PSY336H1 S

Positive Psychology

Summer 2024 Syllabus

Course Meetings

PSY336H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Tuesday, 9:00 AM - 12:00 PM	In Person: BA 1230
	Thursday, 9:00 AM - 12:00 PM	In Person: BA 1230

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

Course Contacts

Course Website: https://q.utoronto.ca/courses/345504

Instructor: Emily Schwartzman
Email: emily.schwartzman@mail.utoronto.ca
Office Hours and Location: Wednesdays at 2pm, Thursdays at 4pm. SS90 (sub-ground floor of Sid Smith--go to the Departments & Administration side of the building and take elevator/stairs to the lowest floor).
Additional Notes: Please include the course code in the subject line of all emails to the course instructor and TA. Please allow 48 hours for a response (not including weekends/holidays).

Teaching Assistant: Xiao Min Chang
Email: xiaomin.chang@mail.utoronto.ca
Office Hours and Location: By appointment

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.

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Course Learning Outcomes

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

1. Develop an understanding of how people behave in teams and organizations.

2. Understand the basic concepts and foundational theories in organizational behaviour.
3. Learn how to evaluate research and theory on people, teams, and organizations.
4. Apply research and theory to develop your own professional skills.

Prerequisites:
PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA22 0H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PS YB07H3/ 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.

Lecture Slides: Slides presented in lecture will be uploaded in PDF format to Quercus the evening before each lecture.

Marking Scheme

Assessment	Percent	Details	Due Date
Midterm	25%	In-class midterm test consisting of multiple choice and short answer questions.	2024-07-18
Final Paper	35%	Final paper evaluating positivity advice from a popular/layperson source (e.g., videos, non-academic articles, social media).	2024-08-08

Assessment	Percent	Details	Due Date
(Optional) Positivity Exercises	10%	Best 5 out of 6 positivity exercise write-ups, worth 2% each. If you opt not to do the positivity exercises, an additional 10% of your final grade will be split between the midterm, final exam, and final paper. If you complete the positivity exercises, the marking scheme that yields the highest final grade (positivity exercises included vs. excluded) will be applied.	2024-07-09,2024-07-16,2024-07-25,2024-07-30,2024-08-01,2024-08-06
In-Person Final Exam	30%		Final Exam Period

The alternate marking scheme without positivity exercises is as follows:

Midterm: 28%

Final exam: 33%

Final paper: 39%

Late Assessment Submissions Policy

A penalty of 10% of the total mark will be applied for every day that the assignment is late, including weekends and holidays

Course Schedule

Week	Lecture	Date	Topic	Required Readings	Assignments
Week 1	1	**July 2**	Introduction to Positive Psychology	Syllabus; Gable & Haidt (2005); Seligman & Csikszentmihalyi (2000), pages 5-7 (from the beginning to the "about this issue" subsection)	
Week 1	2	**July 4**	Definitions of Happiness & Well-Being	Tov (2018); Joshanloo et al. (2021)	Start: Positivity Exercise 1 - Character Strengths (optional)
Week 2	3	**July 9**	Models of Well-Being & Positive	Sheldon & Lyubomirsky (2007);	Due: Positivity Exercise 1 -

			Thinking	Sheldon & Lyubomirsky (2019)	Character Strengths (optional)
Week 2	**4**	**July 11**	Positive Emotions	Fredrickson (2001); Catalino et al. (2014)	Start: Positivity Exercise 2 - Savouring (optional)
Week 3	**5**	**July 16**	Motivation & Engagement	Ryan & Deci (2000)	Due: Positivity Exercise 2 - Savouring (optional)
Week 3		**July 18**	**MIDTERM**		
Week 4	**6**	**July 23**	Goals, Values, & Money	Kasser (2016); Buttrick & Oishi (2023)	Start: Positivity Exercise 3 - Goals (optional)
Week 4	**7**	**July 25**	Peak Experiences	Nakamura & Csikszentmihalyi (2009); Shapiro et al. (2016)	Due: Positivity Exercise 3 - Goals (optional) Start: Positivity Exercise 4 - Mindfulness (optional)
Week 5	**8**	**July 30**	Meaning & the Self	Neff (2011); Heinzelman & King (2014)	Due: Positivity Exercise 4 - Mindfulness (optional) Start: Positivity Exercise 5 - Self-Compassion (optional)
Week 5	**9**	**August 1**	(Pro)social Emotions & Behaviours	McCullough et al. (2008); Stellar et al. (2017)	Due: Positivity Exercise 5 - Self-Compassion (optional) Start: Positivity Exercise 6 - Gratitude (optional)
Week 6	**10**	**August 6**	Resilience & Well-Being in the Digital Age	Harms et al. (2018); Kushley (2018)	Due: Positivity Exercise 6 - Gratitude (optional)
Week 6	**11**	**August 8**	Positive Institutions	Kim-Prieto & Miller (2018);	**Due: Final Paper**

			Oades et al. (2011)	
Final Assessment Period			**FINAL EXAM** Date, time, and location to be announced once available	

Policies & Statements

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Late/Missed Assignments

Late assignments will receive a penalty of 10% per day past the deadline, including weekends and holidays. If you think you'll need additional time to complete an assignment, contact the instructor before the listed due date. If you request an extension after the assignment is officially due, you'll be expected to provide appropriate documentation (i.e., ACORN Absence Declaration, Verification of Illness or Injury Form, Letter of Academic Accommodation, College Registrar's letter, or equivalent) to justify the late request.

