

**Psychology 336: Positive Psychology  
Winter 2022**

University of Toronto, St. George  
Lectures Tuesdays 2:10 pm – 4:30 pm EST  
In-person (Starting in Feb) @ Sid Smith 1072  
Live-streamed and recorded on Zoom

<https://utoronto.zoom.us/j/87640372081>, Passcode: **psychology**

	Instructor	Teaching Assistant
Name:	Dr. William Ryan (Will)	Emily Schwartzman
E-mail:	ws.ryan@utoronto.ca	emily.schwartzman@mail.utoronto.ca
Office Hours:	<b>Online Office Hours:</b> To be held on <a href="#">Gathertown</a> Tuesdays 5-6 pm & Wednesdays 12-1 pm EST and by appointment over zoom (email Will to schedule this) <b>“Classroom Hours”:</b> Tuesdays 4:30-5 pm EST in SS1072 (or on zoom until we are back in-person)	By Appointment

**Description, Goals, & Prerequisites**

**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!

**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.

**Prerequisites:**

- **PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H1/STA288H1/PSY201H5/STA215H5/STA220H5/PSYB07H3/STAB22H3/STAB23H3/STAB57H3,**
- **AND** one of PSY220H1/PSY220H5/PSYB10H3/SOC213H1
- **OR** PSY230H1/PSY230H5/PSYB30H3 or PSY240H1/PSY240H5/PSYB32H3
- **Exclusion:** PSY324H5

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. No waivers will be granted.

### Course Structure

This is technically an “in-person” course and is listed on the course timetables as such. However, it will be delivered online over zoom (synchronously and recorded), up until our lecture on Feb 1<sup>st</sup> (which will be in-person, unless the University announces otherwise). That said, if needed or desired you can complete all components and succeed in this course without attending any in-person sessions (should these become available). All course content and all assessments can be accessed and completed remotely (either synchronously or asynchronously as desired). This is to allow students maximum flexibility in completing the course. However, for those who are interested, this course will also include ample opportunities for in-person (again unless the University announces otherwise) and other synchronous interaction 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 summarize, here is what a typical week in the course will look like:

#### Each week:

##### Required:

- Up to, but no more than 3 hours total of content including lecture and discussion
- 2 – 3 required readings and/or videos

##### Optional:

- Positivity Exercises (some weeks)
- Weekly Survey to ask any questions, identify points of confusion, and provide feedback on discussion group leaders (if applicable)
- Additional videos, readings, and surveys will also be posted for students interested in learning more about various topics.

### Options for Accessing Lectures

Options for attending lecture include the following, each of which are detailed below.

1. Attending in person (Starting on Feb 1<sup>st</sup>, pending university approval)
2. Attending via zoom live
3. Watching the lecture recording

**Option 1. In-Person Lectures.** Starting on Feb 1<sup>st</sup> (pending university and public health approval) lectures will take place in Sid Smith 1072 on **Tuesdays from 2:10-4:30 pm EST**. Even once in-person classes are available again, you do NOT have to attend 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.

**Option 2. Synchronous Remote Lectures.** All lectures can be attended remotely and synchronously over zoom. This will be the primary method of delivery while we are all online through January (we will have our first in-person lecture on Feb 1<sup>st</sup>, unless we hear otherwise from the University) and will also continue to live stream the lectures if/when we return to the classroom. 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. All lectures will be live streamed (and recorded) over Zoom. The link for all lectures is: <https://utoronto.zoom.us/j/87640372081>, Passcode: **psychology**. I will monitor the chat and answer questions from students attending remotely.

**Option 3. 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.

**Note:** 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.

### Course 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 and leadership of 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)
Leading & Participating in Journal Club	6%	Multiple Dates, each student will sign-up for a date to lead (TBD) (must attend 4 out of 5)
Positivity Exercises	6% (optional)	Multiple Dates (complete 4 out of 6)
Midterm Assessment	28%	available from 9 am EST Tuesday Feb 15th to 11:59 pm EST Thursday Feb 17th

Final Paper (Book Review OR Research Review Paper)	30% (or 36%)*	April 5 <sup>th</sup>
Final Assessment	30%	9 am EST Mon April 18 <sup>th</sup> – 5 pm EST Wed April 20 <sup>th</sup>

\*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 course reserves” tab.

