

Psychology 336: Positive Psychology

Fall 2021

University of Toronto, St. George

Mondays 5:10-7:30 pm EST

Sid Smith 2125

Zoom: <https://utoronto.zoom.us/j/8764037208>, Passcode: psychology

Lectures will be held in-person (as permitted) and also live-streamed and recorded

Course Overview & General Information

Instructors & Office Hours

	Instructor	Teaching Assistant
Name:	Dr. William Ryan (Will)	Alex Samson
E-mail:	ws.ryan@utoronto.ca	alex.samson@mail.utoronto.ca
Office Hours:	<p>“Classroom Hours”: Mondays 7:30-8pm EST</p> <p>Online Office Hours: To be held on Gathertown Tuesdays 5-6 pm & Fridays 3-4 pm EST and by appointment over zoom (email Will to schedule this)</p>	By Appointment (email to set this up)

Course Overview

This course is designed to give you a broad overview of the field of positive psychology, an exciting and relatively new field of study focusing on promoting human happiness and flourishing. In this class we will cover what it means to be happy and how emotional, motivational, cognitive, and social processes can be harnessed to promote wellness. Some of the specific topics we will address include: growth, meaning, hedonic and eudaimonic approaches to well-being, gratitude, awe, flow states, mindfulness, self-compassion, and more!

General Structure

All course content and all assessments can be accessed and completed remotely and asynchronously. This is to allow students maximum flexibility in completing the course. However, for those who are interested, this course also includes ample opportunities for

synchronous interactions (both in-person and remote) with both the professor and your peers. This syllabus describes the different ways that students can participate in the course. Please read this carefully and select the options that work best for you.

To complete this course all students require the ability to use Canvas. Students wishing to participate in the synchronous discussions require a working microphone and webcam and the ability to access zoom.

Intended Learning Outcomes

By the end of this course you should be able to:

1. Understand the definitions of and differences between various happiness constructs including (subjective well-being, meaning, and hedonic and eudaimonic well-being).
2. Understand and describe the history and utility of studying happiness and flourishing.
3. Discuss how cognitive, emotional, and motivational processes impact well-being.
4. Discuss individual and cultural differences in well-being.
5. Explain how psychological research can be applied to promote well-being.

Pre-Requisites

PSY201H1 (or exclusion), PSY220H1/PSY230H1/PSY240H1. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. Will/Dr. Ryan has no control or say over this process and cannot grant waivers.

Requirements & Marking Scheme

Your grade in this course will be based on your performance on two primary assessments (a midterm and a final assessment), your participation in your discussion group (synchronous OR asynchronous), the completion of several positivity exercises (optional), and a research OR book review paper. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Journal Club Participation	3%	Multiple Dates, See Course Calendar (must attend 5 out of 6)
Leading Journal Club	5%	TBD based on student sign-up

Positivity Exercises	6% (optional)	Multiple Dates, See Course Calendar (complete 4 out of 6)
Midterm Assessment	26%	9 am EST Monday Oct 25th to 11:59 pm EST Wednesday Oct 27th
Optional Paper Proposal	0%	October 18th by 11:59 pm EST
Final Paper (Book Review OR Research Review Paper)	30% (or 36%)*	Monday Nov 29th by 11:59 pm EST
Final Assessment	30%	9 am EST Monday Dec 13th to 11:59 pm EST Wednesday Dec 15th

*For students who choose not to complete the positivity exercises the final paper will be worth 36%.

Course Materials

- **Required Readings:** Required readings consist of primary empirical and review articles. These will be available on the course page on Quercus/Canvas under the “library reading list” tab. The readings for the first few weeks of the course are also posted directly on the weekly Quercus pages.
- **Course Website:** We will be using Quercus (q.utoronto.ca) as the method of course delivery. This includes: (1) posting lecture recordings and other course content, (2) distributing course readings, (3) communicating announcements, (4) providing feedback, and (5) posting/tracking grades. A current version of the syllabus and other relevant course resources will also be posted. Please make sure you check Quercus regularly for the most recent lectures as well as important announcements and course information.
- **Lecture Slides:** All slides will be made available in PDF format just prior to the start of each lecture so that you can make notes on them during lecture if you wish.

Choose Your Own Adventure!

For each question below, click on the option(s) that interest you to read more about it.

1. Lectures

How do you want to participate in lectures?

