Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750). Thank you!
COURSE OVERVIEW

Course description

Prior to World War II, psychology had three stated principles: make the lives of people fulfilling, identify and enhance human excellence, and treat pathology. Proponents of positive psychology make the argument that over the past 70 years, psychology, particularly clinical psychology, has focused almost solely on the treatment of pathology and less-than-optimal functioning, while ignoring the first two goals of the science of psychology. Researchers and practitioners interested in studying and promoting human potential posit that psychology is in need of an attentional shift toward human strengths and the conditions that lead to human flourishing.

This course is a review of the literature related to the following questions: Why bother studying positive experiences? What conditions result in optimizing human potential and flourishing? What benefits are associated with various human strengths? Can we do things differently to meet our full potential or are we stuck wherever we are? Are there drawbacks in focusing on strengths and positive experiences? What is happiness?
Many of the lessons in this course have experiential components. Therefore, you will not only be learning about the concepts and techniques related to positive psychology in the academic sense. You will also be learning through doing and, as such, will have knowledge based both on scientific review and personal experience.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Understand the underlying assumptions and basic questions of positive psychology.
2. Explain insights into personal strengths and participate in exercises designed to bolster these strengths.
3. Describe the various constructs associated with subjective well-being as well as the ways in which these constructs can be used to improve daily functioning.

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.
- All synchronous sessions will be held within the original time/day pattern of this course – Tuesdays and Thursdays from 11:10 a.m. -12:30 p.m.
- The lectures in this class incorporate class discussions. You are expected to attend synchronous sessions.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Although attendance is not required in this class, it is highly encouraged and there will be points associated with attendance. If you are unable to attend the lecture during class time, you will be able to access a recording of the lecture and, on days in which there is an attendance quiz, you will have the opportunity to complete it within 36 hours of the class meeting time.

Please use both a first and last name in your Zoom name and have your Zoom name correspond with the name you used to register for the class. If you use a different form of your
first name, please keep that consistent throughout the semester and please use the last name that you used when you registered for the class.

I really want to encourage you to keep your camera on during the class meetings. I have found, personally and with my students, that it is easier to engage, connect, and pay attention when your camera is on. Also, I am better able to gauge whether or not people are understanding the material when I can see them – non-verbal signals turn out to be important. 🌟 Although this is a preference, it is not a requirement. If you need to turn your camera off to attend to something or you don’t feel comfortable with your camera on, that is fine.

In addition to attending class, I appreciate your mindful participation. It can be very difficult to pay attention during an online class or meeting. Please do your best to be present during class. Do your best to reduce distractions (e.g., close your email accounts/notifications during class). Further, the class will be most beneficial for everyone if different voices and perspectives are represented. As such, please plan to contribute to class discussions.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks


There also will be other assigned/required readings (see class schedule); these will be available on Carmen/Canvas.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE
• Basic computer and web-browsing skills
• Navigating Carmen (go.osu.edu/canvasstudent)
• CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
• Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
• Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

• Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
• Webcam: built-in or external webcam, fully installed and tested
• Microphone: built-in laptop or tablet mic or external microphone
• Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

• Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
• Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.
If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Quizzes (5 points per quiz; 2 misses allowed)</td>
<td>50</td>
</tr>
<tr>
<td>Reflection Papers (20 points per paper)</td>
<td>100</td>
</tr>
<tr>
<td>Question Writing (20 points per assignment)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (20 points per quiz)</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

See course schedule below for due dates.

Descriptions of major course assignments

REFLECTION PAPERS

Description: Your level of involvement and contribution to your own understanding of positive psychology will account for close to one-fourth of your grade in class. There will be five reflection papers due over the course of the quarter. Reflection papers can cover any of the experiential exercises, lecture topics, or readings that have been assigned or presented in class since the last reaction paper. The papers should be between one full page and two pages (not including any references). All papers must be typed, double-spaced, and written in 11- or 12-point font. I will suggest experiential exercises at least once a week and think it is really useful for you to try out at least one or two of the exercises over the semester. That being said, there is no requirement that the reflection papers be about experiential exercises.

These papers will be graded on a pass/fail basis - if you turn the paper in on time (to the minute) and it meets the stated requirements of the assignment, you will be given full credit on
that assignment. Although the papers are pass/fail, please be mindful of your reader and check grammar, spelling, and punctuation. I reserve the right to deduct points for papers that cannot be reasonably read due to poor composition.

