

*Chapter 2*  
**MOTIVATION AND EMOTION IN  
HISTORICAL PERSPECTIVE**

**Chapter Outline**

**Philosophical Origins of Motivational Concepts**

**Grand Theories**

Will

Instinct

Drive

Freud's Drive Theory

Hull's Drive Theory

Decline of Drive Theory

Post-Drive Theory Years

**Rise of the Mini-Theories**

Active Nature of the Person

Cognitive Revolution

Socially Relevant Research

**Contemporary Era**

The 1990s Reemergence of Motivation Study

**Brief History of Emotion Study**

**Conclusion**

**Summary**

**Readings for Further Study**

## Problem of the Day

Are people always motivated, or are they sometimes motivated and sometimes unmotivated?

If you rank-ordered how important/central each field (or course) in the larger field of psychology was (e.g., cognition, neuroscience, developmental, clinical), where would motivation rank? Where would emotion rank?

## Activities

Visit the university library and find the BF section that features books on motivation. Find a motivation text from the 1960s or 1970s (like the ones referenced on page 31). Photocopy the Table of Contents. Compare the Table of Contents of the motivation text from the 1960s or 1970s with the textbook used in this course, noting both similarities and differences.

## Discussion Questions

### *Theory*

1. Explain why the will failed as a grand theory of motivation; explain why the instinct failed as a grand theory of motivation; and explain why drive failed as the grand theory of motivation.
2. Sigmund Freud's drive theory featured four components: source, impetus, aim, and object. Consider either hunger or thirst, and answer these four questions:
  - What is the *source* of the drive? (the bodily deficit)
  - What is the *impetus* of the drive? (Why is the drive intense or not intense?)
  - What is the *aim* of the drive? (satisfaction of the underlying bodily deficit)
  - What is the *object* of the drive? (environmental object to satiate the bodily deficit)
3. Identify and explain the four key terms in Clark Hull's drive theory:  $E = H \times D \times K$ . To do so, identify what each letter stand for and then explain its role in generating motivated action (i.e., the strength of behavior).
4. In the contemporary study of human motivation, many mini-theories of motivation exist instead of one grand theory. Which of these two approaches—many mini-theories or one grand theory—will dominate motivation study 20 years from now?
5. Scientific fields develop as follows:  
(a) Pre-paradigmatic; (b) paradigmatic; (c) crisis and revolution; (d) new paradigm.  
Explain what events occur during each stage of development, and explain why one stage necessarily transitions into the next stage of development.

### *Application*

Ask students to list the courses in psychology they have taken so far.

Some courses, for instance, might be social psychology, developmental psychology, and clinical psychology. Ask students to estimate how much of the content in each course was motivational in nature—0%, 5%, 20%, 50%, 100%?

Next, ask the students for a yes/no answer as to whether or not the following theories of motivation were discussed as part of these fields of study (from the mini-theories listed on pages 33-34):

- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Cognitive evaluation theory
- Effectance motivation
- Expectancy x Value theory
- Flow theory
- Intrinsic motivation
- Goal-setting theory
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas

For instance, in clinical psychology a student might remember a discussion of attribution theory or learned helplessness. In an Industrial/Organizational course, the student might remember a discussion of goal-setting theory.

## Multiple-Choice Test Questions

- \_\_\_ 1. Which of the following statements best reflects the study of motivation circa 1700?
  - (a) Motivation is the approach of positive incentives and avoidance of negative incentives.
  - (b) Motivation arises from the passions of the body and the reason of the mind.
  - (c) Motivation is the sum of all bodily needs.
  - (d) Motivation comes from discrepancies between what one wants to have and what one actually has.
  
- \_\_\_ 2. Plato's portrayal of how the mind generated motivation was remarkably similar to whose later portrayal of how the mind generated motivation?
  - (a) B. F. Skinner
  - (b) Bernard Weiner
  - (c) Clark Hull
  - (d) Sigmund Freud
  
- \_\_\_ 3. The first grand theory of motivation study was:
  - (a) arousal.
  - (b) drive.
  - (c) emotion.
  - (d) the will.
  
