

# PSY336H1 S

## Positive Psychology

### Winter 2025 Syllabus

#### Course Meetings

##### PSY336H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Monday, 2:00 PM - 5:00 PM	In Person: SS 1084

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

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

#### Course Contacts

**Course Website:** <https://q.utoronto.ca/courses/382398>

**Instructor:** Dr. William Ryan (Will)

**Email:** [ws.ryan@utoronto.ca](mailto:ws.ryan@utoronto.ca)

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

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

**Teaching Assistant:** Xiao Min Chang

**Email:** [xiaomin.chang@mail.utoronto.ca](mailto:xiaomin.chang@mail.utoronto.ca)

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

#### Course Overview

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

#### Course Description

This course is designed to give you a broad overview of the field of positive psychology, an exciting and relatively new field of study focusing on promoting human happiness and flourishing. In this class we will cover what it means to be happy and how emotional,

motivational, cognitive, and social processes can be harnessed to promote wellness. Some of the specific topics we will address include: hedonic and eudaimonic approaches to well-being, gratitude, awe, meaning, flow states, mindfulness, self-compassion, and more!

### Course Learning Outcomes

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

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

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

**Corequisites:** None

**Exclusions:** PSY324H5

**Recommended Preparation:** None

**Credit Value:** 0.5

### Course Materials

**Required Readings:** Required readings consist of primary empirical and review articles. These will be available on the course page on Quercus/Canvas under the “library course reserves” tab. The readings for the first few weeks will be posted directly to Quercus until the library website is up and running. There is no required textbook for this course.

**Required Text:** As part of this course you will select one of the following “trades books” (books written by positive psychology researchers or others for non-expert audiences) to read and discuss in a “book club” format. More information on this assignment can be found in the “assignments” section of this syllabus. We will discuss all book choices in class on the first day and then you will make your selection and be grouped into “book clubs” with students who selected the same book. All options are available from both online and local book sellers and are listed below.

1. Achor, S. (2018). *The happiness advantage: How a positive brain fuels success in work and life*. Random House.
2. Hanson, R., & Hanson, F. (2020). *Resilient: How to Grow an Unshakable Core of Calm, Strength, and Happiness*.
3. Lyubomirsky, S. (2014). *The Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does*. Penguin Books.

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

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

## Marking Scheme

Assessment	Percent	Details	Due Date
<b>Participating in Book Club</b>	4%		No Specific Date
<b>Leading Book Club</b>	14%	Each student will sign-up for a date to lead.	No Specific Date
<b>Positivity Exercises</b>	4%	*For students who choose not to complete the positivity exercises the midterm and final will be worth 28% each. Multiple Dates (complete 4 out of 6).	No Specific Date
<b>Midterm</b>	26%		2025-02-10
<b>Book Review Paper</b>	26%		2025-03-24
<b>In-Person Final Exam</b>	26%		Final Exam Period

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

### Book Clubs (18% Total)

A major component of this course will be “Book Clubs”. These are small discussion groups that will meet 5 times throughout the semester to discuss a popular book related to happiness and well-being. You will be able to choose from among four possible books (listed in the “required text” section above). Each book addresses well-being and happiness from a different angle.

You will use the *Intake Poll* (on Quercus) to rank your book choices. Groups will be formed based on preferences indicated in this poll. I will do my very best to give all students their top choices.

On book club days (indicated on the course schedule) the last 45 minutes of class will be set aside for the groups to engage in their discussions. Each member of your group will be responsible for leading discussion of one section of the book. Information on leading and participating in discussion appears below and more details will be provided in class and on Quercus.

**Participating in Book Club (4%).** For Book 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 section of the book, even if you are not the group leader. Participation points are based on attendance and active participation (aka discussion of the questions).

**Leading Book Club (14%).** Each student will sign up to lead discussion on one section of their book. Students will sign up using a Google doc that will be posted on Quercus after the intake poll is complete. In addition to this written work below, you are also responsible for facilitating

the discussion by reading out the questions and encouraging and discussing the responses from others.

On the week that you lead Book Club you will be responsible for:

- coming up with three discussion questions
- writing a short summary of the book section
- finding and summarizing a related article
- typing up a brief summary of the groups' discussion and who participated.

