

PSY336H1 F

Positive Psychology

Summer 2025 Syllabus

Course Meetings

PSY336H1 F

Section	Day & Time	Delivery Mode & Location
LEC0101	Tuesday, 1:00 PM - 4:00 PM	In Person: SS 2127
	Thursday, 1:00 PM - 4:00 PM	In Person: SS 2127

Refer to ACORN for the most up-to-date information about the location of the course meetings.

This is an in-person class. However, lectures will also be recorded to accommodate student illness and other needs. It is **STRONGLY** recommended that students attend in person whenever possible. Recordings of all lectures will be posted within 24 hours on the course Quercus page.

Course Contacts

Course Website: <https://q.utoronto.ca/courses/389844>

Instructor: Dr. William Ryan (Will)

Email: ws.ryan@utoronto.ca

Office Hours and Location: In-person (SS 4029) or on Zoom. Sign up for a timeslot here: <https://calendly.com/profwill/15-minute-appointment>

Additional Notes: Please see the "Asking Questions and Getting Help" Sections below for more info on the best way to get timely responses to different types of questions. Pronouns: he/him

Teaching Assistant: Elizabeth Chan

Email: elizabethw.chan@mail.utoronto.ca

Office Hours and Location: Available via email, or by appointment as needed

Additional Notes: Fun fact: Elizabeth took PSY336 with me when she was an undergraduate here! I am so excited to have her back as a TA!

Course Overview

A review of the field of positive psychology, which is the study of happiness and fulfillment. Topics include personal growth, meaning, hedonic and eudaimonic approaches to well-being, gratitude, awe, flow states, mindfulness and meditation.

Course Description

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: hedonic and eudaimonic approaches to well-being, gratitude, awe, meaning, flow states, mindfulness, self-compassion, and more!

Course Learning Outcomes

By the end of this course you will 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. Explain how psychological research can be applied to promote well-being- both your own and others'.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and one of** PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1, **or** PSY230H1/ PSY230H5/ PSYB30H3, **or** PSY240H1/ PSY240H5/ PSYB32H3

Corequisites: None

Exclusions: PSY324H5

Recommended Preparation: None

Credit Value: 0.5

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 course reserves” tab. The readings for the first few weeks will be posted directly to Quercus until the library website is up and running. There is no required textbook for this course.

Required Text: As part of this course you will read and discuss the following book in a “book club” format. This book is written by a well-known positive psychology researcher for a general audience. More information on this assignment can be found in the “assignments” section of this syllabus. We will discuss this assignment and the options for participation (in-person vs. discussion board) and then you will make your selection and be grouped into “book clubs” with students who selected the same participation format. The book is available from both online and local book sellers.

1. Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. Penguin Books.

Lecture Slides: Slides presented in lecture will be uploaded in PDF format to Quercus *just prior* to each lecture. The reason for not posting slides sooner is that I like to be able to update and

edit the lectures right up until the time of that lecture. This helps keep me and the lectures fresh and interesting!

Marking Scheme

Assessment	Percent	Details	Due Date
Participating in Book Club	6%	All students can miss one book club without penalty (except the one they are leading)	No Specific Date
Leading Book Club	14%	Each student will sign-up for a date to lead.	No Specific Date
Midterm	26%		2025-05-22
Book Review Paper	26%		2025-06-12
In-Person Final Exam	28%		Final Exam Period

All assignments are due before class starts on the date noted.

Book Clubs (20% Total)

A major component of this course is Book Clubs—small discussion groups that will meet **five times** throughout the semester to explore a popular book related to happiness and well-being.

Format Options

You'll indicate your preference for one of the following formats via the **Intake Poll on Quercus**:

- **In-Person Book Club**: Meets during class time (last 45–60 minutes on Book Club days)
- **Asynchronous Discussion Board Club**: Participates in online discussions on Quercus

Groups will be formed based on the preferences indicated in the poll.

Participating in Book Club (6%). Book Clubs only work if everyone comes prepared and engaged! You are expected to:

- Read the assigned section of the book before each meeting (even if you are not leading).
- Actively participate in discussions:
 - **In-person**: Be present and contribute to your group's conversation.
 - **Online**: Post thoughtful replies to the discussion leader's questions and respond to your peers.

