

PSY 158: POSITIVE PSYCHOLOGY
SUMMER 2014 – SESSION B
AUG 4– SEPT 13

M/T/W 12:30-1:55PM
BROIDA 1640

CONTACT INFORMATION		OFFICE HOURS	OFFICE	EMAIL
INSTRUCTOR	Molly Metz	M 2-4pm or by appointment	Bldg 429 - 218	metz@psych.ucsb.edu
TA	██████████	██████████	██████████	██████████

PREREQUISITES: Psychology or Biopsychology major status

COURSE WEBSITE: <https://gauchospace.ucsb.edu>
www.authentichappiness.com (supplemental)

REQUIRED TEXT: Peterson, C. (2006). *A Primer in Positive Psychology*.
Additional readings will be posted on our website

COURSE DESCRIPTION

Historically, psychology has placed a great deal of attention on the question of, “What is wrong with people, and how can we fix it?” With the advent of *positive psychology*, however, we now spend more time asking, “What is right with people, and how can we support and develop it?” In this course, we will be investigating the features of individuals and institutions that lead to human flourishing and psychological well-being, from an experimental social psychological perspective. Success in this course will be predicated on both an academic examination of the important theories and current research that define the field, *and* personal exploration and growth as we apply the principles of positive psychology to our own lives.

COURSE OBJECTIVES

1. Define and apply theories, current research, and common methods in the field of positive psychology.
2. Analyze, report, and interpret results of empirical studies to maintain comprehension of concepts and principles of psychology *as a science*.
3. Synthesize a body of empirical findings and apply conclusions related to positive psychology to issues relevant to everyday life.
4. Explore empirically-based strategies to developing your own ‘good life’

COURSE STRUCTURE

A. LECTURE

In order to succeed in this course, you are expected to attend (and pay attention in) lectures. During lectures, I will present material not covered in the textbook, expand on important points in the text, and discuss new developments in the field. Classes will be a mixture of lecture and discussion, and I encourage you to participate in the discussions and learn from your classmates. I *will* post lecture slides on GauchoSpace prior to each class, but keep in mind that they will *not* include all of the information that we go over.

Being present in class is a great first step toward success, but learning doesn't happen by passively absorbing rogue information from the atmosphere. In order to get the most out of this (or any) class, *active engagement* is key. This may include: participation in class discussion or activities, taking notes, or even just actually thinking about questions that are posed, even if you don't speak up in class. This definitely does not include: reading the newspaper, doing other work, texting or engaging in side conversations, listening to your headphones, sleeping, etc.

Finally, I welcome your input, insight, and questions. However, I remind you that this is a semi-professional setting, and you should only share things you are comfortable with complete strangers knowing. This applies to both in-class discussion and writing assignments.

B. READING

a. TEXTBOOK

The textbook is a supplement to the lectures; some assigned chapters will review or expand on what we discuss in class, while others will expose you to important topics that we will *not* be discussing together. To get the most out of lecture, please complete all readings *before coming to class*. You will be responsible for assigned chapters on quizzes.

b. EMPIRICAL ARTICLES

Because the book was published in 2006, and because this is an upper-division course, you will be reading a variety of recent empirical and review papers related to the topics we will be discussing. Most weeks, you will be assigned 1-2 peer-reviewed article related to that week's topics. *Before coming to class*, you should be able to summarize the main points of the article: the research question, how they tested it, what they found, and why it matters. We will discuss these in some detail in class, and you will be responsible for this material on quizzes.

c. READING CHECKS

Reading assignments will be most useful to you in clarifying and organizing course content if you complete them before the class during which we will discuss the related material. To help motivate you to keep up with the readings, there will be 6 unannounced reading checks throughout the term. These checks will assess the extent to which you recall the major topics and issues from the readings, *not* nitpicky details. Details of how reading checks will be assessed will be posted on the website and addressed in class.

