

PSY470-02: Senior Topics Study Group in Self-Regulation

Dr. Jason Dahling

M/Th, 11:00-12:20, SSB 102

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Office: Social Sciences 123

Office Hours: M/Th 2-3; W 4-5

Course Catalog Description:

(Prerequisite: PSY299). Each course under this umbrella is relevant to a different set of specializations. As a senior experience, students use their prior knowledge as a foundation for individualized study of theoretical, empirical, or clinical issues. The study group is a community of learning in which students direct their own in-depth exploration of a field, discuss their ideas with others in the group, and express their discoveries and conclusions in successive drafts of a major written paper.

- This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous.
- This is a speaking intensive course. Students lead and participate in class discussions on readings from the professional literature throughout the semester. In addition, students make an oral presentation to a larger audience near the end of the semester.

Course Topic and Purpose:

Self-regulation of behavior is a fundamental motivational process that is relevant to all areas of psychology. In this course, we will take the perspective that human behavior is a continual process of moving toward, and away from, various kinds of goal representations. We will use this framework to study how goals form and interact, why people persist or fail in the pursuit of long-term goals, and how goals can contribute to, and detract from, our wellbeing. Readings are explicitly multidisciplinary, cutting across many specialized areas of psychology to explore self-regulatory processes in a variety of familiar and unfamiliar contexts.

Learning Objectives:

This course satisfies departmental learning objectives #1 (*written communication*), 2 (*oral communication*), 3 (*scientific and quantitative reasoning*), 5 (*critical analysis and reasoning*), 6 (*information literacy*), and 12 (*psychological knowledge*). Put in plain language, I want you to:

- Become conversant about major theories of self-regulation, especially control theory, and gain insight into how these theories can be used to solve a variety of applied problems in multiple areas of psychological practice.
- Become comfortable discussing literature from a wide variety of specialty areas within psychology in class and among your peers.
- Deepen your skill at performing literature reviews and interpreting empirical articles to synthesize multiple perspectives in your paper.
- Improve your writing skills by crafting reaction papers and developing successive drafts of a major paper with faculty feedback.
- Reflect on your experiences in the Psychology major to prepare for your next steps in employment or graduate school.

Course Materials:

There is one required book for this course. All other assigned readings are posted on Canvas for download. You need access to these readings in class on the days that we cover them (print or electronic). The required book is:

Carver, C.S., & Scheier, M.F. (2001). *On the self-regulation of behavior*. New York, NY: Cambridge University Press.

Course Requirements:**1. Major Paper Drafts**

Your major product in this course is an APA-style paper that must total at least 20 pages of text (not inclusive of title page, references, tables, etc.) developed over a series of three submissions. Your paper must include at least 15 scholarly references that you find on your own, in addition to any assigned readings that you draw on from class. Draft #1 is a complete, detailed outline of your paper plus an annotated bibliography. Draft #2 is your first attempt at the complete, written manuscript to total at least 20 pages of text. Draft #3 is your revised, final paper submitted in place of a final exam. In total the paper accounts for 250 points toward your grade (see criteria breakdown below). Additional details will be provided on assignment handouts. *Depending on your progress, I may request additional, ungraded drafts on an individual basis to help ensure that your writing improves and that you can pass the course.*

The objective of the paper is to apply research on self-regulation to solve a problem or perform a type of work that is relevant to you. In many cases, this might involve applying self-regulatory concepts to a future career area that you intend to pursue or a leisure activity that you enjoy. Globally, I want you to get practice thinking about basic psychological research and figuring out how you can use it in your professional and personal lives; this is the most critical skill for you to develop as a Psychology graduate.

2. Weekly Reaction Papers

A short reaction paper is due roughly once per week. The objective of reaction papers is to get you thinking about the readings so that you are prepared to discuss the articles in class. The paper should be at least one full page in length, but not longer than two pages, and should respond to the question for the class meeting that is posed in the assignment on Canvas. Reaction papers should be submitted via Canvas by the stated deadline. Each reaction paper is graded on a simple rubric:

0 = not submitted

1 = Needs improvement. Response shows minimal engagement with the reading and/or fails to completely answer the question posed and/or has writing deficiencies.