- A. [In-Person](#)
- B. [Remote and synchronous](#)
- C. [Remote and asynchronous](#)
- D. [Not sure or multiple of the above](#)

1A. In-Person Lectures

Lectures will take place in **Sid Smith 2125 on Mondays from 5:10- 7:30 pm EST**. You do NOT have to attend class in-person if you are not able or comfortable doing so for whatever reason. If this is the case, see the alternative options below. For those attending in-person:

1. Make sure to complete the UCHECK form before coming to campus:
<https://ucheck.utoronto.ca/> You must receive a green check on this to attend in-person.
2. If you are sick, do NOT attend in-person (if you feel up to it, you can live-stream in or you can listen to the lecture recording later).
3. Remember also to bring a mask as these are required in the classroom. Masks must be worn properly at all times (e.g., over your mouth AND nose). If you need to eat or drink during class you are welcome to leave the room and do so. We will also have scheduled breaks that you can use to attend to these needs.

Next Section: [Journal Club](#)

1B. Synchronous Remote Lectures

Students who cannot or do not wish to attend class in-person, but would still like to listen to and participate in lectures synchronously may do so. Barring technical difficulties, all lectures will be live streamed (and recorded) over Zoom on **Mondays from 5:10- 7:30 pm EST**. The link for all lectures is: <https://utoronto.zoom.us/j/8764037208>, Passcode: psychology. I will do my best to monitor the chat and answer questions from students attending remotely.

Next Section: [Journal Club](#)

1C. Asynchronous Remote Lectures

Students may also wish to listen to lectures asynchronously due to different time zones or scheduling concerns or perhaps you missed something live and would like to listen to a lecture again. All lectures will be recorded using zoom (also used for streaming, see above) and will be posted in the weekly Quercus page for that lecture shortly after the live lecture ends. Options for getting your questions answered are described in the “[Asking Questions & Getting Help](#)” Section

Next Section: [Journal Club](#)

1D. Not sure or multiple options.

Students are welcome to use any of the above options to listen to and participate in lectures. Students may switch between options as they need or wish.

Next Section: [Journal Club](#)

2. Journal Club (8% total)

A major component of this course will be “Journal Clubs”. Students will be divided into small groups to discuss the assigned articles, critique them, and consider real-world applications. Note that although multiple articles are assigned each lecture, discussion will focus on just one of these (indicated on the course schedule and with a * on the reading list). Note that the shorter class time is to account for the fact that in the “pre-pandemic times” we would have conducted these discussions during class time.

Participating in Journal Club (3%). Students have two options for how to participate in journal clubs and will indicate their preference via the Intake Poll administered at the beginning of the term. The reason for providing these two options is to give students who wish to connect “face-to-face” with other students the opportunity to do so, but also provide an option for students for whom this would be difficult technologically, practically, or otherwise.

Leading Journal Club (5%). Regardless of the option chosen, each student will sign up to lead their group’s discussion once. Students will sign up to lead one of the discussions using a Google doc that will be posted on Quercus after the intake poll is complete (note it’s ok to double-up leaders- in fact this is good, in case someone drops the course).

Which type of Journal Club do you want to participate in?

- A. [A synchronous discussion group](#) on zoom (to be scheduled based on student availability)
- B. [An asynchronous discussion board](#) (on Quercus)

2A. Synchronous Journal Club

Participation in Synchronous Journal Club (3%). Students who select this option will meet in small groups on Zoom (links to be provided) to discuss the assigned articles over video chat (to be scheduled based on student availability). Group leaders will generate discussion questions and keep track of attendance and participation in synchronous discussions.

For journal clubs to serve their purpose (and be fun!) participation of group members is critical. For a good discussion it is essential that you come prepared, having read the assigned article, even if you are not the group leader. Group leaders will be keeping attendance and monitoring participation and engagement (as will the professor and TA). Participation points are based on attendance and active participation (aka discussion of the questions).

There will be a total of 6 journal club meetings over the course of the term. I understand that life happens so everyone gets one “free pass” to miss ONE discussion. If you need to miss more than one for one of the reasons outlined in the “course policy” section below, please email Will/Dr. Ryan to work out an alternate plan. Your free pass may NOT be used on the week that you are the discussion leader.

