249.
- Wu, X., He, W., & Pan, J. (2026). Timing matters: How pay-for-performance payment timing motivates lower-performing employees in pay-for-performance systems. *Human Resource Management*. Advance online publication.
- Zhou, K., Xia, Y., Zhang, G., He, W., & Jiang, K. (2024). Delayed pay and employee turnover: The buffering role of pay-for-performance. *Human Resource Management*, 63(1), 121–139.

Week 13 — November 18 — Work/Job (Re)Design I (Conceptual)

Required readings (** = Read this first):

- **Fraccaroli, F., Zaniboni, S., & Truxillo, D. M. (2024). Challenges in the new economy: A new era for work design. *Annual Review of Organizational Psychology and Organizational Behavior*, 11, 307–335.
- Knight, C., & Parker, S. K. (2021). How work redesign interventions affect performance: An evidence-based model from a systematic review. *Human Relations*, 74(1), 69–104.
- Parker, S. K., & Grote, G. (2022). Automation, algorithms, and beyond: Why work design matters more than ever in a digital world. *Applied Psychology: An International Review*, 71(4), 1171–1204.

Recommended readings:

- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279.
- Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *Academy of Management Annals*, 3(1), 317–375.
- Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321–1339.
- Li, Y., Tuckey, M. R., Chen, P. Y., & Dollard, M. F. (2024). Job characteristics and employee outcomes: Criterion validity of the U.S. Occupational Information Network (O*NET) job analysis database in the Australian context. *European Journal of Work and Organizational Psychology*, 33(3), 325–339.
- Parent-Rocheleau, X., & Parker, S. K. (2022). Algorithms as work designers: How algorithmic management influences the design of jobs. *Human Resource Management Review*, 32(3), Article 100838.
- Parker, S. K. (2014). Beyond motivation: Job and work design for development, health, ambidexterity, and more. *Annual Review of Psychology*, 65, 661–691.
- Parker, S. K., & Knight, C. (2024). The SMART model of work design: A higher order structure to help see the wood from the trees. *Human Resource Management*, 63(2), 265–291.
- Parker, S. K., Van den Broeck, A., & Holman, D. (2017). Work design influences: A synthesis of multilevel factors that affect the design of jobs. *Academy of Management Annals*, 11(1), 267–308.
- Wang, B., Liu, Y., Qian, J., & Parker, S. K. (2021). Achieving effective remote working during the COVID-19 pandemic: A work design perspective. *Applied Psychology: An International Review*, 70(1), 16–59.

Week 14 — November 25 — No Class (Thanksgiving Break)

No readings. Enjoy the break.

Week 15 — December 2 — Work/Job (Re)Design II (Mostly Empirical / Job Crafting)

Each presenter sends two background papers to class by Wednesday.

Required readings (** = Read this first):

- **Demerouti, E. (2026). Job crafting revisited: Current insights, emerging challenges, and future directions. *Annual Review of Organizational Psychology and Organizational Behavior*, 13, 195–220.
- Holman, D., Escaffi-Schwarz, M., Vasquez, C. A., Irmer, J. P., & Zapf, D. (2024). Does job crafting affect employee outcomes via job characteristics? A meta-analytic test of a key job crafting mechanism. *Journal of Occupational and Organizational Psychology*, 97(1), 47–73.
- Knight, C., Tims, M., Gawke, J., & Parker, S. K. (2021). When do job crafting interventions work? The moderating roles of workload, intervention intensity, and participation. *Journal of Vocational Behavior*, 124, Article 103522.
- Zhang, F., Tims, M., & Parker, S. K. (2025). Combinations of approach and avoidance crafting matter: Linking job crafting profiles with proactive personality, autonomy, work engagement, and performance. *Journal of Organizational Behavior*, 46(3), 385–400.

Recommended readings:

- Review papers:
 - Wrzesniewski, A., & Dutton, J. E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *Academy of Management Review*, 26(2), 179–201.

- Zhang, F., & Parker, S. K. (2019). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review. *Journal of Organizational Behavior*, 40(2), 126–146.
- Empirical papers:
 - Bellesia, F., Mattarelli, E., Bertolotti, F., & Sobrero, M. (2025). Algorithmic embeddedness and the 'gig' characteristics model: Examining the interplay between technology and work design in crowdwork. *Journal of Management Studies*, 62(7), 2673–2706.
 - Kuijpers, E., Kooij, D. T. A. M., & van Woerkom, M. (2020). Align your job with yourself: The relationship between a job crafting intervention and work engagement, and the role of workload. *Journal of Occupational Health Psychology*, 25(1), 1–16.
 - Seppälä, P., Hakanen, J. J., Virkkala, J., Tolvanen, A., Punakallio, A., Rivinoja, T., & Uusitalo, A. (2023). Can job crafting eLearning intervention boost job crafting and work engagement, and increase heart rate variability? Testing a health enhancement process. *Journal of Occupational Health Psychology*, 28(6), 395–410.