2 = Meets expectations. Response adequately addresses the full question, but some higher-level insights are not realized and/or some minor aspects of the assigned reading are misunderstood. Writing quality is acceptable but may have some minor deficiencies.

3 = Exceeds expectations. Response is insightful, fully answers the question, and demonstrates total comprehension of the assigned reading. Meets length specifications and has no deficiencies with respect to writing quality.

3. Discussion Leadership & Class Participation

You are responsible for selecting an article and leading a discussion on it during one class meeting. Suggested articles for you to consider are offered at the end of the tentative schedule, but you can certainly pick other options that you find on your own. You must get your article and discussion questions approved by me *no later than Monday the week before you are scheduled to lead the discussion*. We will talk about this role and responsibilities in detail on the first day of class, but you must give your classmates enough time to read your selection ahead of your discussion day. Regardless of whether or not you are the discussion leader, you will also receive a participation grade because your participation is essential to being successful in this course. Attendance does not constitute participation; if you have not completed the assigned reading and cannot make meaningful contributions, expect a low grade for the day. See the syllabus addendum on Canvas for more details on how this grade is derived.

Grading Criteria:

COURSE COMPONENT	POINT VALUE
Paper (75 points for outline; 100 points for first draft; 65 points for final draft)	240
Daily Reaction Papers (13 @ 3 points ea)	39
Discussion Leadership	30
Class Participation	45
TOTAL	354

The following grading system will be used to assign letter grades:

EARNED PERCENTAGE TOTAL	COURSE GRADE	EARNED PERCENTAGE TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

Assignments and Communication Policy:

All assignments must be submitted to Canvas for a timestamp and plagiarism scan; emailed submissions will not be accepted. You are responsible for checking that you have uploaded the correct file to Canvas, that your uploaded file has a valid .doc or .docx extension, and that your uploaded file can be opened. Any required readings will also be posted on Canvas for you to download. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities. You will need access to the articles in class; you may bring a laptop or tablet provided

that it does not become a distraction to you or others. All communication about the course will be sent to your TCNJ email. Please do not message me through Canvas; write me directly from your email.

Late Assignment Policy:

Canvas reports the dates and times that items are due. Late submissions will be penalized at a rate of 15% per 24-hour block after the deadline. That is, an assignment submitted up to 24 hours late receives a 15% penalty, between 24-48 hours late receives a 30% penalty, and between 48-72 hours late receives a 45% penalty. After an assignment is in excess of 72 hours late, including weekends, I will no longer accept it and you will receive a 0% grade.

Attendance and Participation Policies:

Attendance is expected in accordance with College attendance policy, as explained in full here:

<http://policies.tcnj.edu/policies/digest.php?docId=8162>

Daily participation grades cannot be made up through alternative means when absent. See the participation policy addendum on Canvas for more details.

Disability Policy:

Any student who has a documented disability and is in need of academic accommodations should notify me during the first week of classes and contact the Office of Differing Abilities Services (609-771-2571).

Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. See here for more information:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

Academic Integrity Policies:

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy and will be dealt with accordingly. It is your responsibility to familiarize yourself with this policy, available in full at the link below. I will refer any violations to the Academic Integrity Officer for the School of Humanities & Social Sciences, Dr. James Taylor (Philosophy), for review. In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

Student Conduct Policy:

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thompsok@tcnj.edu.

<http://policies.tcnj.edu/policies/digest.php?docId=9122>

Tentative Schedule:

A typical class meeting will be discussion-driven, with some minor lecture points or break-out activities to help clarify points. The position of student-selected articles in the discussion sequence will be clarified via email each week so that you know the order that we will cover them in class. The schedule of topics and due dates is subject to change. Any changes from this schedule will be announced in class and via email through Canvas.