Papers can be posted to the appropriate dropbox in Carmen/Canvas. Papers that are posted on Carmen/Canvas must be received by the beginning of the class period (i.e., the minute that class starts) in which they are due (time received will be determined by the time stamp on the Carmen/Canvas system and is not open to dispute). If a paper is received late (defined as after the start (i.e., the minute) of the class period in which it is due), five points (out of the 20 points available) will be deducted from the score for each day (i.e., 24 hour period from the start of class) the paper is late. Papers will not be accepted more than four days late.

**Academic integrity and collaboration:** You may discuss the readings and experiential exercises with other students and me as much as you like. Your reflection paper must be your own individual work, should reflect your unique thoughts, and be written in your own words.

**QUESTION WRITING**

**Description:** There will be five opportunities for you to deepen your understanding of the concepts by writing and answering multiple choice questions. For each assignment, you are to write and answer 10 multiple choice questions covering the material presented since the previous question writing exercise. We will present you with a grading rubric and some suggestions for what makes a good multiple choice question by January 19th. It is my hope that writing questions on the material will deepen your understanding of the constructs and studies in a relatively low-stress environment.

Question writing assignments can be posted to the appropriate dropbox in Carmen/Canvas. To receive full credit, assignments must be received by the beginning of the class period (i.e., the minute that class starts) in which they are due (time received will be determined by the time stamp on the Carmen/Canvas system and is not open to dispute). If an assignment is received late (defined as after the start (i.e., the minute) of the class period in which it is due), five points (out of the 20 points available) will be deducted from the score for each day (i.e., 24 hour period from the start of class) the paper is late. Assignments will not be accepted more than four days late.

**Academic integrity and collaboration:** You may discuss the concepts from class with other students and me as much as you like. Your multiple choice questions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

**QUIZZES**
**Description**: There will be five multiple choice quizzes on the material presented in class. These quizzes will be delivered on Carmen and should be quick. On quiz days, the quizzes will be delivered at the beginning of the class period and we will have lecture in the later part of the class.

**Academic integrity and collaboration**: Quizzes should be completed by you without any help from anyone else. You are welcome to use materials from class when taking your quizzes but you may consult with other people in any way during a quiz.

**FINAL PROJECT**

**Description**: In the final project, you will choose a topic from the provided assignment list and create a presentation in which you and (potentially) your group members teach a positive psychology construct. The presentation should be recorded and uploaded to the Carmen site. Each presentation should be between 10 – 20 minutes. When developing your presentation, you will want to focus on teaching another adult about the construct. For example, you might discuss how is it defined in the positive psychology literature and delineate any differences between the lay and scientific conceptualizations of this construct. You will want to review at least two studies and it would be great to give people opportunities for further learning about your construct. For instance, are there podcasts, books, movies, music, or activities that would allow your listener to continue learning after your presentation. We will provide you with a list of potential topics and rubric for the project by **January 28th**.

The final project can be a group project. I would really like for you all to develop some relationships in this course and this will provide you an opportunity to do so. However, I know that not everyone likes to work in groups. Thus, we will ask you within the first two weeks of the course whether you would like to do your final project on your own or in a group. If you choose to do the final project in a group, you will be assigned to a group. You may not request specific group members with whom to work.

**Academic integrity and collaboration**: This can be a group project and, as such, you are expected to work with your team to develop a final project idea and presentation. The final project must be the work of all group members and should reflect the group’s efforts. Everyone should contribute and the work should be developed within the context of this project.

**EXTRA CREDIT**

There is one extra credit option for the class. The extra credit assignment will be worth **up to 15 points** added to your final point total. The assignment is to participate in our positive psychology book club and write a 2 – 3 page paper discussing your reaction to the book. We will choose the book on the first day of class and I will post it on Carmen. If you would like to
participate in the book club but don’t want to write a paper, please read the book and come to the discussion – we would love to have you there and you can still get up to 8 points. In the paper, you should provide a short summary of the main points of the book and then share your reaction to the book. Were you convinced of the author’s argument? Do you think this will be helpful for you in thinking about your life? Would you recommend the book to others? Any references used should be in APA format but you don’t have to have any references. The due date for the extra credit assignment is: **April 6, 2021** at the beginning of the class period (i.e., the minute class starts). Late extra credit papers will not be accepted, for any reason; however, you are welcome to turn the extra credit assignments in early. If you don’t want to write the paper but have read the book and would like to discuss it, you can just come to the book club meeting and still earn up to 7 points. We will have the book club discussion during class on April 6.