C. WRITING

a. WEEKLY REFLECTIONS – POSITIVE PSYCHOLOGY ACTIVITIES

We will be doing a number of empirically-based positive psychology interventions so that you can get an immersive experience of the course topics. Each week, you will be writing about one of these experiences on GauchoSpace (for a total of 5 reflections, worth 10 points each). The assignment will consist of both personal reflection and application of course topics to your experience. Details on these assignments (including grading standards) will be posted on the course website and reviewed in class the week before they are due. **Reflections will be due on GauchoSpace each Sunday at 8pm.**

b. PAPER: CHOOSE ONE (4-5 pages)

Details on this assignment will be posted on the website and reviewed in class.

i. DESIGN YOUR PERFECT DAY

You will create an empirically-based itinerary for your “perfect day,” based on course topics.

ii. DESIGN YOUR OWN INTERVENTION

You will choose a topic for which we did *not* do a class intervention, and design a new intervention meant to increase well-being in a specific domain.

iii. HOW-TO CRITIQUE

You will choose a popular self-help book that purports to increase happiness or well-being, and address whether or not their published techniques align with the research discussed in class.

D. QUIZZES

There will be 2 quizzes, worth 30 points each. Quizzes will cover material from lecture, in-class activities, your textbook, and additional readings. They will include multiple choice and true-false items. These quizzes *will not be cumulative*.

On quiz days, lateness will not be tolerated – **you may not take the quiz (and will earn a 0) if you arrive after the first quiz has been turned in.**

E. CLASS ENGAGEMENT

Although you will not be graded on participation, *per se*, you will benefit immensely from coming to class. Class engagement will be assessed using an assortment of in-class and GauchoSpace activities. If you miss a class during which we complete a graded activity, you may not make it up, regardless of the reason for your absence.

FINAL GRADE CALCULATION

Final grades will be based on absolute points, rather than a curve – that is, it is completely possible for everyone to earn an A in this class (if they earn the points). There will be no extra credit opportunities.

Final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Complaints about grades on individual assignments must be issued to the instructor *in writing* before the beginning of the class immediately following the return of the assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final.

Quiz 1 - ____/30 pts
Quiz 2 - ____/30pts
Reading Checks - ____/15 pts
Class Engagement - ____/10 pts
Reflections - ____/50 pts
Paper - ____/45 pts

Total - ____/180 pts

[keep track of your own points here!]

APPROX. POINTS	PERCENTAGE	GRADE
174.6 and above	97 and above	A+
167.4-174.59	93 – 96.99	A
162-167.39	90 – 92.99	A-
156.6-161.99	87 – 89.99	B+
149.4-156.59	83 – 86.99	B
144-149.39	80 – 82.99	B-
138.6-143.99	77 – 79.99	C+
131.4-138.59	73 – 76.99	C
126-131.39	70 – 72.99	C-
120.6-125.99	67 – 69.99	D+
108-120.59	60 – 66.99	D
107.99 and below	59.99 and below	F

COURSE POLICIES

LATE POLICY

Reflection assignments are due to GauchoSpace at 8pm on the due date. Late assignments will be accepted *at the cost of a full letter grade (or 10%) per day late*. So, a B+ assignment turned in after 8pm or the next day will receive a C+, two days late a D+, and so on. Your paper is subject to the same late policy. Online assignments that count toward participation may **not** be submitted past the stated deadline. Except for rare exceptions made on a case-by-case basis, technological difficulties (e.g., internet connectivity, printer problems) are **not** sufficient justification for late assignments.

MAKE-UP POLICY

Exams make-ups will not be granted except in case of a medical emergency or a legally compelled absence. A doctor's note or some other formal verification will be required in order to take an *all-essay make-up test*.

You must be able to attend all tests – vacation is not an excuse, nor is having another class exam at the same time. If you can't make it to class on test days, please make other arrangements or consider enrolling in the class in a future quarter.

CELL-PHONE POLICY

Out of respect for me and your classmates, your phones should be off (or on silent) and put away at all times. In particular, please refrain from texting during class –the view from the front of the room is excellent, and no matter how sneaky you think you are being, I assure you, you are not.

That being said: You are adults and know your priorities better than I possibly could. As such, if you have a call or text that is *important enough to miss class for*, by all means, please step outside to take care of it. HOWEVER – if the call or text is *not* important enough to miss class for, then please be respectful and save it for after class.

STUDENT RESOURCES

Disabled Students Program (DSP): The DSP provides academic support services to eligible students with temporary and permanent disabilities. Please inform the instructor if you require special classroom accommodations due to a disability – you must register with DSP prior to receiving these accommodations. If you require additional time on an exam, please schedule your own proctor through the DSP and confirm the arrangements with our TA at least *one week prior to the exam*. Please contact the DSP office for information and assistance (2120 Student Resource building, 893-2668, dsp.sa.ucsb.edu).

