

**PSYC 550: Perspectives on Happiness and Human Flourishing (Positive Psychology)**  
Fall 2017

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Location: SBSB 4119  
Time: 2:30 – 5:20pm

**Course Tools:**

**Course Overview**

Happiness and human flourishing has been a central human concern for centuries. Poets, philosophers, and other thinkers blazed a trail that contemporary behavioral scientists have followed in investigating the nature of happiness and the factors that help to support and maintain it. The science of happiness is rapidly evolving, and we will engage the topics in this course as a series of questions rather than discussing firm conclusions. Primarily, we will read and evaluate contemporary research on happiness conducted by a growing group of scientists with interests in positive psychology. We will also put this research to practice by engaging in weekly activities outside of classroom discussion.

**Programmatic Student Learning Outcomes and Goals**

PSLO 1: Explain and contrast important empirical and theoretical foundations of psychology, and identify unanswered questions stemming from those bodies of knowledge, with particular attention given to areas of psychology related to the thesis.

PSLO 3: Demonstrate proficiency in the written and oral presentation of scientific content in psychology, including the appropriate use of APA style.

I have the following overarching and intertwined goals for us in this seminar:

- to encourage a greater appreciation for the breadth of human experience, particularly that which lies beyond the pathological and even the “normal”
- to build our knowledge and understanding of the aims and scope of the rapidly growing field of positive psychology and its implications for well-being enhancement
- to demonstrate the role of positive psychological science in the study of biological, cognitive, emotional, and social functioning

- to improve your ability to critique published research and theory and to enhance your ability to think creatively about the study of (positive) psychological phenomena
- to critically evaluate societal myths related to happiness and how they can impact decision-making related to health and well-being
- to integrate and apply concepts in positive psychology to the benefit of our own lives
- to develop a toolkit of methods for putting positive psychology theories and findings into research and educational practice.
- to practice the art and science of effective communication in the presentation of ideas to other individuals and to groups

## Course Structure

This course has three major, interrelated components: weekly classes, discussion question journals, and a term project + presentation. These are outlined as follows:

### 1. Weekly classes

The format of the course is interactive and experiential. At most class meetings I will give “interrupted lectures” for 10-20 minutes, and the remaining time will be reserved for discussion, using course readings and out-of-class exercises as jumping-off points. The primary focus of this seminar will be on class discussion. Evidence suggests that students learn material more thoroughly and retain it longer if they are actively engaged in the learning process. Getting involved in the class will not only benefit you, it will also contribute to the learning of your classmates. I want you to complete *all* readings *before class*, and to come to each class prepared to discuss the readings assigned for that class. To help you do so, I ask you to generate discussion questions each week. These questions will serve as the starting point for our class discussions. Other areas of discussion will likely emerge as we go through the course.

**Weekly readings:** Each week I ask you to read usually 2-3 articles and/or chapters related to that week’s topic. These readings will be placed on the Cougar Courses site. Please read each article/chapter carefully and critically. Class time will be spent in discussion of these readings and the issues and questions they raise.

**Weekly exercises:** Each week I will ask you to complete an out-of-class exercise to help you get first-hand or inside experience with each topic under study and also to foster your own well-being. These exercises will, I hope, be fun, interesting, or positively challenging for you. Each week I will announce the exercise to be completed before the next class.

**Class Participation** (600 points): Your participation in class discussions throughout the semester will constitute 38% of your grade for this course. I will give you feedback on

your class participation about halfway through the semester. Quality participation in class does not just mean talking. Good class participation involves coming to class on time with questions on issues that are unclear in the readings, raising questions that you think we should cover, constructively criticizing, and commenting on ideas you think are interesting. Class discussion also means volunteering insightful answers to questions that provide contrasts and integration of ideas, actively listening to others' contributions to discussion, and moving the discussion along toward a shared understanding.