The first three parts should be completed and submitted on your groups' Quercus discussion board midnight the night before class. This will allow your group members some time to think about the questions, read over your summaries, and skim the related article if they wish. Within two days of when your discussion ends you are to submit the final part (the brief summary of the discussion) on Quercus. You can submit these notes right at the end of class, but the extra two days is just to give you some time in case you forget or want to spend a few minutes cleaning up your notes before you submit them.

**Free Pass.** There will be a total of 5 Book Club meetings (plus one “get to know each other” meeting at the beginning) over the course of the term. I understand that life happens so everyone gets one “free pass” to miss ONE Book Club. 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.

### **Book Review Paper (26%)**

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

A book review is much more than a summary of the content of the book. In this assignment you will critique both the content as well as the presentation of information (e.g., were points supported by strong evidence? were arguments clear? Etc.) and include suggestions for improvement. Your review should also include your thoughts and reflections on the book and how it fits in (or doesn't) with other theory and research you learned about in this course, supported with at least 5 peer-reviewed sources (additional sources, including non-peer reviewed sources, are welcome). This assignment should be 5-7 pages (double-spaced, not including references). More instructions on the requirements of this paper will be provided on Quercus and in class.

### **(Optional) Positivity Exercises (4% 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. 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 4% will be reallocated to your midterm and final assessment (2% each).

### Midterm & Final Assessments (52% OR 56% total)

There will be two tests in this course: A midterm test and a final exam. **Each is worth 26% or 28% of your overall grade** depending on whether you participate in the positivity exercises (see above)

- **Location & Timing:** All tests and exams will take place *in person*. The midterm will be held during class time in our regular classroom. The final exam will be held over the exam period and scheduled by A&S. They will announce the date, time, and location mid-semester.
- **Structure & Content:** All tests will consist of multiple choice and short answer questions. Tests will be based on the lectures and required readings. You will be responsible for material covered in both the lectures and the required readings. Questions will require knowledge not just of specific content, but ability to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. The final exam is cumulative, integrating across the course, but with more questions specifically addressing new content since the midterm. More details will be posted on Quercus and discussed in class.
- **Review Sessions:** We will hold Question & Answer review sessions prior to the midterm and final assessments, 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.

### Late Assessment Submissions Policy

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

### Course Schedule

Week	Lect	Date	Lecture Topic	Required Readings	Assignments	Positivity Exercises (In-Class)
1	1	Jan 6th	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 13th	Definitions of Happiness & Well-being	Tov (2018); Joshanloo et al (2021)	<b>Intake Poll Due</b>	Start: Exercise 1-Character Strengths
3	3	Jan 20th	Models of Well-Being & Postive Thinking	Sheldon & Lyubomirsky (2007); Sheldon & Lyubomirsky (2019)	Book Club 0: Introductions	Due: Exercise 1- Character Strengths
4	4	Jan 27th	Positive Emotions	Fredrickson (2001); Catalino et al (2014)	Book Club 1	Start: Exercise 2- Savouring
5	5	Feb 3rd	Motivation & Engagement	Ryan & Deci (2000)	Book Club 2	Due: Exercise 2- Savouring
6	6	Feb 10th	<b>MIDTERM</b>			
7		Feb 17th	READING WEEK			
8	7	Feb 24th	Goals, Values, & Money	Kasser (2016); Buttrick & Oishi (2023)	Book Club 3	Start: Exercise 3- Goals
9		March 3rd	Peak Experiences	Nakamura & Csikszentmihalyi (2016); Creswell (2017); Farias (2022)	Book Club 4	Due: Exercise 3- Goals Start: Exercise 4- Mindfulness

10	8	March 10th	Meaning & The Self	Neff (2011); Heinzelman & King (2014)	Book Club 5	Due: Exercise 4- Mindfulness Start: Exercise 5- Self-Compassion
11	9	March 17th	(Pro)social Emotions & Behaviours	McCullough, et al. (2008); Stellar et al (2017)		Due Exercise 5- Self-Compassion Start: Exercise 6- Gratitude
12	10	March 24th	Awe, Spirituality, & Religion	Monroy & Keltner (2023); Moon et al (2023)	<b>Book Review Paper Due</b>	Due: Exercise 6- Gratitude
13	11	March 31st	Resilience & Positive Institutions	Harms et al (2018); Yates et al (2015)		
<b>FINAL ASSESSMENT</b> TBA during final assessment period						

## Policies & Statements

### Land Acknowledgement & Statement of Equity, Diversity, and Inclusivity

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

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

## Quercus

We will be using Quercus/Canvas (q.utoronto.ca) as a primary means of (1) accessing and submitting course assignments, (2) communicating announcements, and (3) posting/tracking grades\*. A current version of the syllabus and other relevant course resources will also be posted. Please make sure you check Quercus regularly for important announcements and course information.