**Course Website:** We will be using Quercus (q.utoronto.ca) as the method of course delivery. This includes: (1) delivering lectures 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 each live stream lecture so that you can make notes on them during lecture if you wish. Course materials are provided for the exclusive use of enrolled students.

### Asking Questions & Getting Help

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

1. **Questions during lecture.** Students attending the lecture in-person or synchronously over zoom will be able to ask questions throughout lecture.
2. **In class “office” hours (aka “classroom hours”).** In addition to being able to ask questions during lectures, I will also reserve some time at the end of class (**4:30- 5pm 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).
3. **Online Office Hours.** Will be held on Gathertown (<https://gather.town/app/8ETR7Z5Iq4aUir6j/WillsOffice>) on **Tuesdays 5-6 pm** and **Wednesdays 12-1 pm** EST. On Gathertown we can meet one-on-one privately or in small groups if folks have similar questions.
4. **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 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.

5. **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.
6. **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 (if not sooner!). 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.

## Details on Assignments

### **Journal Club (6% 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 week, discussion will focus on just one of these (indicated on the course schedule and with a \* on the reading list). Will/Dr. Ryan will provide questions for students to discuss.

Students have two options for how to participate in journal clubs and will indicate their preference as well as availability (if the synchronous option is preferred) 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.

*Option 1. Synchronous discussion group.* 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 keep track of attendance and participation in synchronous discussions and submit a brief summary of what was discussed (more info below)

*Option 2. Asynchronous discussion board.* Students may alternatively select to conduct 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 weekly discussion. There will still be a group leader each week who will respond to and track group members questions and submit a brief summary of what was discussed (more info below).

**Participating in Journal Club.** 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.

- If you are participating in a *synchronous discussion* group participation points are based on attendance and active participation (aka discussion of the questions).

- If you are participating in an *asynchronous discussion* group participation points will be awarded for thoughtful responses to at least 2 of the posted questions and a response to at least one of your group member's posts.

**Leading Journal Club.** Regardless of which option chosen, each student will sign up to lead their group's discussion one week. Students will sign up using a Google doc that will be posted on Quercus after the intake poll is complete (note for groups with more than 5 students, you can double-up on a week- in fact this is good, in case someone drops the course).

On the week that you lead journal club you will submit a brief summary of the discussion (see below) and submit it within 48 hours of when your synchronous discussion takes place or after the discussion board closes.

- If you are *leading a synchronous discussion group* you will guide the video chat discussion (aka read out the questions and facilitate the group discussing each one), take attendance of everyone present at the video chat, keep a few notes of what you discuss, and lastly, officially submit your written assignment plus attendance on Quercus within 48 hours after your group discussion ends.
- If you are *leading an asynchronous discussion group* your leadership responsibilities entail posting the questions Will/Dr. Ryan provides on your group discussion board, respond 2 of the questions and to at least one comment from each of your group members before the discussion period ends (1-week). Within 48 hours of when the discussion board closes you are to submit a list of group members who participated and a brief summary of the groups' discussion.

There will be a total of 5 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.

### **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.

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.

\*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%.

### **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 **Tuesday April 5<sup>th</sup> by 11:59 pm EST**. Brief summaries of each assignment appear below. More details including rubrics for each are available on Quercus.

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 Tuesday March 1<sup>st</sup>** and receive feedback on their paper idea. Proposals are not for credit and completely optional.

\*For students who opt not to complete the Positivity Exercises, the final paper will be worth 36%.

**Option 1. 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.

**Option 2. 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.

## 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 posted at 9 am EST Tuesday Feb 15th and can be submitted anytime until **11:59 pm EST Thursday Feb 17<sup>th</sup>**. While you have almost 3 days to work on this, the assessment itself should take no more than 3 hours though you can spend as much or as little time working on it during the testing window. 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 April 18<sup>th</sup> and must be submitted by **5 pm EST Wednesday April 20<sup>th</sup>**.

Note that you will **NOT** need this whole time to work on the assessment as it 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 hold Question & Answer review sessions prior to the midterm and final assessment, time and date TBA. These review sessions will be question and answer based so come prepared with questions to aid your studying. Sessions will be recorded for those who cannot attend. More details will be provided prior to each assessment.