Comments about personal experiences can be helpful in class discussions as long as a connection is made between your experience and the class topic and readings. In sum, what I am looking for is evidence that you have done the readings and thought about the relevant issues. I especially value comments that contribute to our collective learning. The criteria I will use in assigning points for class participation are as follows:

600 points: Actively and consistently contributes to the class discussions and exercises well beyond expectations (e.g., raises important issues based on class readings, clarifies questions raised by other participants, and consistently makes comments that display a sophisticated grasp of the relevant material).

550 points: Actively and consistently contributes to the class discussions and exercises beyond expectations (e.g., makes substantial contributions to class discussions).

500 points: Actively and consistently participates in class discussions and in the exercises.

450 points: Meets minimum standards for participation in class discussions and exercises.

<450 points: Problems with class attendance, minimal participation in discussions and exercises, and/or does not appear prepared for class.

## 2. Discussion question journals (320 points):

As noted in the Class Participation section above, each student is asked to contribute discussion questions based on each set of weekly readings. These questions are meant to focus your thinking and guide our in-class discussions. Here are some possible topics for discussion questions: topics or issues you did not understand about the articles/chapters; challenges to the conclusions drawn by the authors, consideration of the implications of the findings, relating one or more readings to other readings or topics, and connections between the ideas articulated in the readings and your own research ideas. Please stay away from rhetorical questions – those that simply test your classmates' understanding of the material.

Here are the specifics of question submission: Please post 2 discussion questions on the Cougar Courses message board by #TBD before each class. To best prepare for each class, you are also asked to review everyone's questions before we meet. The discussion questions will be graded each week on the following scale:

20 = excellent; questions were highly relevant and insightful

18 = very good; questions were very relevant and insightful

16 = good; questions were very relevant

14 = marginal; questions were somewhat relevant

≤12 = yikes; questions were not relevant or were incomplete

0 = did not hand in two questions **by the deadline**

### 3. Behavior Change Project or Research Proposal plus Presentation (600 points)

In this seminar you have the option to conduct a personal behavior change project or complete an empirical research proposal. For both, a written product will be due at the end of the term (**Wednesday Dec 16<sup>th</sup>**). See the “Behavior Change Project” and the “Research Proposal” documents for more details on preparing these. Toward the end of the term, each student will present their project or proposal to the class. The presentation has two purposes: One is to generate discussion with the class that may aid in developing your behavior change report or your final research proposal; the other is to give you practice in communicating your ideas – presenting to a live audience is a primary way in which scientists do this. Good presentations will have a clearly defined purpose, outline the major problem and the questions or hypotheses following from it, map out an integrated method, outline the data analytic approach (as appropriate), and suggest implications of the project/research. Please use visual aids (slides, etc) and adhere to the time limit (30 minutes). Presentations should be organized well and not simply be read from the page. Practicing your presentation is the best way to prepare. The project or proposal on which the presentation is based will be critiqued by classmate “reviewers.” Student reviewers will be asked to hand in a written review of the project or proposal.

### Grades

Class participation	600 points (38%)
Discussion questions	320 points (20%)
Project/proposal and presentation	600 points (38%)
Project/proposal critiques	80 points ( 5%)

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Total 1600 points

### Course Policies

Academic integrity: Academic dishonesty is a bad scene; don’t go there. All assignments must represent your own work. However, in doing journals and projects you may find it useful to confirm your logic, phrasing, and formatting with classmates –

just make sure you write your assignments individually. If you have any questions about what constitutes academic dishonesty (e.g., plagiarism), please ask me.

Meeting course requirements: Generally, the only reasons I consider legitimate for missing a class or assignment deadline are: conference attendance, medical illness (appropriate documentation required), or personal/family emergencies that require you to leave school. Oversleeping, heavy work load, forgetfulness, assignment disappearance (e.g., computer meltdowns), and alien abduction will not be considered legitimate failures to meet course requirements.

### **Student Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DDS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Should you have any questions about services provided through Disabled Student Services, please call 760-750- 4905 or go to [http://www.csusm.edu/dss/handbooks/student\\_book.html](http://www.csusm.edu/dss/handbooks/student_book.html)

### **Writing Requirement**

As stated in the course catalog, all CSU students must demonstrate competency in writing skills as a requirement for graduation. This requirement mandates that every course at the university must have a writing component of a least 2500 words (approximately 10 pages). The writing requirement in this course will be satisfied through discussion questions and your term project.

