

Instructor/TA Info

Instructor Information

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Course Information

Description

This course will introduce students to the scientific study of human strengths and virtues; what psychology has learned so far about the positive aspects of human experience and how these principles may be applied to promote human thriving. Research findings and their potential applications will be examined for topics such as optimism, mindfulness, social relationships, values, purpose, gratitude, goal pursuit, peak performance, creativity, savoring, meditation, and creating “flow” experiences. Simply stated, the course is about understanding and enhancing the human strengths and virtues that make life worth living and that help individuals and communities to flourish. In addition to distinguishing research-based conclusions from often-inaccurate “folk wisdom” on these topics, this course will utilize many interactive and experiential activities to help students find personal applications for these principles. As such, an important intended outcome of the course is to help students develop their own set of personalized happiness-enhancing strategies.

Materials

Item	Price (new)	Price (used)
 <u>HOW OF HAPPINESS</u> - <i>Required</i> by LYUBOMIRSKY, S	18.00	13.50

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%

D+	67%
D	63%
D-	60%
E	0%

Classroom Procedures

A variety of methods will be used to achieve the learning outcomes of this course. The greatest proportion of class time will follow a lecture/discussion format. Students are expected to be active contributors to the class by keeping up with the assigned readings and participating in class discussions. Given that learning outcomes are improved through the use of active learning strategies, some of our time together will be devoted to small group discussions, in-class assignments, class demonstrations, and experiential learning activities. Additional resources for students will be provided through BYU Learning Suite. Class time will be used primarily to emphasize key points and issues, evaluate and debate perspectives, explore practical applications of concepts, and review important issues that may not be adequately addressed in the readings. Although diligent attendance and active class participation will be crucial for success, a complete and careful study of assigned readings will also be necessary to obtain a fundamental understanding of the issues covered in this course.

Examinations: Two exams will be given: A midterm exam (in the testing center) and a final exam (in class). The final exam will be comprehensive, but will emphasize material presented since the midterm. Exams will test material covered in assigned readings and class lectures/discussions. While all material from the texts may be included in the exams, content discussed in class will have a greater likelihood of appearing on the exams. The exams will follow a multiple-choice format, and a study guide and/or sample exam questions will be available before each exam.

Quizzes: Approximately 10 quizzes will be completing through Learning Suite. These will be timed, open-book/open-notes, and must be completed prior to class on the days assigned. These quizzes will cover basic material presented in assigned readings, class lectures, and presentations, and will usually follow a True/False or multiple-choice format. No make-up quizzes will be given; however, the lowest quiz score will be dropped, and students can also earn points through extra credit assignments.

In-class Assignments: In-class assignments will include a variety of activities designed to help students process and apply concepts addressed in this course. In-class assignments will include individual writing assignments, group problem-solving activities, informal class presentations, and other learning activities. Full credit will be given for thoughtful participation in these assignments. Missed in-class assignments cannot be made up; however, one assignment may be missed without penalty.

Small Group Presentation and Well-Being Strategies Assignment: Please see the documents posted on the Learning Suite assignments tab for information about these learning activities.

Tips for Success

You are likely to do well in this course if you:

- Complete the assigned readings before every class.
- Miss no more than one class during the semester.
- Frequently and thoughtfully participate in class discussions.
- Establish study groups with other students in the class to review for exams.
- Make use of office hours (to get help, consult with me on your future goals and plans, or just chat about whatever interests you).

Assignments

Assignment Descriptions

Reading Quiz #1

Sep
18

Due: Monday, Sep 18 at 4:00 pm

This covers the PDF chapter 'What is Positive Psychology?' (Peterson, 2006), The How of Happiness chapters 1-3, and the TED talk by Martin Seligman. It is open book and open notes.

Reading Quiz #2

Sep
25

Due: Monday, Sep 25 at 4:00 pm

This quiz will cover Chapter 10 from The How of Happiness and the online article with excerpts from Victor Frankl's Man's Search for Meaning.

Well-Being Strategies: Your Plan

Sep
25

Due: Monday, Sep 25 at 11:59 pm

Please respond by indicating 1. Which 2-3 strategies from "The How of Happiness" you will implement 2. How you plan to implement them 3. How you plan to gauge their helpfulness 2-3 sentences for each strategy will suffice. You might also want to review the "Well-Being Strategies Paper" handout to get a sense of what you'll eventually include in that response paper.

Reading Quiz #3

Oct
02

Due: Monday, Oct 02 at 4:00 pm

This quiz will cover the readings "As a Man Thinketh" and "10 Overlooked Truths About Taking Action."

