

PSYCH 448 WI18: Happiness

University of Washington

How can our lives be fulfilling, joyful, and meaningful? Through reading, discussion, and hands-on activities, we will explore the theme that happiness stems from social connections and contribution to something larger than oneself. We will also try practical strategies for nurturing our own happiness by improving social and emotional health.

ESSENTIAL INFO

Professor: Dr. Tabitha Kirkland (*tabithak*)

Peer Tutor: Cameron McCann (*cdmccann*)

Class Meetings: MWF 10-11:20, MGH 058

Office hours: MW 11:30-12:20, Guthrie 133

Study session: MW 2:45-4 with Cam in Odegaard (room TBD)

Required Readings:

- *The How of Happiness* by Sonja Lyubomirsky
- *Happy* by The Lonely Planet
- *Geography of Bliss* by Eric Weiner
- Other readings to be posted on Canvas

LEARNING GOALS

Our class-generated learning goals include the following:

1. Learn to develop daily happiness habits (e.g., self compassion) in order to regulate our emotions, increase our happiness and emotional flexibility, and limit the negative effects of stress
2. Apply what we learn to life, to benefit ourselves and others
3. Try new things (e.g., yoga)
4. Improve comfort with discussing ideas in small groups in an academic context
5. Improve academic habits

EXPECTATIONS

My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning. I am here to guide you in exploring this fascinating material – please see me as a resource!

Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. This means that you read the book before class, think about what you read, and come prepared to discuss the ideas in class. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. Challenge assumptions: ask “why?” or “how do we know?” Come to office hours and debate ideas with me. Consider the implications and applications of course material. Share the ideas you learn, or the thoughts they inspire, with other people. Get to know your classmates, and discuss the ideas in this class with them over coffee. Write down your thoughts privately, and reflect on them later. Thinking deeply about the course material will be worth your time (really!).

I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it.

This is a fast-paced class in which you will be given a good deal of independence. Consequently, you will need to be responsible for managing your time appropriately, and to contact me in a timely manner if any circumstances arise that interfere with your ability to participate fully in class.

COURSE SCHEDULE

The overall weekly schedule is as follows: Mondays, lectures; Wednesdays, seminar discussions; Fridays: activities.

All readings should be completed before class. This schedule is subject to change.

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
1	Wednesday	January 3, 2018	Welcome and Community Building		
	Friday	January 5, 2018	Community Building Video: Daniel Kahneman, The Riddle of Experience vs. Memory GNH Discussion	Optional: Kahneman & Deaton (2010). High income improves evaluation of life but not emotional well-being. PNAS, 107, 16489-16493.	Take the Gross National Happiness Index Survey @ happycounts.org and submit to Participation 1
2	Monday	January 8, 2018	Mindful Monday Lecture: Theories of Happiness GNH & PERMA Discussion	Sheldon & King (2001). Why positive psychology is necessary. American Psychologist, 56, 216-217. Optional: Deci & Ryan (2008). Self-determination theory: A macrotheory of human motivation, development, and health. Canadian Psych, 49, 182-185. Optional: Slavin et al. (2012). PERMA: A model for institutional leadership and cultural change. Academic Medicine, 87, 1481.	Take the PERMA Profiler (need to sign up for an account) and submit results to Participation 2

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
	Wednesday	January 10, 2018	Seminar Discussion: <i>The How of Happiness</i>	<i>The How of Happiness</i> : Part One (p. 13-79)	Reading Notes 1
	Friday	January 12, 2018	Lecture & Activity: Time Perception & Perspective Video: Dan Gilbert, <i>The Psychology of Your Future Self</i> Video: Phil Zimbardo / RSA Animate, <i>The Secret Powers of Time</i>	Optional: Zimbardo & Boyd (1999). Putting time in perspective: A valid, reliable individual-differences metric. <i>JPSP</i>, 77, 1271-1288. Optional: Keough, Zimbardo, & Boyd (1999). Who's smoking, drinking, and using drugs? Time perspective as a predictor of substance use. <i>BASP</i>, 21, 149-164.	Activity Paper 1
3	Monday	January 15, 2018	NO CLASS: MLK Day		
	Wednesday	January 17, 2018	Mindfulness Guest Lecturer: Danny Arguette, MA	Brown, Ryan, & Creswell (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. <i>Psychological Inquiry</i>, 18, 211-237.	Reading Notes 2
	Friday	January 19, 2018	Field Trip: Yoga Meet in IMA Studio 316		Activity Paper 2