Note: C&S = Carver & Scheier text.

Date	Topics & Reading for Class	Items Due
Sept 1	Introduction to Goal Setting and Goal Pursuit <ul style="list-style-type: none"> • Review syllabus • C&S, Chapters 1 & 2 	
6	Goal-Discrepancy Reduction: Approaching Desired States <ul style="list-style-type: none"> • C&S Chapter 3 • Conlon, K.E., Ehrlinger, J., Eibach, R.P., Crescioni, A.W., Alquist, J.L., Gerend, M.A., & Dutton, G.R. (2011). Eyes on the prize: The longitudinal benefits of goal focus on progress toward a weight loss goal. <i>Journal of Experimental Social Psychology, 47</i>, 853-855. 	Reaction paper #1
8	Goal-Discrepancy Reduction: Approaching Desired States <ul style="list-style-type: none"> • Przybylski, A.K., Weinstein, N., Murayama, K., Lynch, M.F., & Ryan, R.M. (2012). The ideal self at play: The appeal of video games that let you be all you can be. <i>Psychological Science, 23</i>, 69-76. • Wollburg, E., & Braukhaus, C. (2010). Goal setting in psychotherapy: The relevance of approach and avoidance goals for treatment outcome. <i>Psychotherapy Research, 20</i>, 488-494. 	
12	Goal-Discrepancy Enlargement: Avoiding Undesired States <ul style="list-style-type: none"> • C&S, Chapter 4 • Najmi, S., & Wegner, D.M. (2008). Thought suppression and psychopathology. In A.J. Elliot (Ed.), <i>Handbook of approach and avoidance motivation</i> (pp. 447-459). New York, NY: Psychology Press. 	Reaction paper #2
15	Goal-Discrepancy Enlargement: Avoiding Undesired States <ul style="list-style-type: none"> • Van Dijk, D., Seger-Guttman, T., & Heller, D. (2013). Life-threatening event reduces subjective well-being through activating avoidance motivation: A longitudinal study. <i>Emotion, 13</i>, 216-225. • DeWall, C.N., Lambert, N.M., Slotter, E.B., Pond Jr., R.S., Deckman, T., Finkel, E.J. ... Fincham, F.D. (2011). So far away from one's partner, yet so close to romantic alternatives: Avoidant attachment, interest in alternatives, and infidelity. <i>Journal of Personality and Social Psychology, 101</i>, 1302-1316. 	
19	Individual Differences in Goal Implementation <ul style="list-style-type: none"> • Stoeber, J., Haskew, A.E., & Scott, C. (2015). Perfectionism and exam performance: The mediating effect of task-approach goals. <i>Personality and Individual Differences, 74</i>, 171-176. • Scholer, A.A., & Higgins, E.T. (2012). Too much of a good thing? Trade-offs in promotion and prevention focus. In R.M. Ryan (Ed.), <i>The Oxford handbook of human motivation</i> (pp. 208-231). New York, NY: Oxford University Press. 	Reaction paper #3