Strategy 1 Week 1

Oct
02

Due: Monday, Oct 02 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the first week of your first 21-day experiment.

Reading Quiz #4

Oct
09

Due: Monday, Oct 09 at 4:00 pm

This covers The How of Happiness Chapter 8 and the PDF chapter on habits by Charles Duhigg.

Strategy 1 Week 2

Oct
09

Due: Monday, Oct 09 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the second week of your first 21-day experiment.

Reading Quiz #5

Oct
16

Due: Monday, Oct 16 at 4:00 pm

This is over the Helen Keller essay and the sections from The How of Happiness on gratitude and savoring.

Strategy 1 Week 3

Oct

16 Due: Monday, Oct 16 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the third week of your first 21-day experiment.

Reading Quiz #6

Oct 23 Due: Monday, Oct 23 at 4:00 pm

This is over the sections from The How of Happiness on cultivating optimism and avoiding overthinking, and the article by Dr. Russ Harris titled, "A Non-technical Overview of ACT."

Well-being Strategy #1

Oct 23 Due: Monday, Oct 23 at 11:59 pm

Reading Quiz #7

Oct 30 Due: Monday, Oct 30 at 4:00 pm

This quiz is over the Scientific American article and the How of Happiness p.240-254.

Strategy 2 Week 1

Oct 30 Due: Monday, Oct 30 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the first week of your second 21-day experiment.

Midterm Exam

Nov 04 Due: Saturday, Nov 04 at 3:00 pm

Midterm Exam

Strategy 2 Week 2

Nov 06 Due: Monday, Nov 06 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the second week of your second 21-day experiment.

Reading Quiz #8

Nov 13 Due: Monday, Nov 13 at 4:00 pm

This covers the Kristin Neff article on Self-Compassion.

Strategy 2 Week 3

Nov 13 Due: Monday, Nov 13 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the third week of your second 21-day experiment.

Well-being Strategy #2

Nov
20

Due: Monday, Nov 20 at 11:59 pm

Strategy 3 Week 1

Nov
27

Due: Monday, Nov 27 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the first week of your third 21-day experiment.

Strategy 3 Week 2

Dec
04

Due: Monday, Dec 04 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the second week of your third 21-day experiment.

Reading Quiz #10

Dec
11

Due: Monday, Dec 11 at 4:00 pm

This is over The How of Happiness Chapter 6. Happy last reading quiz! :)

Strategy 3 Week 3

Dec
11

Due: Monday, Dec 11 at 11:59 pm

Reporting number of days and minutes spent practicing your strategy for the third week of your third 21-day experiment.

Well-being Strategy #3

Dec
11

Due: Monday, Dec 11 at 11:59 pm

Final Exam

Dec
14

Due: Thursday, Dec 14 at 10:00 pm

To be held in our classroom according to official final exam schedule.

In-Class Assignment 2

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Exercise in class on 10/9/17

In-Class Assignment 3

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Outdoor mindfulness exercise in class on 10/10/16

In-Class Assignment 4

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Listening to compassion audio in class on 11/14/16

In-Class Assignment 1

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Exercise in class on 10/2/17

Extra Credit

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Presentation

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

In-Class Assignment 5

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

In-class activity on 11/21/16: "I appreciate" exercise

In-Class Assignment 6

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Written reflection to the prompt "What is my Job on this planet?" in class on 11/28/16

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	Readings (subject to revision)
Week 1		
M Sep 11 Monday	Introduction to Positive Psychology	Reading Quiz #1 Opens
Th Sep 14 Thursday		
Week 2		
M Sep 18 Monday	Introduction to Positive Psychology (cont.) The How of Happiness	Peterson 2006_What is Positive Psychology.pdf Download Lyubomirsky, Ch 1-3 Watch Martin Seligman TED talk: http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology Complete class intake survey by tonight at midnight. <u>Psych 349 Student Info Form</u> Reading Quiz #1 Closes Reading Quiz #2 Opens
Week 3		
M Sep 25 Monday	Purpose Values * <i>Begin 1st Well-Being Strategy: 21-Day Personal Experiment</i> *	Lyubomirsky, Ch 10 (and begin reading chapters on your own selected happiness activities) [supplemental reading: Layous & Lyubomirsky, in press] Excerpts from Victor Frankl, <i>Man's Search for Meaning</i> : http://www.brainpickings.org/2013/03/26/viktor-frankl-mans-search-for-meaning/ Read and complete Values Exercise: Values_Questionnaire.pdf Download Reading Quiz #2 Closes Reading Quiz #3 Opens
Week 4		