Week 16 — December 9 (Pre-Finals Week) — Research Proposal Presentations

No assigned readings.

Final research proposal due Wednesday, December 16, 11:59 pm.

Course Policies

ATTENDANCE AND ABSENCE

Students are expected to come to class and return from breaks on time. Attendance is required. I will excuse absences due to accommodations communicated through the ADRC, medical emergencies (mental or physical, with a doctor's, counselor's, or ADRC note), illness or death in a close relation, and university-sponsored activities. If in doubt about whether an absence would be excused, please talk to me early. If you anticipate missing class, emailing me beforehand is appreciated. If you anticipate missing two or more classes, please talk with me in person so we can discuss how the absences might affect your learning and performance.

LATE WORK

It is important to meet all deadlines in this course. If something is preventing you from submitting on time, contact me as soon as you realize there may be an issue so we can discuss options, including whether it would count as an excused late submission. Late work submitted without a prior conversation with me will receive feedback when I am able to provide it, which may not be timely, and will be deducted 10% of total assignment points for each day it is late.

TECHNOLOGY IN THE CLASSROOM

We will use devices in class to reference course materials. Please be respectful of one another in how you use them; multitasking (social media, messaging, web surfing, personal email) is distracting to others and to you. Please silence your devices during class. If you receive a notification indicating an emergency (medical, childcare, eldercare), you may quietly step outside to take the call.

GENERATIVE AI USE

This course distinguishes between using generative AI to *do your thinking* (not permitted) and using it to *support* tasks around your thinking (permitted with disclosure).

- **Permitted.** You may use generative AI to help you understand readings (e.g., clarifying an unfamiliar concept or method), to edit and polish prose you have already written, and for mechanical tasks. You remain fully responsible for the accuracy of anything AI produces and for the originality of your ideas.
- **Not permitted.** You may not use generative AI to generate your weekly reflections or discussion questions, to summarize the readings for you, or to produce original ideas, sentences, or paragraphs in your research proposal. These are the core intellectual work of the course and must be your own.
- **Disclosure.** When you use generative AI in a permitted way on submitted work, include a brief disclosure statement explaining what AI model you used, how you used it, and for what task you used it. Using generative AI without appropriate acknowledgment, or in a manner not permitted above, will be treated as a violation of this course's academic-integrity policy.

ACADEMIC INTEGRITY AND PLAGIARISM

The overall goal of this course is your learning, and the work you submit must be your own. This includes putting written work into your own words and citing your sources appropriately to avoid plagiarism. If you use a tutor, a campus resource, or online resources (including AI software), the work you submit must still demonstrate your own understanding. Penalties for serious offenses include a zero on the assignment; egregious offenses can result in expulsion. Plagiarism, as defined by the OU Integrity Office, includes copying

words and presenting them as your own; copying words even with a source unless you indicate a direct quotation; copying words and changing them slightly even with a source; and using someone else's idea as your own even if expressed in your own words. Please visit the OU Integrity Office for more information.

FINAL EXAM PREPARATION PERIOD

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's [Final Exam Preparation Period policy](#).

REASONABLE ACCOMMODATION POLICY

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please log into [AIM](#) to request your semester accommodations as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete [ADRC's pre-registration form](#) to begin the registration process. ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU. For more information on ADRC registration procedures, please review their [website](#). You may also contact them at (405)325-3852 or adrc@ou.edu, or visit www.ou.edu/adrc for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

RELIGIOUS OBSERVANCE

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty. [\[See Faculty Handbook 3.15.2\]](#)

ADJUSTMENTS FOR PREGNANCY/CHILDBIRTH-RELATED ISSUES

Should you need modifications or adjustments to your course requirements because of pregnancy or a pregnancy-related condition, please request modifications via the [Institutional Equity Office website](#) or call the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office [FAQ on Pregnant and Parenting Students' Rights](#) for answers to commonly asked questions.

TITLE IX RESOURCES AND REPORTING REQUIREMENT

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex-based discrimination or violence and wish to speak with someone confidentially, please contact [OU](#)

[Advocates](#) (available 24/7 at 405-615-0013) or [University Counseling Center](#) (M-F 8 a.m. to 5 p.m. at 405-325-2911).

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University's Title IX Grievance procedures, reporting, or support measures, please visit [Institutional Equity Office](#) at 405-325-3546.

MENTAL HEALTH SUPPORT SERVICES

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can either be seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through [TimelyCare](#). To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit [University Counseling Center](#). The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

EMERGENCY PROTOCOL

During an emergency, there are official university [procedures](#) that will maximize your safety.

Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather.

1. [Look](#) for severe weather refuge location maps located inside most OU buildings near the entrances.
2. [Seek](#) refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building.
3. [Go](#) to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. Get in, Get Down, Cover Up
5. [Wait](#) for official notice to resume normal activities.

Additional [Weather Safety Information](#) is available through the Department of Campus Safety.

THE UNIVERSITY OF OKLAHOMA ACTIVE THREAT GUIDANCE

The University of Oklahoma embraces a Run, Hide, Fight strategy for active threats on campus. This strategy is well known, widely accepted, and proven to save lives. To receive emergency campus alerts, be sure to update your contact information and preferences in the account settings section at [one.ou.edu](#).

RUN: Running away from the threat is usually the best option. If it is safe to run, run as far away from the threat as possible. Call 911 when you are in a safe location and let them know from which OU campus you're calling from and location of active threat.

HIDE: If running is not practical, the next best option is to hide. Lock and barricade all doors; turn off all lights; turn down your phone's volume; search for improvised weapons; hide behind solid objects and walls; and hide yourself completely and stay quiet. Remain in place until law enforcement arrives. Be patient and remain hidden.

FIGHT: If you are unable to run or hide, the last best option is to fight. Have one or more improvised weapons with you and be prepared to attack. Attack them when they are least expecting it and hit them where it hurts most: the face (specifically eyes, nose, and ears), the throat, the diaphragm (solar plexus), and the groin. *Please save OUPD's contact information in your phone.*

NORMAN campus: *For non-emergencies call (405) 325-1717. For emergencies call (405) 325-1911 or dial 911.*

TULSA campus: *For non-emergencies call (918) 660-3900. For emergencies call (918) 660-3333 or dial 911.*

FIRE ALARM/GENERAL EMERGENCY

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. *LEAVE* the building. Do not use the elevators.
2. *KNOW* at least two building exits
3. *ASSIST* those that may need help
4. *PROCEED* to the emergency assembly area
5. *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.*
6. *WAIT* for official notice before attempting to re-enter the building.

[OU Fire Safety on Campus](#)

UNIVERSITY RESOURCES

For students who are experiencing issues outside of the classroom that may be impacting your ability to focus on your educational experience, such as bias, gender-based violence, financial concerns, etc., in addition to the resources listed elsewhere in the syllabus, such as counseling, I would like to encourage you to connect with and utilize the following resources as appropriate:

[Academic Success Center](#)

- The ASC team is a dedicated group of innovative, welcoming, and supportive individuals who are committed to connecting undergraduates to rewarding academic experiences. Whether it is offering tutoring opportunities, supporting first year and transfer students as they adjust to college learning, helping students stay on course when academic demands become challenging, or celebrating their achievements, the ASC team is dedicated to making academic success at The University of Oklahoma.

[Graduation and Persistence Support \(GPS\)](#)

- GPS is committed to seeing students achieve their goal of graduating from the University of Oklahoma. The GPS team works collaboratively with other support resources across campus to promote student success. GPS can personally assist students in removing any potential roadblocks to continuous enrollment and clear pathways to degree completion.

[OU Food Pantry](#)

- All you need is an OU ID to access the food pantry, which provides free food, clothing, menstrual products, and books. Please visit their website to stay up to date with their open hours and location.

[2SLGBTQIA+ Resources](#)

- The Gender + Equality Center houses OU Advocates, which serves folk impacted by gender-based violence who are members of the OU campus community. It also houses LGBTQIA+ programs to help build awareness, education and community.

International Student Services

- International students may connect with their advisor or the range of programs and events that will help build community.

Project Threshold

- If you are a first generation college student, economically disadvantaged (per federal guidelines), or disabled (with appropriate documentation), you may benefit from connecting with Project Threshold for advising or tutoring.

Veteran Support Alliance

- If you are active military, veteran, or military service-connected, the Veteran Support Alliance has information about resources and support to help you be successful.

24-Hour Reporting Hotline

- If you are experiencing, have experienced, or witnessed bias, discrimination, or harassment, please notify the university.

Student Legal Services

- The Student Legal Services (SLS) program provides currently enrolled students at the University of Oklahoma with legal services from a licensed attorney. Services offered include free consultations, legal advice and education, referrals to local private counsel, and limited-scope representation when available. The program strives to serve as many students as possible to the fullest possible extent while maintaining quality standards and acting within program limitations.

University Ombudsperson

- At the most fundamental level, an ombudsperson is one who assists individuals and groups in the resolution of conflicts or concerns.

The instructor reserves the right to make changes to this syllabus with reasonable advance notice.