	22	Individual Differences in Goal Implementation <ul style="list-style-type: none"> 2 Student-Selected Readings TBD 	Discussion leaders: Claudia, Taylor
	26	Goal Relationships: Goal Hierarchies <ul style="list-style-type: none"> C&S Chapter 5 Kruglanski, A.W., Chen, X., Dechesne, M., Fishman, S., & Orehek, E. (2009). Fully committed: Suicide bombers' motivation and the quest for personal significance. <i>Political Psychology, 30</i>, 331-357. 	Reaction paper #4
	29	Goal Relationships: Goal Hierarchies <ul style="list-style-type: none"> 2 Student-Selected Readings TBD 	Discussion leaders: Kristen, Marisa
Oct	3	Goal Relationships: Competing Goals <ul style="list-style-type: none"> C&S, Chapter 6 Webb, T.L., Chang, B.P.I., & Benn, Y. (2013). 'The Ostrich Problem': Motivated avoidance or rejection of information about goal progress. <i>Social and Personality Psychology Compass, 7</i>, 794-807. 	Reaction paper #5
	6	Goal Relationships: Competing Goals <ul style="list-style-type: none"> Achtziger, A., Gollwitzer, P.M., & Sheeran, P. (2008). Implementation intentions and shielding goal striving from unwanted thoughts and feelings. <i>Personality and Social Psychology Bulletin, 34</i>, 381-393. 1 Student-Selected Reading TBA 	Discussion leader: Ashley
	10	Fall Break	
	13	Self-Control: Ego Depletion & Desires <ul style="list-style-type: none"> Baumeister, R.F., Vohs, K.D., & Tice, D.M. (2007). The strength model of self-control. <i>Current Directions in Psychological Science, 16</i>, 351-355. Hoffmann, W., Vohs, K.D., & Baumeister, R.F. (2012). What people desire, feel conflicted about, and try to resist in everyday life. <i>Psychological Science, 23</i>, 582-586. 1 Student-Selected Reading TBA 	Paper draft #1 due Discussion leader: Corey
	17	Self-Control: Resisting Temptation <ul style="list-style-type: none"> Hofmann, W., & Kotabe, H., (2012). A general model of preventative and interventive self-control. <i>Social and Personality Psychology Compass, 6</i>, 707-722. Duckworth, A.L., Gendler, T.S., & Gross, J.J. (2016). Situational strategies for self-control. <i>Perspectives on Psychological Science, 11</i>, 35-55. 	Reaction paper #6
	20	Social and Relational Impacts on Self-Regulation: Acceptance & Rejection <ul style="list-style-type: none"> C&S, Chapter 7 Twenge, J. (2008). Social exclusion, motivation, and self-defeating behavior: Why breakups lead to drunkenness and ice cream. In J.Y. 	Reaction paper #7

		Shah & W.L. Gardner (Eds.), <i>Handbook of motivation science</i> (pp. 508-517). New York, NY: Guilford Press.	
24		Social and Relational Impacts on Self-Regulation: Acceptance & Rejection <ul style="list-style-type: none"> Rusbult, C.E., Finkel, E.J., & Kumashiro, M. (2009). The Michelangelo phenomenon. <i>Current Directions in Psychological Science</i>, <i>18</i>, 305-309. 2 Student-Selected Readings TBA 	Discussion leaders: Melanie, Christine
27		Social and Relational Impacts on Self-Regulation: Powerful Others <ul style="list-style-type: none"> Laurin, K., & Kay, A.C. (2016). Religion and self-regulation: Integrating skills-based and motivation-based accounts. In K. Vohs & R. Baumeister (Eds.), <i>Handbook of self-regulation: Research, theory, and applications</i> (3rd ed., pp. 305-322). New York, NY: Guilford Press. Lockwood, P., Jordan, C.H., & Kunda, Z. (2002). Motivation by positive or negative role models: Regulatory focus determines who will best inspire us. <i>Journal of Personality and Social Psychology</i>, <i>83</i>, 854-864. 	Reaction paper #8
31		Social and Relational Impacts on Self-Regulation: Powerful Others <ul style="list-style-type: none"> Schwartz, J., Mochon, D., Wyper, L., Maroba, J., Patel, D., & Ariely, D. (2014). Healthier by precommitment. <i>Psychological Science</i>, <i>25</i>, 538-546. 1 Student-Selected Reading TBA 	Discussion leaders: David
Nov 3		Affective Processes in Goal Pursuit <ul style="list-style-type: none"> C&S, Chapter 8 Fulford, D., Johnson, S.L., Llabre, M.M., & Carver, C.S. (2010). Pushing and coasting in dynamic goal pursuit: Coasting is attenuated in bipolar disorder. <i>Psychological Science</i>, <i>21</i>, 1021-1027. 	Reaction paper #9
7		Affective Processes in Goal Pursuit <ul style="list-style-type: none"> Gruber, J., Mauss, I.B., & Tamir, M. (2011). A dark side of happiness? How, when, and why happiness is not always good. <i>Perspectives on Psychological Science</i>, <i>6</i>, 222-233. Jackson, S.A. (2012). Flow. In R.M. Ryan (Ed.), <i>The Oxford handbook of human motivation</i> (pp. 127-140). New York, NY: Oxford Press. 	
10		Walking Away: Disengagement from Goals <ul style="list-style-type: none"> C&S Chapter 10 O'Connor, R.C., Fraser, L., Whyte, M.-C., MacHale, S., & Masterton, G. (2009). Self-regulation of unattainable goals in suicide attempters: The relationship between goal disengagement, goal reengagement and suicidal ideation. <i>Behavior Research and Therapy</i>, <i>47</i>, 164-169. 	Reaction paper #10
14		Walking Away: Disengagement from Goals <ul style="list-style-type: none"> 2 Student-Selected Readings TBA 	Paper draft #2 due Discussion leaders: Katie, Casey