Leading Synchronous Journal Club (5%)

On the week that you lead journal club you will submit discussion questions for a grade and for your group to discuss. If you are leading a synchronous discussion group you will post your questions and on your group page at least 12 hours prior to the discussion (to help your group members prepare), guide the video chat discussion, take attendance of everyone present at the video chat, keep a few notes of what you discuss, and lastly, officially submit all of these things together on Quercus within 48 hours after your group discussion ends. Will/Dr. Ryan will provide the questions for the first discussion. Students will take turns serving as group leaders for discussions 2-6.

Your grade for the leading journal club assignment will be based on your submission of the written assignment which includes: 1) four discussion questions intended to evoke thoughtful discussion about the articles. At least one of these questions must be focused on theory and one must address potential applications 2) keeping track of who attends and participates in your discussion group that week (synchronously or asynchronously) 3) A brief summary of what your group discussed for each question (paragraph form OR bullet points are acceptable).

Note: If there are two leaders for your group on your week, you will still come up with 4 questions (and submit them!), but pick your best 2 to discuss with the group (the other leader will do the same). You should still summarize the 4 questions discussed, even though only 2 of them are yours.

Next Section: [Positivity Exercises](#)

2B. Asynchronous Journal Club

Participation in Asynchronous Journal Club (3%). Students may select to participate in journal club in a written discussion board format on Quercus. Students who select this option will be divided into small groups and provided a discussion board for each group to conduct the discussions. There will still be a group leader each week who will come up with discussion questions and track participation of group members.

For journal clubs to serve their purpose (and be fun!) participation of group members is critical. For a good discussion it is essential that you come prepared, having read the assigned article, even if you are not the group leader. Group leaders will be keeping attendance and monitoring

participation and engagement (as will the professor and TA). Participation points will be awarded for thoughtful responses to **at least 2** of your group leaders posted questions and a response to **at least one** of your group member's posts. Discussion boards will be open for comments for one week each.

There will be a total of 6 journal club meetings over the course of the term. I understand that life happens so everyone gets one "free pass" to miss ONE discussion. If you need to miss more than one for one of the reasons outlined in the "course policy" section below, please email Will/Dr. Ryan to work out an alternate plan. Your free pass may NOT be used on the week that you are discussion leader.

Leading Asynchronous Journal Club (5%). If you are leading an asynchronous discussion group you will post your questions on your group discussion board by **8 pm EST** on the day of the discussion. You will be responsible for responding to **at least one comment from each of your group members** before the discussion period ends one week later (note you are NOT responsible for replying to group members who post in the last 24 hours). You are also responsible for submitting your written assignment which includes: your questions, a list of group members who participated, and a brief summary of the groups' discussion. This is due within 48 hours after the one-week discussion period ends. Will/Dr. Ryan will provide the questions for the first discussion. Students will take turns serving as group leaders for discussions 2-6.

Your grade for the leading journal club assignment will be based on your submission of the written assignment which includes: 1) four discussion questions intended to evoke thoughtful discussion about the articles. At least one of these questions must be focused on theory and one must address potential applications 2) keeping track of who attends and participates in your discussion group that week (synchronously or asynchronously) 3) A brief summary of what your group discussed for each question (paragraph form OR bullet points are acceptable).

Note: If there are two leaders for your group on your week, you will still come up with 4 questions (and submit them!), but pick your best 2 to discuss with the group (the other leader will do the same). You should still summarize the 4 questions discussed, even though only 2 of them are yours.

Next Section: [Positivity Exercises](#)

3. Positivity Exercises (6% or 0%)

To give you a chance to apply research and theory from positive psychology in your own life, you have the option to complete positivity exercises throughout the course.

Do you want to do the positivity exercises?

- A. [Yes, I want to do the positivity exercises](#)
- B. [No, I do not want to do the positivity exercises](#)

3A. Positivity Exercises

Positivity exercises accompany many of the lectures. Each one will open the day of its accompanying lecture and (if you select this option) and will be due the night before the next lecture (usually one week later, except when holidays or midterms fall between- in which case you will have longer). Due dates for all exercises are listed on the course schedule and on Quercus.

There will be a total of 6 positivity exercises, however each student only needs to complete 4 of these (the lowest 2 grades will be dropped). This is to allow for flexibility and absences and to provide some additional choice in the exercises in which you engage.

Next Section: [Final Paper](#)

3B. No Positivity Exercises

Students who wish to skip these exercises entirely may do so. In this case the 6% will be reallocated to your final paper, making it worth a total of 36%.