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

## Departmental Guidance for Undergraduate Students in Psychology

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

## Late/Missed Assignments

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

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

\*Note: This ticket may NOT be used for tests or the exam.

## Missed Tests & Exams

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

## Grade Disputes: The 24/14 Policy



You must wait for at least 24 hours following the return of an assignment before bringing a grade concern to me; use this time to reflect upon your performance and grade (and give your professor and TAs a chance to breath after posting the grades). If, after review, you are still concerned about the grading of a particular item or assignment, you may request a regrade by emailing the professor/Dr. Ryan/Will. Regrade requests must be made within 14 business days of the return of the assignment or test. Regrade requests after this deadline will not be considered. If there is a mistake in the grading, we need to address that in a timely manner. For midterm test regrade requests, you must attend a midterm test viewing session to see your test before requesting a regrade (so you can determine whether there is a mistake to be regraded). Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same. Regrade requests that are based on proximity to a desired grades will not be considered.

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

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

### **Academic Integrity & Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](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. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

Although we will be using a plagiarism detection tool (Turnitin) in this course, please note that I (Will/Dr. Ryan) understand that this is an imperfect tool and will always do additional investigation before interpreting a specific “plagiarism detection score”. Sometimes the scores on this are inflated for reasons other than plagiarism (e.g., building on a first draft, including common references or assignment instructions) and I will always take this into consideration and will never rely solely on this automatic analysis in registering an academic integrity concern. I am also aware that there are many ways to prevent these programs from detecting plagiarism, artificially reducing the score. Again, this is but one tool I use in assessing the originality of student writing.

## **Plagiarism Detection Tool**

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

## **Accommodation for Illness & Personal & Family Emergencies**

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

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

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

More information on the current Faculty of Arts & Science Policy is available here:

<https://www.artsci.utoronto.ca/current/academics/student-absences>.

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

Depending on your circumstances it may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and

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

## **Students with Disabilities or Accommodation Requirements**

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

## **Religious Accommodations**

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

## **Cell Phones and Laptop Usage**

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

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

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

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

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

## **Participation & Conduct in Class**

**Participation & Conduct in Class:** In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

## **Harassment/Discrimination**

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance, record of offences, or any other identity category.

## **Mental Health and Well-Being**

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

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

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

## Additional Content

### Asking Questions & Getting Help

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

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

### Tips for Success

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

1. Attend lecture weekly (aka come in person, watch the live stream or recordings). When watching, avoid other distractions. Put your phone away, close other windows on your computer, and take notes.
2. After watching lectures review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.

3. Do all the readings and listen to all the podcasts. These will be covered on the assessments. Read/Listen and take notes. Most students find it helpful to read or listen more than once.
4. Study hard. Review your notes, make flashcards, form a study group.
5. Come to office hours! The instructor and the TA are here to help you. If you have any concerns or questions regarding the course or material, please email us with questions or to set up an appointment!

## Course Readings

### Lecture 1: Introduction to Positive Psychology

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

### Lecture 2: Definitions of Happiness & Well-Being

- Tov, B. W. (2018). Well-being concepts and components. In E. Diener, S. Oishi, & L. Tay (Eds.) *Handbook of Well-Being*. Salt Lake City, U.T: DEF Publishers.  
<https://www.nobascholar.com/chapters/12>
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- Sheldon, K. M., & Lyubomirsky, S. (2007). Is it possible to become happier? (And if so, how?). *Social and Personality Psychology Compass, 1*, 129-145.
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#### Optional:

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### 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.

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- 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.
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### **Lecture 7: Peak Experiences**

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### **Lecture 8: Meaning & The Self**

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- 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: Awe, Spirituality, & Well-Being**

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

#### *Optional:*

- Kim-Prieto, C., & Miller, L. (2018). Intersection of religion and subjective well-being. *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. <https://www.nobascholar.com/chapters/70/download.pdf>

### **Lecture 11: Resilience & Positive Institutions**

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

#### *Optional:*

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