M Oct 02 Monday	Engaged Living	10 Overlooked Truths about Taking Action: http://www.artofmanliness.com/2014/05/19/10-overlooked-truths-about-taking-action/ <i>As a Man Thinketh</i> by James Allen http://jamesallen.wwwhubs.com/think.htm Reading Quiz #3 Closes Strategy 1 Week 1 Reading Quiz #4 Opens
Week 5		
M Oct 09 Monday	Goals Growth Habits SP - Courage: Lauren Benyo, Emily Stolworthy, Sol Lopez	Lyubomirsky, Ch 8 Charles Duhigg - A Guide to Changing Habits: http://charlesduhigg.com/wp-content/uploads/2012/02/A-guide-to-changing-habits.pdf Reading Quiz #4 Closes Strategy 1 Week 2 Reading Quiz #5 Opens
Week 6		
M Oct 16 Monday	Gratitude Mindfulness: Savoring the Present SP - Curiosity: Matt Karlsven, Micah Clemence, Camden Bernatz	Lyubomirsky, pp. 88-100 (Practicing Gratitude) Lyubomirsky, pp. 190-204 (Savoring Life's Joys) Essay by Hellen Keller: Three Days to See http://www.theatlantic.com/past/docs/issues/33jan/keller.htm Reading Quiz #5 Closes Strategy 1 Week 3 Reading Quiz #6 Opens
Week 7		
M Oct 23 Monday	Mindfulness: Observing your Thoughts SP - Optimism: Jacob Brown, Desiree Templeman, Lara LaGaisse <i>* Begin 2nd Well-Being Strategy: 21-Day Personal Experiment *</i>	Lyubomirsky, pp. 101-124 (Cultivating Optimism, Avoiding Overthinking) Dr_Russ_Harris_-_A_Non-technical_Overview_of_ACT.pdf Download Well-being Strategy #1 Reading Quiz #6 Closes Reading Quiz #7 Opens
Week 8		

M Oct 30 Monday	Mindfulness: Meditation Practice SP - Awe and Wonder: Alyssa Banks, Sydney Chiles, Lauren Willis Kirkland, Mattson Heiner	*** Bring a pillow or cushion to class to help you sit comfortably during an in-class sitting meditation practice. *** Meditation benefits - Scientific American.pdf Download Lyubomirski, pp. 240-254 (Meditation section through end of chapter) Reading Quiz #7 Closes Strategy 2 Week 1
Week 9		
M Nov 06 Monday	Flow Experiences SP - Creativity: Jenna Hulme, Kambria Porter, Kyle Nielsen, Austin Judkins	Lyubomirsky, pp. 180-190 (Increasing Flow Experiences) No quiz due this week! Strategy 2 Week 2 Reading Quiz #8 Opens
Week 10		
M Nov 13 Monday	Self-Compassion SP - Hope: Marelise Oberholzer, Jessie Robinson, Hayden Rogers	Kristin Neff article on Self-Compassion: http://self-compassion.org/wp-content/uploads/publications/Mindfulness_and_SC_chapter_in_press.pdf Reading Quiz #8 Closes Strategy 2 Week 3
Week 11		
M Nov 20 Monday	Interconnectedness & Compassion SP - Altruism: Madison Whitten, Camille Richards, Rachel Chandler SP - Spirituality: Hyrum Miller, Matthew Gemmell, Hayley Sierck <i>* Begin 3rd Well-Being Strategy: 21-Day Personal Experiment *</i>	Lyubomirsky, pp. 228-239 (religion and spirituality) Well-being Strategy #2
Week 12		

M Nov 27 Monday	Supportive Relationships SP - Emotional Intelligence: Joshua Walker, Kennedy Poplawski, Haven Nugent	Lyubomirsky, Ch 5 Strategy 3 Week 1
Week 13		
M Dec 04 Monday	Community & Contribution SP - Culture and Well-Being: Jacob Wright, Rowan Ashton, Morgan Smith, Jennifer Ball	TBA Strategy 3 Week 2 Reading Quiz #10 Opens
Week 14		
M Dec 11 Monday	***Well-Being Paper Due on LS prior to class Summary/Integration SP - Resilience: Courtney Kinneard, Jordan Marsh, Lauren Greenwood, Joshua Burr SP - Forgiveness: Emily Watts, Kaela Whittingham, Gregory Chu	Lyubomirsky, Ch 6 Well-being Strategy #3 Reading Quiz #10 Closes Strategy 3 Week 3
Week 15		
M Dec 18 Monday	Final Exam: 177 TLRB 5:45pm - 7:45pm	