Next Section: [Final Paper](#)

4. Final Paper (30 or 36%)

For the final paper you may select ONE of the following two paper options. Both assignments entail a 8-10 page paper (double-spaced, not including title page and references) due **Monday November 29th by 11:59 pm EST**. *For students who opt NOT to complete the Positivity Exercises, the final paper will be worth 36%, otherwise the paper will be worth 30%.

For either paper topic, students have the option to submit and receive feedback on a brief proposal. Any student who wants to take advantage of this option can submit a proposal (instructions on Quercus) by **11:59 pm on Oct 18th** and receive feedback on their paper idea. Proposals are not for credit and completely optional.

What type of final paper do you want to do?

- A. I'd like to do a [book review paper](#) (read a popular press psych book and provide a review of it)
- B. I'd like to do a [research review paper](#) (aka literature review on a topic of choice)

4A. Book Review Paper

If you select this option, you will complete a formal review of a positive psychology book written for a general audience. You may select from a list of pre-approved books or choose one

of your own (with approval from Dr. Ryan/Will). Your book review should do more than summarize the content of the book; it should critique both content as well as presentation (e.g., were points supported by strong evidence? were arguments clear? Etc.) and include suggestions for improvement. Your review should also include your thoughts and reflections on the book and how it fits in (or doesn't) with other theory and research you learned about in this course, supported with at least 5 peer-reviewed sources (additional sources, including non-peer reviewed sources, are welcome). More instructions on the requirements of this paper will be provided on Quercus and in class.

Next Section: [Midterm & Final Assessments](#)

4B. Research Review Paper

If you select this option, you will complete a research review paper delving into a topic that interests you. The goal of this assignment is to help you think scientifically about positive psychology, gain practice in dissecting empirical journal articles, and dive deeper into one topic of interest. For your paper you will select a topic that is not covered or not covered in depth in the course already. This could be a specific theory (e.g., self-affirmation theory) or practice (e.g., mindfulness meditation), an area of application (e.g., parenting, education, industry), a specific population (e.g., the elderly, LGBTQ+ individuals), or some combination of these. You will need to find at least 5 peer-reviewed sources that address your topic (additional sources, including non-peer reviewed sources, are welcome), and write a paper that details the issue; applies course theories and relevant research to explain why the topic you chose is important; how and why it impacts well-being; and future directions for research or development. More instructions on the requirements of this paper will be provided on Quercus and in class.

Next Section: [Midterm & Final Assessments](#)

5. Midterm & Final Assessments

Midterm & Final Assessments: All assessments will consist of short answer questions and short essays. These questions will ask you to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. Both assessments are “open book”, but not “open Google”, meaning that you can use course notes and articles when writing your responses, but should not be relying on other sources or Googling answers to questions. All writing **MUST** be in the student’s own words. See *Course Policies* section below for more on academic integrity. All assessments must be completed independently. You will be responsible for **ALL** material covered in both the lectures and the required readings, regardless of whether they overlap in content.

The **midterm assessment** will be available from 9am EST on Monday Oct 25th and can be submitted anytime until **11:59 pm EST on Wednesday Oct 27th**. You may work on the assessment as much or as little as you would like during this time. The midterm assessment will include all material covered up until that point. More details to be posted on Quercus and discussed in class.

The **final assessment** will cover ALL course material. In other words, the final assessment IS cumulative, but with more questions focusing on the latter half of the course. The final assessment will take place during the Final Assessment Period. It will be released at 9 am EST on Monday Dec 13th and will be due by **11:59 pm EST Wednesday Dec 15th**.

Note that you will NOT need this whole time to work on the assessments as each should only take you a few hours to complete. The extra time is to allow you flexibility in scheduling your work and other responsibilities and to accommodate needs for extended time. Assessments MUST be turned in by the date and time noted above unless there is a verifiable emergency or other documented reason (see *Course Policies* section below).

Review Sessions: We will use the end of class time on Oct 18th to hold a short, question and answer midterm review session. A review session will also be scheduled prior to the final assessment, time and date TBA. These review sessions will be question and answer based so come prepared with questions to aid your studying. Submit questions via the optional lecture surveys or bring them to ask at the session live. Both sessions will be recorded for those who cannot attend live. More details will be provided prior to each assessment.

6. Asking Questions & Getting Help

How can you ask questions and get help (you can use ANY or ALL of these options!)?