### **Class Topics and Readings**

#### **SECTION 1: Historical, Evolutionary, and Scientific Roots of the Study of Happiness and Human Flourishing**

**1. August 28.** Orientation to the course.

**September 4:** Labor Day. Class does not meet.

**2. September 11.** The history and science of happiness.

**Class.** Discussion of Western and Eastern historical perspectives on happiness and the good life, and an introduction to contemporary behavioral scientific theories and methods of investigating happiness.

**Required readings.**

Jørgensen, I. S. & Nafstad, H.E. (2014). Positive psychology: Historical, philosophical, and epistemological perspectives. In A. Linley, & S. Joseph (Eds.), *Positive psychology in practice, 2<sup>nd</sup> ed* (pp. 15-34). Hoboken, NJ: Wiley.

Keyes, C. L. M. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. *Journal of Consulting and Clinical Psychology, 73*, 539-548.

Ryan, R.M. & Deci, E.L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology, 52*, 141-166. [focus on pp. 141-148]

### **Optional readings:**

Peterson, C. (2006). *A primer in positive psychology* (pp. 3-24). New York: Oxford University Press.

Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. *Handbook of positive psychology, 2*, 3-12.

McMahon, D. M. (2008). The pursuit of happiness in history. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 80-93). New York: Guilford Press.

### **3. September 18.** The intra- and inter-personal roots of happiness

**Class.** Discussion of evolutionary forces, genetic influences, and childhood vulnerability and resilience.

### **Required readings.**

Read the commencement speech at:

[http://www.huffingtonpost.com/steve-young/the-class-of-07-must-be-w\\_b\\_50447.html](http://www.huffingtonpost.com/steve-young/the-class-of-07-must-be-w_b_50447.html)

Røysamb, E., Nes, R. B., & Vittersø, J. (2014). Well-being: Heritable and changeable. In Sheldon & Lucas (Eds.), *Stability of Happiness: Theories and Evidence on Whether Happiness Can Change*, 9. New York: Academic Press.

Lucas, R. E. (2007). Adaptation and the set point model of subjective well-being. *Current Directions in Psychological Science, 16*, 75-79.

### **Optional readings.**

Hill, S. E., & Buss, D. M. (2008). Evolution and subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 62-79). New York: Guilford Press.

Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 54*(3), 227-238. doi: 10.1037//0003-066X.56.3.227

Urry, H. L., Nitschke, J. B., Dolski, I., Jackson, D. C., Dalton, K. M., Mueller, C. J., Rosenkranz, M. A., Ryff, C. D., Singer, B. H., & Davidson, R. J. (2004). Making a life worth living: Neural correlates of well-being. *Psychological Science, 15*, 367-372.

Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contributions of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science, 4*, 27-46.

Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001). Positive emotions in early life and longevity: Findings from the nun study. *Journal of Personality and Social Psychology, 80*, 804-813.

## **SECTION 2: Internal Factors in Happiness and Human Flourishing**

### **4. September 25.** Internal factors in happiness, Part 1: Attention and appraisals

**Class.** Discussion of quality of attention to, and cognitive appraisals of day-to-day stimuli.

#### **Required readings.**

Haidt, J. (2000). *The happiness hypothesis* (pp. 23-44). [focus on pp. 23-31]

Brown, K. W., & Holt, M. P. (2011). Experiential processing and the integration of bright and dark sides of the human psyche. In K. Sheldon, T. Kashdan, & M. Steger (Eds.), *Designing the future of positive psychology: Taking stock and moving forward* (pp.147-159). New York: Oxford.

#### **Optional readings.**

Gross, J.J. (2014). Emotion regulation: Conceptual foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation, 2<sup>nd</sup> ed.* (pp. 3-20). New York: Guilford.