17	Goals Outside of Awareness? Automatic Self-Regulation <ul style="list-style-type: none"> Papies, E.K., & Aarts, H. (2016). Automatic self-regulation. In K. Vohs & R. Baumeister (Eds.), <i>Handbook of self-regulation: Research, theory, and applications</i> (3rd ed., pp. 203-222). New York, NY: Guilford Press. Shidlovski, D., & Hassin, R.R. (2011). When pooping babies become more appealing: The effects of nonconscious goal pursuit on experienced emotions. <i>Psychological Science</i>, 22, 1381-1385. 	Reaction paper #11
21	Goals Gone Wild: Backfires and Interference <ul style="list-style-type: none"> C&S Chapter 12 Jordet, G. (2009). When superstars flop: Public status and choking under pressure in international soccer penalty shootouts. <i>Journal of Applied Sport Psychology</i>, 21, 125-130. 	Reaction paper #12
24	Thanksgiving Break	
28	No Class Meeting	
Dec 1	Goals Gone Wild: Backfires and Interference <ul style="list-style-type: none"> Hoyt, C.L., Burnette, J.L., & Auster-Gussman, L. (2014). "Obesity is a disease": Examining the self-regulatory impact of this public-health message. <i>Psychological Science</i>, 25, 997-1002. 1 Student-Selected Reading TBA 	Discussion leader: Danielle
5	What Really Matters? Goals and Fulfilled Living <ul style="list-style-type: none"> C&S Chapter 18 1 Student-Selected Reading TBA 	Discussion leader: Shelby
8	What Really Matters? Goals and Fulfilled Living <ul style="list-style-type: none"> Fung, H.H., & Carstensen, L.L. (2006). Goals change when life's fragility is primed: Lessons learned from older adults, the September 11 attacks, and SARS. <i>Social Cognition</i>, 24, 248-278. 1 Student-Selected Reading TBA 	Reaction paper #13 Discussion leader: Jo
??	Final Exam Week	
		Final paper due

Suggested Options for Student-Selected Readings

***** I have access to all of these articles. Email me if you can't find something! *****

- **Sept 22, Individual Differences in Goal Pursuit**
 - Carver, C.S., & Scheier, M.F. (2014). Dispositional optimism. *Trends in Cognitive Sciences*, 18, 293-299.
 - Carver, C.S., Sinclair, S., & Johnson, S.L. (2010). Authentic and hubristic pride: Differential relations to aspects of goal regulation, affect, and self-control. *Journal of Research in Personality*, 44, 698-703.
 - Cervone, D., Mor, N., Orom, H., Shadel, W., & Scott, W.D. (2011). Self-efficacy beliefs and the architecture of personality. In K.D. Vohs & R.F. Baumeister (Eds.), *Handbook of self-regulation: Theory, research, and applications* (2nd ed., pp. 20-43). New York, NY: Guilford Press.