The 48-Hour Late Ticket

Each student in this class gets one late ticket to receive a 48-hour extension on an assignment of their choosing, no questions asked. If you would like to use your late ticket, please comment "late ticket" on your Quercus submission for that assignment. Although Quercus may automatically flag your assignment as late, no points will be deducted from your mark.
You may use your late ticket for any of the positivity exercises or for the final paper. You may not use the late ticket for the midterm or the final exam, because they are evaluations rather than assignments.

Use of Generative AI

Generative AI is a new tool with interesting implications for academic writing and research. Like any other tool, its role should be to supplement—not replace—the development of your own

independent knowledge and skills. As such, generative AI may be used for certain purposes in this course, but not for others.

You may not use generative AI to write or otherwise assist with the positivity exercises. The positivity exercises exist to give you the opportunity to directly experience and apply course concepts to your own life; if you are not interested in performing or reflecting on the exercises, then you may simply not complete them and opt for the alternate marking scheme.

You **may** use generative AI for some aspects of the final paper. These include:
-Brainstorming ideas
-Outlining your paper
-Proofreading and editing
You may **NOT** use generative AI to produce new text that you include in your final paper--only to edit existing text that you have written. The purpose of the paper is for you to develop your own critical thinking and insights, and to demonstrate your ability to apply course concepts, so it is important for you to write a complete draft of the paper yourself.

If you do use generative AI in any capacity in your final paper, you are required to document your process thoroughly by saving all your prompts and outputs and submitting them as a supplement to your final paper; missing or incomplete documentation will be considered academic dishonesty (just like failing to properly cite the source of a quote, research finding, or idea), and will be subject to the same procedures as other academic integrity issues (see below). Moreover, you will remain fully accountable for any AI-generated content in your paper: If you include AI-edited text that features faults such as unsound claims, improper citations, plagiarized writing, etc., you will be subject to the same grade penalties and/or academic dishonesty procedures as if you had written the text yourself.

Make-Up Test Policy

If you are unable to write the midterm test on July 18th, notify the instructor as soon as possible, and no later than 7 days after the midterm. Be prepared to provide appropriate documentation (Absence Declaration, VOI, Registrar's letter, or equivalent). Depending on the circumstances, you may have the opportunity to write a make-up test, or your final grade may be re-weighted to omit the midterm.

Re-marking Policy - Timeline and Protocol

Please think carefully before contesting your grade for an assignment or test. Your course instructors and TAs work very hard to mark course assignments and tests as fairly as possible. If you have concerns about how an assignment was graded, you must first meet with the TA who graded your term work during that TA's office hours. If after your meeting you still would like to have your term work re-graded, you must contact the instructor within 2 weeks of the return of the term work. If your request is granted, the instructor will re-grade an item of term work once. Re-grading may result in an increase in grade, a decrease in grade or no change in grade; the instructor's regrade will be final.

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).

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.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and 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/department/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.

Student Lecture Recordings

Please let me know via email if you would like to record any lectures in this course--you may use recording devices in class, but only with my written permission (see the CTSI guidelines on recording lectures: http://teaching.utoronto.ca/ed-tech/audio-video/). Likewise, if you will be sharing any lecture recordings with your classmates, let me know who else will have access to your recording(s). The lecture content is my intellectual property and is protected by copyright, so recordings must not be shared with anyone outside of this course section.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me 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) and the University of Toronto Website on Academic Integrity (https://www.academicintegrity.utoronto.ca).

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see http://www.illnessverification.utoronto.ca. For information on Absence Declaration Tool for A&S students, please see https://www.artsci.utoronto.ca/absence. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Mental Health and 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 and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.
There are many helpful resources available through your College Registrar or through Student Life (http://studentlife.utoronto.ca and http://www.studentlife.utoronto.ca/feeling-distressed). 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.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of

mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Course Materials

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Additional Content

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 (from the beginning 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*, 129-145.
- 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:

- 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.
- Catalino, L. I., Algoe, S. B., & Fredrickson, B. L. (2014). Prioritizing positivity: An effective approach to pursuing happiness? *Emotion, 14*, 1155-1161.

Optional:

- Peterson, C. (2000). The future of optimism. *American Psychologist*, *55*, 44-55.

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: Goals, Value, & Money

- Kasser, T. (2016). Materialistic values and goals. *Annual Review of Psychology*, *67*, 489-514.
- Buttrick, N., & Oishi, S. (2023). Money and happiness: A consideration of history and psychological mechanisms. *Proceedings of the National Academy of Sciences, 120*(13), e2301893120.

Lecture 7: Peak Experiences

- 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.
- 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 8: Meaning & The Self

- Neff, K. D. (2011). Self-compassion, self-esteem, and well-*Social and personality psychology compass*, *5*, 1-12.
- Heintzelman, S. J., & King, L. A. (2014). Life is pretty meaningful. *American Psychologist*, *69*, 561-574.

Lecture 9: (Pro)social Emotions & Behaviours

- 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 10: Resilience & Well-Being in the Digital Age

- 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
- 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*.

Optional:

- 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*, 34-41.

Lecture 11: 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*, 432-439.