Izard, C., Stark, K., Trentacosta, C., & Schulz, D. (2008). Beyond emotion regulation: Emotion utilization and adaptive functioning. *Child Development Perspectives, 2*(3), 156-163. doi: 0.1111/j.1750-8606.2008.00058.x.

Langer, E. (2005). Well-being: Mindfulness versus positive evaluation. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 214-230). Oxford: Oxford University Press

Lyubomirsky, S. (2001). Why are some people happier than others? The role of cognitive and motivational processes in well-being. *American Psychologist, 56*,

239-249.

Bryant, F.B. & Veroff, J. (2007). *Savoring: A new model of positive experience* (pp. 53-85). Mahwah, NJ: Lawrence Erlbaum.

## **6. October 2.** Internal factors in happiness, Part 2: Motivation and Emotions

**Class.** Discussion of motivational and emotional states and traits, including their characteristics and malleability.

### **Required readings.**

Harker, L., & Keltner, D. (2001). Expressions of positive emotions in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. *Journal of Personality and Social Psychology, 80*, 112-124.

Lyubomirsky, S., King, L. A., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin, 131*, 803-855. [focus on conclusions]

Cohen, S., & Pressman, S. D. (2006). Positive affect and health. *Current Directions in Psychological Science, 15*, 122-125.

### **Optional readings.**

Fredrickson, B.L. & Losada, M.F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist, 60*, 678-686.

Leary, M. (2007). How the self became involved in affective experience. In J.L. Tracy, R.W. Robins, & J.P. Tangney (Eds.), *The self-conscious emotions: Theory and research* (pp. 38-52). New York: Guilford.

Wilson, T.D., Gilbert, D.T., & Centerbar, D.B. (2003). Making sense: The causes of emotional evanescence. In I. Brocas & J. Carrillo (Eds.), *The psychology of economic decisions, vol. 1: Rationality and well being* (pp. 209-233). New York: Oxford University Press.

Ekman, P., Davidson, R.J., Ricard, M., & Wallace, B.A. (2005). Buddhist and psychological perspectives on emotions and well-being. *Current Directions in Psychological Science, 11*, 59-63.

Fredrickson, B.L., Cohn, M.A., Coffey, K.A., Pek, J., & Finkel, S.M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology, 95*, 1045-1062.



## **6. October 9.** Internal factors in happiness, Part 3: Cognitions and Traits

**Class.** Discussion of character and beliefs.

### **Final Project Proposal (one to two paragraphs) Due**

#### **Required readings.**

Duckworth, A.L. & Seligman, M.E.P. (2005). Self-discipline outdoes IQ in predicting academic performance in adolescents. *Psychological Science*, 16, 939-944.

Dweck, C.S. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, 17, 391-394.

Neff, K. D. & Vonk, R. (2009). Self-compassion versus global self-esteem: Two different ways of relating to oneself. *Journal of Personality*, 77, 23-50.

#### **Optional readings.**

Peterson, C. & Park, N. (2009). Classifying and measuring strengths of character. In S.Lopez and C.R. Snyder (Eds.), *Oxford Handbook of Positive Psychology* (pp. 25-34). New York: Oxford.

## **SECTION III: External Factors in Happiness and Human Flourishing**

## **8. October 16.** External factors in happiness, Part 1: Interpersonal interaction and well-being

**Class.** Discussion of prosociality, empathy, altruism, kindness, gratitude, forgiveness

#### **Required readings.**

Zaki, J., & Mitchell, J. P. (2013). Intuitive prosociality. *Current Directions in Psychological Science*, 22(6), 466-470.

McCullough, M. E. (2001). Forgiveness: Who does it and how do they do it? *Current Directions in Psychological Science*, 10, 194-197.

Grant, A.M. & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology*, 98, 946- 955.

#### **Optional readings.**

Seppala, E., & Tomasello, M. (2013). The compassionate mind. *The Observer*, 26(6).

Batson, C. D., Ahmad, N., & Lishner, D. A. (2011). Empathy and altruism. In C. R.

Snyder & S. J. Lopez (Eds.), *Oxford handbook of positive psychology, 2<sup>nd</sup> ed* (pp. 417-425). New York: Oxford University Press.