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
4	Monday	January 22, 2018	Mindful Monday Lecture: Synthesizing Happiness and the Neuroscience of Happiness Video: Dan Gilbert, The Surprising Science of Happiness	Wilson & Gilbert (2005). Affective forecasting: Knowing what to want. <i>Current Directions in Psych Science</i>, 14, 131-134.	
	Wednesday	January 24, 2018	Video: Lisa Feldman Barrett, You Aren't at the Mercy of Your Emotions - Your Brain Creates Them Seminar Discussion: Psychological Construction of Emotion	Barrett, Mesquita, & Gendron (2011). Context in emotion perception. <i>Current Directions in Psych Science</i>, 20, 286-290.	Reading Notes 3
	Friday	January 26, 2018	Activity: Social Connection (partner interviews and physical synchrony)	NYT Modern Love: "To fall in love with anyone, do this." Optional: Aron et al. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. <i>PSPB</i>, 23, 363-377.	Submit community project plan to Participation 4 Activity Paper 3
5	Monday	January 29, 2018	Mindful Monday Lecture: Social Connection	Hawkey & Cacioppo (2010). Loneliness matters: A theoretical and empirical review of consequences and mechanisms. <i>Ann</i>	

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
				Behav Med, 40, 10.1007.	
	Wednesday	January 31, 2018	Seminar Discussion: Emotional Contagion Hasya Yoga	Hatfield, Cacioppo, & Rapson (1993). Emotional contagion. <i>Current Directions in Psychological Science</i>, 2, 96-99. Fowler & Christakis (2008). Dynamic spread of happiness in a large social network. <i>BMJ</i>, 337, a2338. Optional: Cacioppo, Fowler, & Christakis (2009). Alone in the crowd: The structure and spread of loneliness in a large social network. <i>JSPS</i>, 97, 977-991.	Reading Notes 4
	Friday	February 2, 2018	Video: Brene Brown, <i>The Power of Vulnerability</i> Community project prep time		Activity Paper 4
6	Monday	February 5, 2018	Mindful Monday Lecture: Prosocial Emotions	Algoe & Haidt (2009). Witnessing excellence in action: The 'other-praising' emotions of elevation, gratitude, and admiration. <i>J Pos Psych</i>, 4, 105-127.	

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
	Wednesday	February 7, 2018	Seminar Discussion: Prosocial Emotions	Piff et al. (2015). Awe, the small self, and prosocial behavior. <i>JPSP</i>, 108, 883-899. Neff (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. <i>Self and Identity</i>, 2, 85-101.	Reading Notes 5
	Friday	February 9, 2018	Activity: Gratitude, Compassion, and Trust Guest Facilitator: Ivy Kwong, LMFT		Midterm Exam
7	Monday	February 12, 2018	Mindful Monday Lecture: Love and Relationships		Take the Compassionate Love Scale and submit report to Participation 7
	Wednesday	February 14, 2018	Seminar Discussion: Love	TBD	Reading Notes 6
	Friday	February 16, 2018	Movie: <i>Happy</i>		Activity Paper 5
8	Monday	February 19, 2018	NO CLASS: Presidents Day Optional: practice Mindful Monday on your own		

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
	Wednesday	February 21, 2018	Seminar Discussion: <i>Geography of Bliss</i>	<i>Geography of Bliss</i> : chapter 10 + two other chapters of your choice	Reading Notes 7
	Friday	February 23, 2018	The Politics of Happiness Guest Lecturer: Tim Jones, PhD		Activity Paper 6
9	Monday	February 26, 2018	Mindful Monday Lecture: Economics of Happiness	Diener & Seligman (2004). Beyond money: Toward an economy of well-being. <i>PSPI</i>, 5, 1-31. Oishi & Kesebir (2015). Income inequality explains why economic growth does not always translate to an increase in happiness. <i>Psych Science</i>, 26, 1630-8.	
	Wednesday	February 28, 2018	Seminar Discussion: <i>The Happiness Industry</i>	<i>The Happiness Industry</i> , ch. 1 & 2 (p. 13-69)	Reading Notes 8
	Friday	March 2, 2018	Video: Michael Norton, <i>How to Buy Happiness</i> Community project prep time	Dunn, Norton, & Aknin (2008). Spending money on others promotes happiness. <i>Science</i>, 319, 1687-1688. Optional: Mogilner (2010). The pursuit of	Activity Paper 7

Week	Day	Date	Topic	Reading	Assignments (due by class time on date listed)
				happiness: Time, money, and social connection. <i>Psych Science</i>, 21, 1348-1354.	
10	Monday	March 5, 2018	Mindful Monday Lecture: Synthesis		Take the Gross National Happiness Index Survey @ happycounts.org and submit to Participation 10
	Wednesday	March 7, 2018	Community Project Presentations		Presentation Materials
	Friday	March 9, 2018	Happiness Mission Statements Whole-Class Discussion & Wrap-Up		Happiness Mission Statement (bring to class) Activity Paper 8
11	Monday	March 12, 2018	Festive Final Gathering (9-10:20)		Final Exam

COURSE REQUIREMENTS

Assignment	Points	%
1. Reading Notes (x8)	50	16.6%
2. Activity Papers (x8)	80	26.6%

3. Exams (x2)	80	26.6%
4. Participation (x10)	50	16.6%
5. Community Project Presentation	25	8.3%
6. Happiness Mission Statement	15	5%
Total Points	300	

1. Reading Notes [8 notes x 5 pts = 50 pts]

As you read for this class, you should be taking notes. Notes serve to highlight key points and ideas, define terms, and structure your understanding of the material. Notes can also include questions, half-formed thoughts/reflections on the reading, ideas for research, etc.