Counseling Services: If you are experiencing any difficulties meeting class requirements, or any difficulties in your personal life, please contact **Counseling & Psychological Services** (located in Building 599). CAPS offers individual and group counseling, crisis counseling, stress-management workshops, self-help information, and connections to off-campus mental health resources. For information, please call (893-4411) or visit their web site (caps.sa.ucsb.edu).

SOME FINAL WORDS

A WORD ABOUT ACADEMIC INTEGRITY

Academic dishonesty will not be tolerated in any form. This includes, but is not limited to, cheating, plagiarism, improper citations, or misrepresenting your work in any way. Students caught behaving in such a way will receive an automatic “0” on the assignment or an “F” in the class, depending on the extent of the infraction. At the discretion of the instructor, some students may be referred to Judicial Affairs for disciplinary action.

Please familiarize yourself with the university’s policy on academic dishonesty here:
<https://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/academicintegflyer.pdf>

CLASSMATE INFO EXCHANGE: In case you need to miss class!

NAME: _____

EMAIL: _____

PHONE: _____

NAME: _____

EMAIL: _____

PHONE: _____

CLASS CALENDAR - SUMMER 2014

WEEK	DAY	DATE	TOPIC	READING
1	M	8/4	COURSE OVERVIEW/INTRODUCTION	CHAPTER 1 READING 1
	T	8/5	WELL-BEING	CHAPTER 3 (p47-56) CHAPTER 4 (p78-80)
	W	8/6	HAPPINESS: CAUSES, COURSE, AND CONSEQUENCES	CHAPTER 4
2	M	8/11	POSITIVE EMOTIONS	CHAPTER 3 (p56-65) READING 2
	T	8/12	MOTIVATION	READING 3
	W	8/13	POSITIVE THINKING	CHAPTER 5
3	M	8/18	POSITIVE SELF	READING 4
	T	8/19	STRENGTHS AND VALUES	CHAPTERS 6 AND 7
	W	8/20	QUIZ 1	
4	M	8/25	PROSOCIAL BEHAVIOR	READING 5
	T	8/26	RELATIONSHIPS I: BELONGING	CHAPTER 10
	W	8/27	RELATIONSHIPS II: POSITIVE PROCESSES	READING 6
5	M	9/1	<i>NO CLASS – LABOR DAY HOLIDAY</i>	
	T	9/2	RESILIENCE	CHAPTER 9 (p223-241) READING 7
	W	9/3	RELIGION AND SPIRITUALITY	CHAPTER 11 (p291-298)
6	M	9/8	MINDFULNESS	READING 8
	T	9/9	ENABLING INSTITUTIONS: FAMILY, WORK, SCHOOL	CHAPTER 11 AND 12
	W	9/10	QUIZ 2	

Tentative schedule; I reserve the right to adjust this timeline based on course progress

RESEARCH ARTICLE CITATIONS

WEEK 1	
READING 1	Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? <i>Review of General Psychology, 9</i> , 103-110.
WEEK 2	
READING 2	Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. <i>American Psychologist, 56</i> , 218-226.
READING 3	Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist, 55</i> , 68-78.
WEEK 3	
READING 4	Creswell, J. D., Welch, W. T., Taylor, S. E., Sherman, D. K., Gruenewald, T. L., & Mann, T. (2005). Affirmation of personal values buffers neuroendocrine and psychological stress responses. <i>Psychological Science, 16</i> , 846-851.
WEEK 4	
READING 5	Dunn, E., Aknin, L.B. & Norton, M.I. (2008). Spending money on others promotes happiness. <i>Science, 319</i> , 1687.
READING 6	Algoe, S.B., Haidt, J., & Gable, S. L. (2008). Beyond reciprocity: Gratitude and relationships in everyday life. <i>Emotion, 8</i> , 425-429.
WEEK 5	
READING 7	Bonanno, G.A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? <i>American Psychologist, 59</i> , 20-28.
WEEK 6	
READING 8	Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. <i>Journal of Personality and Social Psychology, 84</i> , 822-848.