**GRADING SCALE**

Final grades will be based on a cumulative points system. The reflection papers, question writing assignments, and quizzes are each worth 100 points total (300 points). The final project is worth 100 points and the attendance quizzes are worth 50 points. Thus, there is a total of 450 points available resulting in the following grading scale:

<table>
<thead>
<tr>
<th>Letter</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>93%</td>
<td>90%</td>
<td>87%</td>
<td>83%</td>
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<td>70%</td>
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<tr>
<td>Points</td>
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<td>392</td>
<td>374</td>
<td>360</td>
<td>347</td>
<td>329</td>
<td>315</td>
<td>302</td>
<td>270</td>
<td>&lt;270</td>
</tr>
</tbody>
</table>

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the semester. If you know that you need a “C-” to graduate, and you have earned 230 points coming into the final project, then you will need to earn at least 85/100 points on the final project to earn the grade you would like to have.

**Instructor feedback and response time**
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback on assignments within **10 - 14 days**. Grades on quizzes should be immediately available.

- **Email:** I will reply to emails within **36 hours on weekdays when class is in session at the university**.

**OTHER COURSE POLICIES**

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to write reflection papers as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine.

- **Tone and civility:** Let’s maintain a supportive learning community where people can disagree amicably. Remember that sarcasm doesn’t always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)

- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from me.

**Zoom/Videoconferencing Guidelines**

Our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
• **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

• **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. If you would like to do so, please use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s **Code of Student Conduct** ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s **Code of Student Conduct** and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s **Code of Student Conduct** (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s **Code of Student Conduct** is never considered an excuse for academic misconduct, so I recommend that you review the **Code of Student Conduct** and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic
**Misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

**Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email equity@osu.edu.
Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Health and Safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

SLDS COVID-19 Addition

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Intro to Class</td>
<td>None</td>
</tr>
<tr>
<td>January 14</td>
<td>What is Positive Psychology and Why do we need it?</td>
<td>Lyubomirsky Chapter 1</td>
</tr>
<tr>
<td>January 19</td>
<td>Myths of Positive Psychology</td>
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<tr>
<td>January 21</td>
<td>Positive Emotions: Pleasure &amp; Happiness</td>
<td>Lyubomirsky pp. 38 – 47</td>
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<tr>
<td></td>
<td>Question Writing 1</td>
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<td>January 26</td>
<td>Positive Emotions: Causes and Cultural Differences</td>
<td>Quiz 1</td>
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<td></td>
<td>RP1</td>
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<td>February 2</td>
<td>Acquisition &amp; Adaptation</td>
<td>Lyubomirsky pp. 48 – 68</td>
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<tr>
<td>February 4</td>
<td>Values and Virtues</td>
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<tr>
<td>February 9</td>
<td>Character Strengths</td>
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<tr>
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<td>Question Writing 2</td>
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<tr>
<td>February 11</td>
<td>Goal Setting &amp; Goal Pursuits</td>
<td>Lyubomirsky pp. 205 – 213</td>
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<tr>
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<td>February 16</td>
<td>Savoring</td>
<td>Lyubomirsky pp. 190 - 204</td>
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<tr>
<td>February 18</td>
<td>Flow</td>
<td>Lyubomirsky pp. 180 - 189</td>
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<tr>
<td></td>
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<tr>
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<td>Topic</td>
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<tr>
<td>February 23</td>
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<tr>
<td>February 25</td>
<td>Mindfulness &amp; Meditation</td>
<td>Lyubomirsky pp. 240 – 244</td>
</tr>
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<td>March 2</td>
<td>Mindfulness &amp; Meditation</td>
<td>Kabat-Zinn (2005)</td>
</tr>
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<td>March 4</td>
<td><strong>NO CLASS MEETING – Final Project Meetings</strong></td>
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<td>March 9</td>
<td>Spirituality &amp; Morality</td>
<td>Lyubomirsky pp. 228 – 2239</td>
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<td>Haidt (2007)</td>
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<tr>
<td>March 11</td>
<td>Hope &amp; Optimism</td>
<td>Lyubomirsky pp. 101 – 111</td>
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<tr>
<td>March 16</td>
<td>Relationships</td>
<td>Lyubomirsky pp. 138 – 149</td>
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<tr>
<td>March 18</td>
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<td>March 23</td>
<td>Relationships</td>
<td><strong>Question Writing 4</strong></td>
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<td>March 25</td>
<td>Kindness &amp; Elevation</td>
<td>Lyubomirsky pp. 125 – 137</td>
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<td>Final Projects Breakout rooms</td>
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<td>Course Wrap-Up</td>
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