- \_\_\_ 4. Which of the following historical figures actively promoted the *will* as a grand theory to explain motivation?
  - (a) René Descartes
  - (b) Clark Hull
  - (c) Sigmund Freud
  - (d) William James
  
- \_\_\_ 5. Charles Darwin's biological determinism and the study of animal's inherited behavior gave rise to which motivational concept?
  - (a) arousal
  - (b) drive
  - (c) instinct
  - (d) optimization
  - (e) the will

- \_\_\_ 6. In the early philosophical study of human motivation, the tripartite mind was reduced to a dualism. Which of the following aspects of motivation was **not** included as part of that dualism?
- (a) mechanical nature of the body
  - (b) reason of the mind
  - (c) bodily, animal-like appetites
  - (d) socially referenced standards
- \_\_\_ 7. The will failed as a grand theory of motivation primarily because:
- (a) it could explain only specific phenomena such as effort, self-control, and self-regulation.
  - (b) it proved to be as mysterious and difficult to explain as was the motivation it supposedly generated.
  - (c) its underlying explanatory logic was exposed as circular.
  - (d) it focused only on explaining the direction of behavior, not the energization of behavior.
- \_\_\_ 8. Instinct failed as a grand theory of motivation primarily because:
- (a) it could explain only specific phenomena such as effort, self-control, and self-regulation.
  - (b) it proved to be as mysterious and difficult to explain as was the motivation it supposedly generated.
  - (c) its underlying explanatory logic was exposed as circular.
  - (d) it focused only on explaining the direction of behavior, not the energization of behavior.
- \_\_\_ 9. The motivational concept that arose to replace instinct as the grand explanatory construct was:
- (a) arousal.
  - (b) drive.
  - (c) emotion.
  - (d) hope
  - (e) willpower.
- \_\_\_10. A grand theory of motivation is one that:
- (a) has the most empirical validation to support it.
  - (b) is all-encompassing and seeks to explain the full range of all motivated action.
  - (c) is recognized by leaders in the field for having been around longer than other theories.
  - (d) explains only the theoretical aspects of human motivation.

- \_\_11. The advantage that instinct had over the will as a scientific motivational construct was that instinct:
- (a) arose from the study of philosophy.
  - (b) could be shown to be highly similar to other motivational constructs.
  - (c) from where motivation came from in the first place.
  - (d) it could more easily applied to social problems and situations.
- \_\_12. Which of the following historical figures actively promoted drive as a grand theory to explain motivation?
- (a) Aristotle
  - (b) Charles Darwin
  - (c) Knight Dunlap
  - (d) Sigmund Freud
- \_\_13. Which scientific event opened the intellectual door for psychologists to study the instinct as a potential grand theory of motivation?
- (a) Darwin's biological determinism
  - (b) Descartes' mind-body distinction
  - (c) Freud's theory of unconscious motivation
  - (d) Lewin's theory of purpose
- \_\_14. Which of the following proved to be an important criticism to refute instinct theory?
- (a) Instincts energize behavior, but they do not direct behavior toward a particular goal.
  - (b) Instincts exist on an enormous scale in the animal kingdom.
  - (c) Instinct theory confuses naming with explaining.
  - (d) Two animals with identical instincts will show very similar motivations when they are raised in two very different environments.
- \_\_15. According to Clark Hull, \_\_\_\_\_ is a pooled energy source comprised of all current physiological (biological) disturbances.
- (a) arousal
  - (b) drive
  - (c) instinct
  - (d) the will
- \_\_16. The fundamental assumption(s) of drive theory was that:
- (a) drive emerged from the disturbance of bodily needs.
  - (b) drive had a general energizing effect on behavior.
  - (c) drive reduction was reinforcing and produced learning.
  - (d) all of the above

- \_\_17. Whose theory of motivation is being summarized?:  
If need-based energy accumulates unchecked over time, motivation arises as a sort of emergency warning system in the form of psychological anxiety that signals action needs to be taken. Once action is initiated, both bodily need and psychological anxiety are quieted.
- (a) Descartes' mind-body dualism
  - (b) Freud's drive theory
  - (c) James's instinct theory
  - (d) Lorenz's fixed action pattern
- \_\_18. The outstanding feature of Hull's drive theory was that:
- (a) it focused on humans rather than animals.
  - (b) it focused on psychological needs rather than on physiological needs.
  - (c) motivation could be predicted from antecedent conditions before it occurred.
  - (d) all of the above were outstanding features.
- \_\_19. A rat deprived of food will learn a new response even if it is given only a nonnutritive, saccharine-sweetened substance after performing the new response.  
This finding is most problematic for which theory of motivation?
- (a) drive
  - (b) extrinsic
  - (c) instinct
  - (d) intrinsic
- \_\_20. A crucial concept in Hull's theory of motivation that explained when learning occurred and when habit was reinforced was:
- (a) anxiety.
  - (b) circle (or cycle) of motivation.
  - (c) drive activation.
  - (d) drive reduction.
- \_\_21. Which of the following succinctly characterize Hull's drive theory?
- (a) Action, Environment, Person, Behavior
  - (b) Drive, Cue, Response, Reward
  - (c) Goal, Drive Reduction, Stimulus, Drive Induction
  - (d) Source, Object, Action, Satisfaction
- \_\_22. What important event in the history of motivation occurred in the 1960s?
- (a) Motivation theorists first embraced drive theory.
  - (b) Motivation theorists first embraced instinct theory.
  - (c) Motivation researchers began to reject "grand" theories in favor of "mini-theories."
  - (d) motivation researchers began to reject "mini-theories" in favor of "grand" theories.