- Crocker, J., Moeller, S., & Burson, A. (2010). The costly pursuit of self-esteem: Implications for self-regulation. In R.H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 403-429). Malden, MA: Wiley-Blackwell.
- DeYoung, C.G., & Rueter, A.R. (2016). Impulsivity as a personality trait. In K. Vohs & R. Baumeister (Eds.), *Handbook of self-regulation: Research, theory, and applications* (3rd ed., pp. 345-363). New York, NY: Guilford Press.
- Duckworth, A., & Gross, J.J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, *23*, 319-325.
- Ent, M.R., Baumeister, R.F., & Tice, D.M. (2015). Trait self-control and the avoidance of temptation. *Personality and Individual Differences*, *74*, 12-15.
- Higgins, E.T. (2008). Regulatory fit. In J.Y. Shah & W.L. Gardner (Eds.), *Handbook of motivation science* (pp. 356-372). New York, NY: The Guilford Press.
- Hong, R.Y., Tan, M.S., & Chang, W.C. (2004). Locomotion and assessment: Self-regulation and subjective well-being. *Personality and Individual Differences*, *37*, 325-332.
- Jostmann, N.B., & Koole, S.L. (2010). Dealing with high demands: The role of action versus state orientation. In R.H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 332-352). Malden, MA: Wiley-Blackwell.
- Kilduff, G.J., & Galinsky, A.D. (2013). From the ephemeral to the enduring: How approach-oriented mindsets lead to greater status. *Journal of Personality and Social Psychology*, *105*, 816-831.
- Loxton, N.J., Bunker, R.J., Dingle, G.A., & Wong, V. (2015). Drinking not thinking: A prospective study of personality traits and drinking motives on alcohol consumption across the first year of university. *Personality and Individual Differences*, *79*, 134-139.
- McCabe, K.O., & Fleeson, W. (2012). What is extraversion for? Integrating trait and motivational perspectives and identifying the purpose of extraversion. *Psychological Science*, *23*, 1498-1505.
- Rebetz, M.M., Rochat, L., & Van der Linden, M. (2015). Cognitive, emotional, and motivational factors related to procrastination: A cluster analytic approach. *Personality and Individual Differences*, *76*, 1-6.
- Robinson, B.S., Davis, K.L., & Meara, N.M. (2003). Motivational attributes of occupational possible selves for low-income rural women. *Journal of Counseling Psychology*, *50*, 156-164.
- Shalev, I., & Sulkowski, M.L. (2009). Relations between distinct aspects of self-regulation to symptoms of impulsivity and compulsivity. *Personality and Individual Differences*, *47*, 84-88.
- Silvia, P.J. (2012). Curiosity and motivation. In R.M. Ryan (Ed.), *The Oxford handbook of human motivation* (pp. 157-167). New York, NY: Oxford University Press.
- Vancouver, J.B., & Kendall, L.N. (2006). When self-efficacy negatively relates to motivation and performance in a learning context. *Journal of Applied Psychology*, *91*, 1146-1153.
- Von Hippel, W., & Henry, J.D. (2016). Aging and self-regulation. In K. Vohs & R. Baumeister (Eds.), *Handbook of self-regulation: Research, theory, and applications* (3rd ed., pp. 479-496). New York, NY: Guilford Press.
- Wanberg, C.R., Zhu, J., & Van Hooft, E.A.J. (2010). The job search grind: Perceived progress, self-reactions, and self-regulation of search effort. *Academy of Management Journal*, *53*, 788-807.
- **Sept 29, The Hierarchical Nature of Goals**
 - Barlow, M., Woodman, T., & Hardy, L. (2013). Great expectations: Different high-risk activities satisfy different motives. *Journal of Personality and Social Psychology*, *105*, 458-475.
 - Bateman, T.S., & Barry, B. (2012). Masters of the long haul: Pursuing long-term work goals. *Journal of Organizational Behavior*, *33*, 984-1006.
 - Bateman, T.S., O'Neill, H., & Kenworthy-U'Ren, A. (2002). A hierarchical taxonomy of top managers' goals. *Journal of Applied Psychology*, *87*, 1134-1148.