Leading Book Club (14%). Each student will lead one Book Club session (Discussions 1–4). A sign-up sheet (Google Doc) will be posted after groups are finalized. The first meeting is just to get to know your group—no leader required.

As discussion leader, you must:

Before your meeting (due by midnight before class):

- Write a brief summary and analysis of your assigned section of the book
- Come up with 3 discussion questions
- Find and summarize 1 related academic article
- Post all of the above to your group's Quercus discussion board

After your meeting (due within 2 days):

- Submit a brief summary of the group discussion, including who participated
(*You may submit this at the end of class, but you have 48 hours to finalize and polish it if needed.*)

! Free Pass Policy

Everyone gets one free pass to miss a Book Club, no questions asked.

However:

- Your free pass cannot be used during the week you are scheduled to lead discussion.
- If you must miss more than one session due to illness or other valid reasons (see Course Policies), please contact Will/Dr. Ryan to make alternate arrangements.

Book Review Paper (26%)

For this assignment you will complete a formal review of the book you read for Book Club.

A book review is much more than a summary of the content of the book. In this assignment you will critique both the content as well as the presentation of information (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). This assignment should be 5-7 pages (double-spaced, not including references). More instructions on the requirements of this paper will be provided on Quercus and in class.

Midterm & Final Assessments (54% total)

There will be two tests in this course: A midterm test (26%) and a final exam (28%).

- **Timing & Location.**
 - The **midterm** will take place **during class time** in our regular classroom (see course schedule).
 - The **final exam** will be scheduled by the Faculty of Arts & Science during the official exam period. **Date, time, and location will be announced mid-semester.**
- **Structure & Content:**
 - Both assessments will include multiple choice and short answer questions based on lectures AND required readings
 - You'll be expected to demonstrate:
 - Understanding of course content
 - Critical thinking about major themes
 - Ability to apply concepts to real-world situations and integrate ideas across topics
 - The **final exam is cumulative**, with greater emphasis on material covered after the midterm.
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- **Review Sessions:** We'll hold **Q&A-style review sessions** before both the midterm and final. Dates and times will be posted on Quercus. You'll be able to send questions in ahead of time or bring them live. Sessions will be recorded for those who cannot attend live.

Late Assessment Submissions Policy

A deduction of 5% will occur for each day late. See late/missed assignments policy below.

Course Schedule

	Lect	Date	Lecture Topic	Required Readings	Book Club	Assignments
1	1	May 6th	Introduction to Positive Psychology	Syllabus; Gable & Haidt (2005); Seligman & Csikszentmihalyi (2000) Pages 5-7 only (up to the "about this issue" section)		
	2	May 8th	Definitions of Happiness & Well-being	Tov (2018); Joshanloo et al (2021)		Intake Poll Due
2	3	May 13th	Models of Well-Being & Positive Thinking	Sheldon & Lyubomirsky (2019)	Book Club 0 (Forward & Post-script)	
	4	May 15th	Positive Emotions	Fredrickson (2001)	Book Club 1 (Chapters 1-3)	
3	5	May 20th	Motivation & Engagement	Ryan & Deci (2000)		
		May 22nd	MIDTERM			
4	6	May 27th	Social Connection, Gratitude & Altruism	McCullough, et al. (2008); Stellar et al (2017)	Book Club 2 (Chapters 4 & 5)	

	7	May 29th	Flow & Mindfulness	Nakamura & Csikszentmihalyi (2016); Shapiro, et al (2006)	Book Club 3 (Chapters 6 & 7)	
5	8	June 3rd	Self-Compassion & Meaning	Neff (2011); Heinzelman & King (2014)	Book Club 4 (Chapters 8, 9 & 10)	
	9	June 5th	Awe, Religion, & Spirituality	Moon et al (2023); Monroy & Keltner (2023)		
6	10	June 10th	Goals, Values, & Money	Kasser (2016); Buttrick & Oishi (2023)		
	11	June 12th	Resilience & Positive Institutions	Harms et al (2018)		Book Review Paper Due
			FINAL ASSESSMENT TBA during final assessment period			