- \_\_23. Which of the following motivational states can be experimentally manipulated and changed in a laboratory setting?
- (a) drive
  - (b) instinct
  - (c) will
  - (d) all of the above
- \_\_24. In Clark Hull's  $sE_r = sH_r \times D \times K$  formula, what does the  $sE_r$  stand for?
- (a) actualization of a genetic disposition
  - (b) emotion
  - (c) enthusiasm
  - (d) incentive
  - (e) strength of behavior
- \_\_25. A mini-theory of motivation seeks to understand and explain:
- (a) aspects of human motivation only.
  - (b) a single motivational phenomenon.
  - (c) only the antecedents to motivated action, not its outcomes or consequences.
  - (d) all of the above
- \_\_26. Three historical events explain why motivation study left behind its grand theories in favor of embracing mini-theories. Which of the following is **not** one of those events?
- (a) a growing interest in socially relevant problems and applications
  - (b) the assumption that human beings are naturally active rather than naturally passive
  - (c) the cognitive revolution
  - (d) the decreased importance of the clinical approach to motivation study
- \_\_27. In terms of the historical study of motivation, what was so important about the fact that motivational thinkers began to emphasize the active nature of the person?
- (a) a focus on naturally occurring instances of motivation outside the research laboratory.
  - (b) an ideological shift away from studying animal, biological, and evolutionary motivational constructs.
  - (c) the emergence of motivation study as the most important field in the study of psychology.
  - (d) the understanding that motivation is a constant, fluctuating, and universal aspect of every living person.



- \_\_28. In terms of the historical study of motivation, what was so important about the fact that motivational thinkers began to embrace the cognitive revolution?
- (a) a focus on naturally occurring instances of motivation outside the research laboratory
  - (b) an ideological shift away from studying animal, biological, and evolutionary motivational constructs
  - (c) the emergence of motivation study as the most important field in the study of psychology
  - (d) the understanding that motivation is a constant, fluctuating, and universal aspect of every living person.
- \_\_29. In terms of the historical study of motivation, what was so important about the fact that motivational thinkers began to focus on applied, socially relevant research?
- (a) a focus on naturally occurring instances of motivation outside the research laboratory.
  - (b) an ideological shift away from studying animal, biological, and evolutionary motivational constructs.
  - (c) the emergence of motivation study as the most important field in the study of psychology.
  - (d) the understanding that motivation is a constant, fluctuating, and universal aspect of every living person.
- \_\_30. In which of the following developmental stages of a scientific discipline does the following occur: Participants use different methods, pursue different problems, and endorse different theories and solutions to explain the field's subject matter.
- (a) crisis and revolution
  - (b) new paradigm
  - (c) paradigmatic
  - (d) pre-paradigmatic
- \_\_31. In which of the following developmental stages of a scientific discipline does the following occur: An unexplained anomaly that cannot be explained emerges. A new way of thinking begins to emerge. Some participants resist the new way of thinking, while other participants begin to embrace the new and improved way of thinking.
- (a) crisis and revolution
  - (b) new paradigm
  - (c) paradigmatic
  - (d) pre-paradigmatic
- \_\_32. In which of the following developmental stages of a scientific discipline does the following occur: Participants share a consensus about what constitutes the field's methods, problems, and solutions; participants accumulate knowledge and make incremental advances.
- (a) crisis and revolution
  - (b) new paradigm
  - (c) paradigmatic
  - (d) pre-paradigmatic