- Boekaerts, M., de Koning, E., & Vedder, P. (2006). Goal-directed behavior and contextual factors in the classroom: An innovative approach to the study of multiple goals. *Educational Psychologist, 41*, 33-51.
- Canova, L., Rattazzi, A.M.M., & Webley, P. (2005). The hierarchical structure of saving motives. *Journal of Economic Psychology, 26*, 21-34.
- Dogan, E., Steg, L., & Delhomme, P. (2011). The influence of multiple goals on driving behavior: The case of safety, time saving, and fuel saving. *Accident Analysis and Prevention, 43*, 1635-1643.
- Fujita, K. (2011). On conceptualizing self-control as more than the effortful inhibition of impulses. *Personality and Social Psychology Review, 15*, 352-366.
- Fujita, K., & Carnevale, J.J. (2012). Transcending temptation through abstraction: The role of construal level in self-control. *Current Directions in Psychological Science, 21*, 248-255.
- Koo, M., & Fishbach, A. (2010). Climbing the goal ladder: How upcoming actions increase level of aspiration. *Journal of Personality and Social Psychology, 99*, 1-13.
- Kross, E., Bruehlman-Senecal, E., Park, J., Burson, A., Dougherty, A., Shablack, H. ... Moser, J. (2014). Self-talk as a regulatory mechanism: How you do it matters. *Journal of Personality and Social Psychology, 106*, 304-324.
- Palfai, T.P., & Weafer, J. (2006). College student drinking and meaning in the pursuit of life goals. *Psychology of Addictive Behaviors, 20*, 131-134.
- Vallacher, R.R., & Wegner, D.M. (1989). Levels of personal agency: Individual variation in action identification. *Journal of Personality and Social Psychology, 57*, 660-671.
- **Oct 6, Tough Choices: When Goals Compete**
 - Barker, J.E., & Munakata, Y. (2015). Time isn't of the essence: Activating goals rather than imposing delays improves inhibitory control in children. *Psychological Science, 26*, 1898-1908.
 - Bélanger, J.J., Laffrenière, M.A., Vallerand, R.J., & Kruglanski, A.W. (2013). When passion makes the heart grow colder: The role of passion in alternative goal suppression. *Journal of Personality and Social Psychology, 104*, 126-147.
 - Caes, L., Vervoot, T., Eccleston, C., & Goubert, L. (2012). Parents who catastrophize about their child's pain prioritize attempts to control pain. *Pain, 153*, 1695-1701.
 - Cavallo, J.V., & Fitzsimons, G.M.. (2012). Goal competition, conflict, coordination, and completion: How intergoal dynamics affect self-regulation. In H. Aarts & A.J. Elliot (Eds.), *Goal-directed behavior* (pp. 267-299). New York, NY: Psychology Press.
 - Gollwitzer, P.M., Gawrilow, C., & Oettingen, G. (2010). The power of planning: Self-control by effective goal-striving. In R.R. Haskin, K.N. Ochsner, & Y. Trope (Eds.), *Self-control in society, mind, and brain* (pp. 279-296). New York, NY: Oxford University Press.
 - Hofmann, W., Kotabe, H. (2012). A general model of preventative and interventive self-control. *Social and Personality Psychology Compass, 6*, 707-722.
 - Huang, S.-C., & Zhang, Y. (2013). All roads lead to Rome: The impact of multiple attainment means on motivation. *Journal of Personality and Social Psychology, 104*, 236-248.
 - Kruglanski, A.W., Köpetz, C., Bélanger, J.J., Chun, W.Y., Orehek, E., & Fishbach, A. (2012). Features of multifinality. *Personality and Social Psychology Review, 17*, 22-39.
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