- A. [In-class office hours](#)
- B. [Online office hours](#)
- C. [Weekly Survey](#)
- D. [Discussion board](#)
- E. [Emails & Appointments](#)

6A. In class-office hours

In addition to being able to ask questions during lectures, I will also reserve some time at the end of class (**Mondays 7:30-8pm EST**) for students to ask questions one-on-one in the classroom (for long or highly personal questions students should consider attending online office hours or scheduling an appointment).

6B. Online office hours

Will be held on GatherTown (<https://gather.town/app/8ETR7Z5Iq4aUir6j/WillsOffice>)

Tuesdays 5-6 pm & Fridays 3-4 pm EST. On Gathertown we can meet one-on-one privately or in small groups if folks have similar questions.

6C. Weekly Survey

For each lecture you have the opportunity to complete a short survey about that weeks' lecture and course content. Here you can indicate any questions or areas of confusion and Will/Dr. Ryan will address those in the next live lecture. This option may be particularly useful for students completing the course asynchronously. Links to weekly surveys can be found on Quercus both on the weekly pages and/or under the "Quizzes" tab.

6D. General Discussion Board

Students may also post questions on the general discussion board on Quercus. Will/Dr. Ryan will answer questions there and other students can provide answers if they have them as well. This is a great place to ask questions that you think other students may have as well.

6E. Emails & Individual Appointments

Students are welcome also to email to Will/Dr. Ryan and/or the TA with questions. I will do my best to reply to all emails within 48 hours. Before emailing, please check to make sure the information you are seeking is not already available on Quercus. Individual appointments with the professor and/or TA may be scheduled over email and held over zoom as needed.

Course Policies

COVID Contingency Planning

Given the global pandemic and the inherent uncertainties, I want to briefly address our back up plan for the course should the situation worsen and we can no longer meet in-person. If this occurs I will still deliver our lectures at the regular class time and provide options for students to attend synchronously or asynchronously. The plan for assignments, assessments, online office hours, and discussion groups would remain the same.

Participation & Conduct in Class

In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understanding of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any

kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

Penalties for Late Assignments

Assignments handed in late will incur a 10% deduction in points for EACH day that they are late. Midterm and final assessments will NOT be accepted late.

The 48 Hour Late Ticket

Note: Each student gets one 48-hour late ticket good for (almost) any assignment*. To use this late ticket, all you have to do is comment "Late ticket" in the comments box on your late submission. You do NOT need to seek permission to use your late ticket or let the TA or I know. We will keep track of who uses their late tickets on each assignment. Although Quercus may automatically flag your assignment as late (it doesn't know you are using your ticket), no points will be deducted and it will be treated as on time.

*Note: This ticket may NOT be used for the midterm or final assessment or to delay posting your journal group questions or leading the synchronous group.

Missed Assessments

As a rule, makeup assessments will not be issued except in cases of extenuating circumstances with appropriate documentation. If you miss the midterm assessment, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool) and let Will/Dr. Ryan know within 7 calendar days of the due date of the missed assessment. In these cases, the weight of the midterm assessment will be added to the final assessment. If you miss the final assessment, you must get in touch with Dr. Ryan (and potentially your College Registrar) as soon as possible to work out a plan.

Extensions & Accommodations

Illness & Medical Emergencies

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, would ask you for medical documentation in support of your specific medical circumstances. Given the pandemic circumstances, the ACORN self-declaration of illness tool (<https://www.artsci.utoronto.ca/news/message-dean-absence-declaration-tool>) and an email to let me know is sufficient.

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. I will make every reasonable effort to avoid scheduling, assessments, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you cannot complete a component of the course or meet a course deadline due to a religious observance, please let me know as early in the course as possible, so that we can work together to make alternate arrangements.

Other Accommodations

There may be times (especially in 2021) when you are unable to complete course work on time due to non-medical reasons. If you have concerns about your ability to complete an assignment, please reach out to me (Will/Dr. Ryan). You do not need to tell me any details about your situation that you do not want to divulge, but I do need to know that there is an issue in order to support you. Indeed, I am here to support you and will make accommodations where reasonable, possible, and in fairness to other students. It may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and concerns.

Grade Disputes & Regrade Requests

The 24/7 Policy. You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 7 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Academic Integrity and Plagiarism

The Code of Behaviour

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All

suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources

(<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>).