Policies & Statements

Land Acknowledgement & Statement of Equity, Diversity, and Inclusivity

I wish to acknowledge and honour the history of this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. [Learn more about the acknowledgement of traditional land in the University of Toronto.](#)

I am committed to creating a learning environment for my students, where your diverse perspectives and identities are respected and represented. I intend for this course to respect and promote diversity, equity, and human rights and to include multiple perspectives and critiques of classic research and theory. I am always open to and actively looking for ways to improve my courses and myself, especially in relation to principles of diversity, equity, and inclusion. Your suggestions and critical feedback are therefore encouraged and appreciated!

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Quercus

We will be using Quercus/Canvas (q.utoronto.ca) as a primary means of (1) accessing and submitting course assignments, (2) communicating announcements, and (3) 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 important announcements and course information.

*Grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, until they have been formally approved and posted on ACORN at the end of the course.

Late/Missed Assignments

Assignments handed in late will incur a 5% deduction in points for EACH day that they are late. See sections below for policies on accommodations related to illness, personal or family emergencies, accessibility needs, and religious observances. Assignments not turned in will receive a 0.

The 48 Hour Late Ticket: 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 tests or the exam.

Missed Tests & Exams

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

Grade Disputes: The 24/14 Policy

You must wait for at least 24 hours following the return of an assignment before bringing a grade concern to me; use this time to reflect upon your performance and grade (and give your

professor and TAs a chance to breath after posting the grades). If, after review, you are still concerned about the grading of a particular item or assignment, you may request a regrade by emailing the professor/Dr. Ryan/Will. Regrade requests must be made within 14 business days of the return of the assignment or test. Regrade requests after this deadline will not be considered. If there is a mistake in the grading, we need to address that in a timely manner. For midterm test regrade requests, you must attend a midterm test viewing session to see your test before requesting a regrade (so you can determine whether there is a mistake to be regraded). 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. Regrade requests that are based on proximity to a desired grades will not be considered.

On the use of Generative Artificial Intelligence (Gen AI) Tools

Gen AI tools (such as ChatGPT) should not be used to generate your entire assignment submissions, though they can be helpful tools. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course, this use **MUST** be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (e.g., include your prompts), and how the results from the AI were incorporated into the submitted work. These tools can be most helpful in improving your writing and the clear expression of your ideas (rather than trying to generate complete content, which is unlikely to meet the standards of the assignments).

Academic Integrity & Plagiarism

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. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Although we will be using a plagiarism detection tool (Turnitin) in this course, 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 (e.g., building on a first draft, including common references or assignment instructions) 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.

Plagiarism Detection Tool

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 web site (<https://uoft.me/pdt-faq>).

Accommodation for Illness & Personal & Family Emergencies

If you become ill or face a personal or family emergency that negatively impacts your ability to do your academic work, please consult me right away (over email or in office hours) so we can work out a plan that best supports your needs. Indeed, I am here to support you and will make accommodations where reasonable, possible, and in fairness to other students.

In order to receive accommodations (e.g., extension, midterm re-weight) documentation is required. You will need to complete one of the following:

1. the ACORN absence declaration form (<https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/>). The ACORN absence declaration tool can be used for medical emergencies as well as personal and family emergencies whereas the VOI is for medical absences only. Please note that as of Fall 2023, the University is allowing students to use the ACORN absence declaration tool only *once per term* and for a period of up to 7 days.
2. the Verification of Illness (VOI) form (<http://www.illnessverification.utoronto.ca/index.php>). This form may be used for any illness or medically-related absences.
3. Documentation from a medical professional that contains the same information as the Verification of Illness form.

More information on the current Faculty of Arts & Science Policy is available here: <https://www.artsci.utoronto.ca/current/academics/student-absences>.

Please note, that you do NOT need to divulge specifics of your situation to me, just the duration of the absence and the support or accommodation requested.

Depending on your circumstances 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. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Students with Disabilities or Accommodation Requirements

Students with diverse learning needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/departments/accessibility-services/>. 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 assess your 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

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 cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

Video Recording and Sharing (Download Permissible; Re-use Prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

Participation & Conduct in Class

Participation & Conduct in Class: In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our

understandings 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.