- \_\_33. Which statement best reflects the state of contemporary motivation study?
- (a) As a discipline within psychology, motivation is on the verge of extinction.
  - (b) Motivation is the most important discipline in the field of psychology.
  - (c) Motivation study is a subfield within the psychology of learning.
  - (d) Motivation study possesses a critical mass of interested and prominent participants.
- \_\_34. Which of the following motivational constructs arose after the decline of drive theory as a possible *grand theory* replacement?
- (a) habit
  - (b) hedonism
  - (c) incentive
  - (d) instinct
- \_\_35. The textbook concludes that contemporary motivation study is in a *new paradigm*. What is so new about the new paradigm?
- (a) A few critical motivation theories have emerged as most important to the field and worth most of the attention.
  - (b) Motivational psychology no longer studies unconscious, psychological, biological, or evolutionary processes.
  - (c) The contemporary landscape is more like an intellectual democracy of ideas than it is like the kingship of the grand theories era.
  - (d) Motivational psychology is completely focused on behavior.
- \_\_36. One crucial conclusion a historical study of motivation teaches us is that:
- (a) human motivation is too complex to understand.
  - (b) motivation study is most successful when it focuses on building and validating grand theories of motivation.
  - (c) the forces that direct behavior are as important as the forces that energize it.
  - (d) we should limit our contemporary study to the instigators of behavior.
- \_\_37. For Descartes, the essence of an emotion was that it was a(n):
- (a) factor—a property of the mind.
  - (b) implicit process—an unconscious experience
  - (c) signal—a cue for social interaction.
  - (d) uproar—a strong bodily reaction.
- \_\_38. In the history of emotion, the study of people's facial expressions was so important because it showed that emotions:
- (a) could be shaped by environmental events (e.g., rewards, incentives).
  - (b) were about two-thirds cognitive (and about one-third biological).
  - (c) were cross-culturally universal and genetically-based.
  - (d) were culture-specific and learned through experience and socialization.

## Answers to Multiple-Choice Questions

### Chapter 2

#### **MOTIVATION AND EMOTION IN HISTORICAL PERSPECTIVE**

##### Multiple-Choice Test Questions

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. b  | 11. c | 21. b | 31. a |
| 2. d  | 12. d | 22. c | 32. c |
| 3. d  | 13. a | 23. a | 33. d |
| 4. a  | 14. c | 24. e | 34. c |
| 5. c  | 15. b | 25. b | 35. c |
| 6. d  | 16. d | 26. d | 36. c |
| 7. b  | 17. b | 27. d | 37. d |
| 8. c  | 18. c | 28. b | 38. c |
| 9. b  | 19. a | 29. a |       |
| 10. b | 20. d | 30. d |       |

## Short-Essay Test Questions

1. What was the contribution of the ancient Greeks to the study of motivation?
2. Explain why motivation study abandoned the will (to adopt the instinct) as its preferred way of explaining motivation.
3. Explain why motivation study abandoned the instinct (to adopt drive) as its preferred way of explaining motivation.
4. Explain why motivation study abandoned its tradition of grand theories and instead began to focus on a mini-theories approach.
5. According to Kuhn, a scientific discipline makes progress both continuously and discontinuously. Discuss what he means by *continuous progress* in a science, and discuss what he means by *discontinuous progress* in a science.
6. Outline Hull's drive theory by explaining (a) how behavior becomes energized and (b) how behavior becomes directed to a particular end or purpose.
7. Define each of the following four terms in Hull's behavior theory:  $E = H \times D \times K$ . Also, identify which term or terms are motivational in nature.
8. Name, discuss, and provide a concrete example of one problem (criticism) associated with drive theory.
9. What is a *mini-theory*? Take any one of motivation's current mini-theories and explain why it constitutes a mini-theory (as opposed to a grand theory) of motivation.
10. Explain why adopting the assumption of the active organism was such an important change, or turning point, in the historical thinking about motivation.
11. Explain why the mini-theories of motivation replaced the grand theories.
12. Briefly explain what happens during the development of any scientific discipline in each of the following four stages: pre-paradigmatic, paradigmatic, crisis and revolution, and new paradigm.
13. Explain why the study of facial expressions of emotion were so important (informative) in the history of emotion research.
14. The chapter concludes by arguing that motivation researchers in the 1970s realized that they were asking the wrong question about the nature of motivation. What was that wrong question, and what is the better question that guides current motivation research?