Before class on each seminar day, please submit on Canvas a copy of the notes you took on the assigned reading for that day. Your notes can be typed (submit a doc) or on paper (submit a picture of the notes). These notes will help you stay accountable for doing the reading as well as help you prepare for the more substantive reflection papers due at the end of each week. I also recommend that you bring a copy of your notes to class to use during discussion.

Late notes will not be accepted.

Note: for readings assigned to days on which notes are not specifically due, I would still recommend keeping your own notes for your reference. All readings are fair game for exams.

2. Activity Papers [8 papers x 10 pts = 80 pts]

You will be assigned weekly hands-on activities related to course content. Write-ups of the activities will be due each week. Late papers will be accepted with a 2 point penalty per day.

3. Exams [2 exams x 40 pts = 80 pts]

Two exams, a midterm and a final, are given over the course of the quarter. Both examinations are in essay form and integrate all the material we read and study (films, lectures, guest speakers, etc.). You will have a list of all possible essay questions ahead of time. Students may participate in the process of determining the questions and should organize themselves into study groups to prepare for the exams.

4. Participation [10 weeks x 5 pts = 50 pts]

Participation is essential to the format of this program. In short, you should plan to be an active participant. "Participation" includes attendance at all events as well as participation in seminars, workshops, class discussions, guest speaker presentations, film sessions, in-class activities, online assignments, and other miscellaneous assignments. A few times throughout the quarter, you will have the opportunity to self-reflect and check in with me to assess your level of participation. We will determine a rubric for assessing weekly participation together as a class.

5. Community Project Presentation [25 pts]

Throughout the class, you will develop and implement an intervention designed to increase happiness in your local community. You may do this in pairs or individually. You will present the results of your project at the end of the quarter to a subset of your peers.

6. Happiness Mission Statement [15 pts]

At the end of the quarter, you will be asked to write a happiness mission statement and recite it in front of your classmates. The purpose of this statement is to reflect on what you have learned throughout the quarter and to describe how you will use this knowledge to improve yourself as an individual and as a member of society.

GRADES

The UW uses a [numerical grading system](#). The following scale will be used to assign final grades in the course. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0. *Note: it is your responsibility to earn the grade you want, starting the first day. I do not give extra credit opportunities to make up for poor performance.*

Percentage (%)	Grade Points	Letter Grade Equivalent		Percentage (%)	Grade Points	Letter Grade Equivalent
94-100	4.0	A		76	2.2	C+
93	3.9	A		75	2.1	C
92	3.8	A-		74	2.0	C

91	3.7	A-		73	1.9	C
90	3.6	A-		72	1.8	C-
89	3.5	A-		71	1.7	C-
88	3.4	B+		70	1.6	C-
87	3.3	B+		69	1.5	C-
86	3.2	B+		68	1.4	D+
85	3.1	B		67	1.3	D+
84	3.0	B		66	1.2	D+
83	2.9	B		65	1.1	D
82	2.8	B-		64	1.0	D
81	2.7	B-		63	0.9	D
80	2.6	B-		62	0.8	D-
79	2.5	B-		60-61	0.7	D-
78	2.4	C+		0-59	0.0	F
77	2.3	C+				

Incompletes

Only students with special circumstances beyond their control who have obtained permission from Dr. Kirkland are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

COURSE POLICIES

Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for downloading materials, submitting assignments, etc. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from the *Courses* menu on the left menu.

Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please set the subject heading as the class name. I will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly.

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless we are actively engaged in a participation activity, **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction.
- If you are learning English, you are welcome to use an electronic dictionary during class.
- Lectures will be recorded on Panopto Recordings and posted online.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see me during office hours for clarification.

RESOURCES FOR SUCCESS

Follow These Study Tips

- Research shows that when we do more than one thing at a time, we’re not actually doing them simultaneously. Instead, we’re shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class and when studying by putting away any distracting materials.
- Study in frequent, short, focused sessions (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. “Cramming,” or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- Test yourself when studying. Complete the review section at the end of each chapter, create multiple-choice questions for yourself, or use flashcards to quiz yourself on terms and their examples.
- Talk to people about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

Study in a Group

Our peer tutor, Cameron McCann, will be holding weekly study sessions which you are welcome to attend. More info about this will be announced in class.

I strongly encourage you to study with your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other stay accountable and avoid procrastination. Plus, studying with other people is way more fun than studying by yourself.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time set aside specifically to talk with students. I am *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. I am also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please email me to set an appointment if those times don't fit your schedule.

Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for drop-in tutoring and workshops for several courses in psychology. [More info](#).

Stay Healthy

The UW offers a [wide array of services](#) for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, uwdrs@uw.edu, or disability.uw.edu. DRS offers

resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.