## COVID-19 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 cannot ultimately meet in-person. If this occurs, I will still deliver our lectures at the regular class time over zoom 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 as everything can be completed remotely.



## Course Policies

**Penalties for Late Assignments:** Assignments handed in late will incur a 5% deduction in points for EACH day that they are late. Midterm and final assessments will NOT be accepted late.

**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 the midterms or final assessment or to skip leading your discussion.

**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.

**Grade Dispute Policy: The 24/14 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 14 business 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.

**Specific Medical Circumstances:** 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 Accommodation:** 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.

**Accommodation for Personal Reasons:** There may be times (especially in 2020) 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.

**Academic Integrity and 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](http://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.

**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, 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.

**For Students Taking This Course From Outside Canada.** If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact your instructor directly to discuss with them.

## 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](http://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” lecture weekly (aka 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. 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.
- *Optional*: Nakamura, J., & Csikszentmihalyi, M. (2009). Flow theory and research. *Handbook of positive psychology*, 195-206.
  - Note: the link on course reserves links to the full handbook that this chapter is in. The assigned chapter is the second one in “Part 4” of the online book.

#### **Lecture 7: The Self**

- \*Heintzelman, S. J., & King, L. A. (2014). Life is pretty meaningful. *American Psychologist*, 69(6), 561-574.\*
- Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and personality psychology compass*, 5(1), 1-12.

#### **Lecture 8: Strengths & Resilience**

- 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: Prosocial 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.

- 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.
- 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: 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 11: 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.

Week	Lect	Date	Lecture Topic	Required Readings	Assignments	Positivity Exercises (Optional)
1	1	Jan 11th	Introduction to Positive Psychology	Syllabus; Gable & Haidt (2005); Seligman & Csikszentmihalyi (2000) Pages 5-7 only (up to the "about this issue" section)		
2	2	Jan 18th	Definitions of Happiness & Well-being	Tov (2018); Joshanloo et al (2021)	<b>Intake Poll Due</b>	
3	3	Jan 25th	Positive Thinking	Sheldon & Lyubomirsky (2007); Wilson & Gilbert (2005)	Discussion 1- Sheldon Lyubomirsky (2007)	
4	4	Feb 1st	Positive Emotions	Fredrickson (2001); Catalino et al (2014)	Discussion 2- Catalino et al (2014)	Start: Exercise 1- Savouring
5	5	Feb 8th	Motivation and Goals	Ryan & Deci (2000); Kasser (2016)		Due: Exercise 1- Savouring Start: Exercise 2- Goals
6		Feb 15th	MIDTERM ASSESSMENT available from 9 am EST Tuesday Feb 15th to 11:59 pm EST Thursday Feb 17th			
7		Feb 22nd	<b>READING WEEK</b>			
8	6	March 1st	Peak Experiences & Mind-Body Relations	Rankin et al (2018); Shapiro, et al. (2016);	Optional Proposal For Final Paper	Due: Exercise 2- Goals Start: Exercise 3- Mindfulness
9	7	March 8th	The Self	Neff (2011); Heintzelman & King (2014);	Discussion 3- Heintzelman & King (2014)	Due: Exercise 3- Mindfulness Start: Exercise 4- Self-Compassion
10	8	March 15th	Strengths & Resilience	Harms et al (2018); Shaw et al. (2016);	Discussion 4- Shaw et al (2016)	Due: Exercise 4- Self-Compassion Start: Exercise 5- Strengths
11	9	March 22nd	Prosocial Behaviours	McCullough, et al. (2008); Armenta, et al (2017); Gable & Bromberg (2018)		Due: Exercise 5- Strengths Start: Exercise 6- Gratitude
12	10	March 29th	Positive Institutions	Oades et al. (2011); Kim-Prieto & Miller (2018)	Discussion 5- Oades et al (2011)	Due: Exercise 6- Gratitude
13	11	April 5th	Well-being in the digital age & Future Directions	Kushlev (2018) Sheldon & Lyubomirsky (2019)	<b>Final Paper Due</b>	
			<b>FINAL ASSESSMENT</b> available from 9 am EST Monday April 18th to 11:59 pm EST on Wednesday April 20th			