Lyubomirsky, S. (2008). Practicing acts of kindness. In *The how of happiness* (pp. 125-137). New York: Penguin.

IsHak, W.W., Kahloon, M. & Fakhry, H. (2011). Oxytocin role in enhancing well-being: A literature review. *Journal of Affective Disorders, 130*, 1-9.

Wood, A.M., Froh, J.J. & Geraghty, A.W.A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review, 30*, 890-905. skip: Sections 3.1, 3.2.1, 3.2.4, all of section 4]

De Waal, F. (2006). Kindness. In *Our inner ape* (pp. 169-214). NY: Riverhead Books.

## **9. October 23.** External factors in happiness, Part 2: Social relationships and family

**Class.** Discussion of friendship, love, family, and children.

### **Required readings.**

Finkel, E. J., Hui, C. M., Carswell, K. L., & Larson, G. M. (2014). The suffocation of marriage: Climbing Mount Maslow without enough oxygen. *Psychological Inquiry, 25*(1), 1-41.

Brooks, A. C. (2008). Is happiness a family value? In *Gross National Happiness* (pp. 57-81). New York: Basic Books. [read pp. 65-70 on children effects on happiness]

### **Optional readings.**

Myers, D. (1999). Close relationships and the quality of life. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), *Well-being: The foundations of hedonic psychology* (p. 374-391). New York: Russell Sage Foundation.

Lyubomirsky, S. (2008). Nurturing social relationships. In *The how of happiness* (pp. 138-149). New York: Penguin.

DePaulo, B.M. & Morris, W.L. (2005). Singles in society and in science. *Psychological Inquiry, 16*, 57-83.

Lucas, R. E. (2005). Time does not heal all wounds: A longitudinal study of reaction and adaptation to divorce. *Psychological Science, 16*, 945-950.

## 9. October 30. External factors in happiness, Part 3: Work and stuff

**Class.** Discussion of the quality of work experience and one of its key outcomes – material wealth.

### Required readings.

Harter, J. K., Schmidt, F. L., & Keyes, C. L. M. Well-being in the workplace and its relationship to business outcomes: A review of the Gallup studies. In C.L.M. Keyes & J. Haidt (2003). *Flourishing: Positive psychology and the life well-lived* (pp. 205-224). Washington, DC: American Psychological Association.

Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6, 10-19.

Kahneman, D., Krueger, A.B., Schkade, D., Schwarz, N., & Stone, A.A. (2006). Would you be happier if you were richer? A focusing illusion. *Science*, 312, 1908-1910.

### Optional readings.

Csikszentmihalyi, M. (1990). Flow at work. In *Flow: The psychology of optimal experience* (pp. 143-163). New York: Harper & Row.

Lewandowski, G.W. (2008). Stop trying to get tenure and start trying to enjoy yourself. <http://insidehighered.com/views/2008/09/22/lewandowski>

Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54, 821-827.

Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial spending and happiness using money to benefit others pays off. *Current Directions in Psychological Science*, 23(1), 41-47.

Brickman, P., Coates, T., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative? *Journal of Personality and Social Psychology*, 36, 917-927.

Heller, D., Watson, D., & Ilies, R. (2004). The role of person vs. situation in life satisfaction: A critical examination. *Psychological Bulletin*, 130, 574-600.

## 10. November 6. Correlates of happiness in societies

**Class.** Discussion of societal characteristics related to national happiness.

### Required readings

Inglehart, R., & Klingemann, H. (2000). Genes, culture, democracy, and happiness. In E. Diener & E.M. Suh (Eds.), *Subjective well-being across cultures* (pp. 165-183). Cambridge, MA: MIT Press. [update]

Helliwell, J., Layard, R., & Sachs, J. (2015). World Happiness Report. Retrieved 08.11.2015 from <http://worldhappiness.report/download/> [read pp. 17-29]

Diener, E., Oishi, S., & Lucas, R. E. (2015). National accounts of subjective well-being. *American Psychologist*, 70(3), 234.