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Please note that I (Will/Dr. Ryan) understand that this is an imperfect tool and will always do additional investigation before interpreting a specific "plagiarism detection score". Sometimes the scores on this are inflated for reasons other than plagiarism and I will always take this into consideration and will never rely solely on this automatic analysis in registering an academic integrity concern. I am also aware that there are many ways to prevent these programs from detecting plagiarism, artificially reducing the score. Again, this is but one tool I use in assessing the originality of student writing.

Lecture Slides & Recordings

Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Harassment/Discrimination

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate,

humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

Academic & Other Resources

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning.” Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

Mental health, well-being: As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries, or general anxiety about the state of the world. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through Student Life (www.studentlife.utoronto.ca/feeling-distressed) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or from me to help learn what supports are available. We are here to support you!

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

Tips for Success

Everyone has different learning preferences and strategies that work best for them. However, there are a few things that everyone can do to ensure they receive the best possible grade in this course:

1. “Attend” lectures (aka watch in-person, live stream, or recordings). When watching, avoid other distractions. Put your phone away, close other windows on your computer, and take notes.
2. After watching lectures, review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.
3. Do all the readings. Required readings will be covered on the assessments. Read and take notes. Most students find it helpful to read more than once.
4. Study hard. Review your notes, make flashcards, form an online study group.
5. Come to virtual office hours! The instructor and the TA are here to help you. If you have any concerns or questions regarding the course or material, please email us with questions or to set up a virtual appointment!

Required Readings

* = Articles that will be discussed in journal club

Lecture 1: Introduction to Positive Psychology

- Syllabus
- Gable, S. L. & Haidt, J. (2005) What (and why) is positive psychology? *Review of General Psychology, Vol 9(2)*, 103-110.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive Psychology. *American Psychologist, 55*, 5-14. **Pages 5-7 only (up to the “about this issue” section)**

Lecture 2: Definitions of Happiness & Well-Being

- Tov, B. W. (2018). Well-being concepts and components. In E. Diener, S. Oishi, & L. Tay (Eds.) *Handbook of Well-Being*. Salt Lake City, U.T: DEF Publishers.
<https://www.nobascholar.com/chapters/12>
- Joshanloo, M., Van de Vliert, E., & Jose, P. E. (2021). Four fundamental distinctions in conceptions of wellbeing across cultures. In *The Palgrave Handbook of Positive Education* (pp. 675-703). Palgrave Macmillan, Cham.
- *Optional*: Ryan & Deci (2001). On happiness & human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166. Read only pages 141-148

Lecture 3: Positive Thinking

- *Sheldon, K. M., & Lyubomirsky, S. (2007). Is it possible to become happier? (And if so, how?). *Social and Personality Psychology Compass*, 1(1), 129-145.*
- Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current directions in psychological science*, 14(3), 131-134.
- *Optional*: Peterson, C. (2000). The future of optimism. *American psychologist*, 55(1), 44-55.

Lecture 4: Positive Emotions

- Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist*, 56, 218-226.
- *Catalino, L. I., Algoe, S. B., & Fredrickson, B. L. (2014). Prioritizing positivity: An effective approach to pursuing happiness? *Emotion*, 14(6), 1155-1161.*

Lecture 5: Motivation & Goals

- Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Kasser, T. (2016). Materialistic values and goals. *Annual review of psychology*, 67, 489-514.

Lecture 6: Peak Experiences & Mind-Body Relations

- *Rankin, K., Walsh, L. C., & Sweeny, K. (2019). A better distraction: Exploring the benefits of flow during uncertain waiting periods. *Emotion*, 19(5), 818-828.*
- Shapiro, S. L., Jazaieri, H., & de Sousa, S. (2016). Meditation and Positive Psychology. In C. R. Snyder, S. J. Lopez, L. M. Edwards, & S. C. Marques (Eds.), *The Oxford Handbook of Positive Psychology* (3rd ed.). Oxford University Press.