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, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance, record of offences, or any other identity category.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/departments/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Additional Content

Asking Questions & Getting Help

There are several options for getting your questions answered. You should feel free to use any of these options.

1. **Questions During Lecture.** If you are attending the lecture in person you will be able to ask questions throughout lecture.
2. **Office Hour Appointment.** You can schedule an appointment to meet with Will/Dr. Ryan either in person or over Zoom here: <https://calendly.com/profwill/15-minute-appointment>
 - You can sign up for up to 1 appointment per week. If, for whatever reason, you think you will need more time, email Will/Dr. Ryan to let him know.
 - You will be able to select the type of appointment (in person or zoom) that you would like.
 - In person appointments will be held in SS4029
 - Zoom appointments will be held on our regular class link: <https://utoronto.zoom.us/j/87640372081> Passcode: **psychology**
3. **General Discussion Board.** You 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 other students may have as well. I am fastest to reply to requests here (as compared to emails).
4. **Emails** should be reserved for idiosyncratic or personal questions that can not be addressed via the above options. This is not because your TAs and I don't care about you, but because with so many students this simply isn't an efficient or effective way to provide support to all our students.
 - Before emailing, please check to make sure the information you are seeking is not already available on Quercus.
 - Email is best for quick personal questions, while longer, more complex questions are best addressed in an office hour appointment. Content questions and questions about assignments can be asked on the discussion board.
 - We receive many emails. Please allow 2 business days for a response.

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 lecture weekly (aka come in person, watch the 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 and listen to all the podcasts. These will be covered on the assessments. Read/Listen and take notes. Most students find it helpful to read or listen more than once.
4. Study hard. Review your notes, make flashcards, form a study group.
5. Come to 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 an appointment!

Course Readings

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: Models of Well-Being & Positive Thinking

- Sheldon, K. M., & Lyubomirsky, S. (2019). Revisiting the sustainable happiness pie chart: Can happiness be successfully pursued? *The Journal of Positive Psychology*, 16, 145-154.

Optional:

- Sheldon, K. M., & Lyubomirsky, S. (2007). Is it possible to become happier? (And if so, how?). *Social and Personality Psychology Compass*, 1, 129-145.
- Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current Directions in Psychological Science*, 14, 131-134.

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.

Optional:

- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.
- Catalino, L. I., Algoe, S. B., & Fredrickson, B. L. (2014). Prioritizing positivity: An effective approach to pursuing happiness? *Emotion*, 14, 1155-1161.

Lecture 5: Motivation & Engagement

- 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.

Lecture 6: Social Connection, Gratitude & Altruism

- 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.
- Stellar, J. E., Gordon, A. M., Piff, P. K., Cordaro, D., Anderson, C. L., Bai, Y., ... & Keltner, D. (2017). Self-transcendent emotions and their social functions: Compassion, gratitude, and awe bind us to others through prosociality. *Emotion Review*, 9, 200-207

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 7: Flow & Mindfulness

- Nakamura, J., & Csikszentmihalyi, M. (2016). The Experience of flow: Theory and research. 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.
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Optional:

- Farias, M. (2022). DEBATE: The inevitable decline of mindfulness. *Child and Adolescent Mental Health*, 27(4), 422-423.
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Lecture 8: Self-Compassion & Meaning

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Lecture 9: Awe, Religion, & Spirituality

- Monroy, M., & Keltner, D. (2023). Awe as a pathway to mental and physical health. *Perspectives on psychological science*, 18(2), 309-320.
- Moon, J. W., Cohen, A. B., Laurin, K., & MacKinnon, D. P. (2023). Is religion special?. *Perspectives on Psychological Science*, 18(2), 340-357.

Optional:

- 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>

Lecture 10: Goals, Value, & Money

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Lecture 11: Resilience & Positive Institutions

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- Yates, T. M., Tyrell, F. A., & Masten, A. S. (2015). Resilience theory and the practice of positive psychology from individuals to societies. *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*, 773-788.
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