### **Optional readings.**

Veenhoven, R. (2005). Apparent quality-of-life in nations: How long and happy people live. *Social Indicators Research*, 71, 61-86.

Diener, E., Diener, M., & Diener, C. (1993). Factors predicting the subjective well-being of nations. *Journal of Personality and Social Psychology*, 69, 851-864.

### **11. November 13. Creating happiness**

**Class.** Discussion of positive psychological programs and interventions to enhance well-being.

### **First Draft of Term Project Due**

#### **Required readings.**

Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of Clinical Psychology*, 65(5), 467-487.

Oades, L.G., Robinson, P., Green, S. & Spence, G.B. (2011). Towards a positive university. *Journal of Positive Psychology*, 6, 432-439. [skim]

Parks, A. C., Della Porta, M. D., Pierce, R. S., Zilca, R., & Lyubomirsky, S. (2012). Pursuing happiness in everyday life: The characteristics and behaviors of online happiness seekers. *Emotion*, 12(6), 1222.

Miller, W. R. (2004). The phenomenon of quantum change. *Journal of Clinical Psychology*, 60 (5), 453-460. [skim]

#### **Optional readings.**

Parks, A.C. & Biswas-Diener, R. (2013). Positive interventions: Past, present and future (pp. 140-165). In T. Kashdan & J. Ciarrochi (Eds.), *Bridging Acceptance and Commitment Therapy and Positive Psychology: A practitioner's guide to a unifying framework*. Oakland, CA: New Harbinger.

Mauss, I.B., Tamir, M., Anderson, C.L. & Savino, N. (2010). Can seeking happiness make people unhappy? Paradoxical effects of valuing happiness. *Emotion*, 11, 807-815.

Diener, E., Lucas, R.E., & Scollon, C.N. (2006). Beyond the hedonic treadmill: Revising the adaptation theory of well-being. *American Psychologist*, 61, 305-314.

Lyubomirsky, S. (2008). Is it possible to become happier? In *The how of happiness* (pp. 13-26). New York: Penguin.

Lyubomirsky, S. (2008). How to find happiness activities that fit your interests, your values, and your needs. In *The how of happiness* (pp. 257-281). New York: Penguin.

Sheldon, K. M., & Lyubomirsky, S. (2006). Achieving sustainable gains in happiness: Change your actions, not your circumstances. *Journal of Happiness Studies*, 7, 55-86.

Gallup World Poll on Happiness. Retrieved 08.11.2015 from <http://www.gallup.com/poll/182009/mood-world-upbeat-international-happiness-day.aspx>

## **12. November 20.** The future of positive psychology

**Class.** Discussion of the recent positive psychology backlash and avenues for moving the science forward.

### **Required readings.**

Bentall, R.P. (1992). A proposal to classify happiness as a psychiatric disorder. *Journal of Medical Ethics*, 18, 94-98.

Wilson, E. (2008). *Against happiness* (pp. 3-37).

Oishi, S., Diener, E., & Lucas, R. E. (2007). The optimum level of well-being: Can people be too happy? *Perspectives on Psychological Science*, 2, 346-360.

### **Optional readings.**

Diener, E. (2014). Well-being dies in middle-age: A guide to future research. In Sheldon & Lucas (Eds.), *Stability of Happiness: Theories and Evidence on Whether Happiness Can Change*, 299. New York: Academic Press.

Norem, J. (2001). *Accentuating the negative: The positive power of negative thinking* (pp. 15-33). New York: Basic Books.

Schooler, J. W., Ariely, D. & Loewenstein, G. (2003). The pursuit and assessment of happiness can be self-defeating. In I. Brocas & J. D. Carrillo (Eds.), *The psychology of economic decisions. Vol. 1: Rationality and well being* (pp. 41-70). New York: Oxford University Press. [focus on pp. 53-61]

**13. November 27** Presentations

**14. December 4.** Presentations

**15. December 11.** Last chance final paper meetings. You can come in and discuss rough draft feedback.

Note. There may be some minor changes to this syllabus as the semester unfolds.