Lecture 7: Prosocial Behaviours & The Self (Part I)

- McCullough, M. E., Kimeldorf, M. B., & Cohen, A. D. (2008). An adaptation for altruism? The social causes, social effects, and social evolution of gratitude. *Current Directions in Psychological Science*, 17, 281-285.
- Armenta, C. N., Fritz, M. M., & Lyubomirsky, S. (2017). Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change. *Emotion Review*, 9(3), 183-190.
- *Heintzelman, S. J., & King, L. A. (2014). Life is pretty meaningful. *American Psychologist*, 69(6), 561-574.*
- *Optional*: Gable & Bromberg (2018). Healthy Social bonds: A necessary condition for well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. <https://www.nobascholar.com/chapters/65/download.pdf>

Lecture 8: The Self (Part II) & Resilience

- Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and personality psychology compass*, 5(1), 1-12.
- Harms, P. D., Brady, L., Wood, D., & Silard, A. (2018). Resilience and well-being. *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. <https://www.nobascholar.com/chapters/4/download.pdf>
- *Shaw, J., McLean, K. C., Taylor, B., Swartout, K., & Querna, K. (2016). Beyond resilience: Why we need to look at systems too. *Psychology of Violence*, 6(1), 34-41.*

Lecture 9: Character Strengths & Positive Institutions

- Kim-Prieto, C., & Miller, L. (2018). Intersection of religion and subjective well-being. *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. <https://www.nobascholar.com/chapters/70/download.pdf>
- *Oades, L. G., Robinson, P., Green, S., & Spence, G. B. (2011). Towards a positive university. *The Journal of Positive Psychology*, 6(6), 432-439.*

Lecture 10: Well-Being in the Digital Age & Future Directions for Positive Psychology

- Kushlev, K. (2018). Media technology and well-being: A complementarity-interference model. *Handbook of well-being*. Noba Scholar Handbook series: Subjective well-being. Salt Lake City, UT: DEF publishers. DOI: nobascholar.com.
- Sheldon, K. M., & Lyubomirsky, S. (2019). Revisiting the sustainable happiness model and pie chart: can happiness be successfully pursued?. *The Journal of Positive Psychology*, 1-10.

Course Calendar

Week	Lect	Date	Lecture Topic	Required Readings	Assignments	Positivity Exercises (Optional)	
1	1	Sept 13th	Introduction to Positive Psychology	Syllabus; Gable & Haidt (2005); Seligman & Csikszentmihalyi (2000) Pages 5-7 only (up to the "about this issue" section)	Intake Poll		
2	2	Sept 20th	Definitions of Happiness & Well-being	Tov (2018); Joshanloo et al (2021)			
3	3	Sept 27th	Positive Thinking	Sheldon & Lyubomirsky (2007); Wilson & Gilbert (2005)	Discussion 1- Sheldon Lyubomirsky (2007)		
4	4	Oct 4th	Positive Emotions	Fredrickson (2001); Catalino et al (2014)	Discussion 2- Catalino et al (2014)	Start: Exercise 1- Savouring	
5		Oct 11th	Thanksgiving Holiday (NO CLASS)				
6	5	Oct 18th	Motivation and Goals	Ryan & Deci (2000); Kasser (2016)	Optional Proposal For Final Paper	Due: Exercise 1- Savouring Start: Exercise 2- Goals	
7		Oct 25th	MIDTERM ASSESSMENT available from 9 am EST Monday Oct 25th to 11:59 pm EST Wednesday Oct 27th				
8	6	Nov 1st	Peak Experiences & Mind-Body Relations	Rankin et al (2018); Shapiro, et al. (2016);	Discussion 3- Rankin et al (2018)	Due: Exercise 2- Goals Start: Exercise 3- Mindfulness	
9		Nov 8th	READING WEEK (NO CLASS)				
10	7	Nov 15th	Prosocial Behaviours & The Self (Part I)	Heinzelman & King (2014); McCullough, et al. (2008); Armenta, et al (2017);	Discussion 4- Heinzelman & King (2014);	Due: Exercise 3- Mindfulness Start: Exercise 4- Gratitude	
11	8	Nov 22nd	The Self (Part II) & Resilience	Neff (2011); Harms et al (2018); Shaw et al. (2016)	Discussion 5- Shaw et al (2016)	Due: Exercise 4- Gratitude Start: Exercise 5- Self Compassion	
12	9	Nov 29th	Character Strengths & Positive Institutions	Oades et al. (2011); Kim-Prieto & Miller (2018)	Discussion 6- Oades et al. (2011) Final Paper Due Nov 29th at 11:59 pm EST	Due: Exercise 5- Self Compassion Start: Exercise 6- Strengths	
13	10	Dec 6th	Well-being in the digital age & Future Directions	Kushlev (2018) Sheldon & Lyubomirsky (2019)		Due: Exercise 6- Strengths	
			FINAL ASSESSMENT available from 9 am EST Monday Dec 13th to 11:59 pm EST on Wednesday Dec 15th				