

Psychology 336: Positive Psychology
University of Toronto, St. George
Mondays 12:00 pm– 3:00 pm
Sidney Smith 1087

	Instructor	Teaching Assistant
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Description, Goals, & Prerequisites

Course Overview: This course is designed to give you a broad overview of the field of positive psychology, an exciting and relatively new field of study focusing on promoting human happiness and flourishing. In this class we will cover what it means to be happy and how emotional, motivational, cognitive, and social processes can be harnessed to promote wellness. Some of the specific topics we will address include: growth, meaning, hedonic and eudaimonic approaches to well-being, gratitude, awe, flow states, mindfulness, self-compassion, and more!

Intended Learning Outcomes:

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

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

Note about prerequisites: PSY201H1 (or exclusion), PSY220H1/PSY230H1/PSY240H1. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

Course Materials

Required Readings: Required readings include a range of empirical and popular press articles. These will be available on the course page on Quercus/Canvas under the “library course reserves” tab.

Required Text: As part of this course you will select one of the following “trades books” (books written by positive psychology researchers 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 5 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 on Amazon or from your local book seller and are listed below.

1. Davies, W. (2015). *The happiness industry: How the government and big business sold us well-being*. Verso Books.
2. Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. Basic Books.
3. Hanson, R. (2016). *Hardwiring happiness: The new brain science of contentment, calm, and confidence*. Harmony.
4. Keltner, D. (2009). *Born to be good: The science of a meaningful life*. WW Norton & Company.
5. Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. Penguin.

Supplementary (Optional) Textbook: Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Course Website: We will be using Quercus (q.utoronto.ca) as a primary means of (1) distributing course readings, (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.

Lecture Slides: Slides presented in lecture will be uploaded in PDF format to Quercus *just prior* to each lecture. Course materials are provided for the exclusive use of enrolled students. Please do not share them with others except for educational purposes. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Course Requirements & Marking Scheme

Your grade in this course will be based on your performance on two tests (a midterm and a final exam), your participation in and leadership of your book club, a book review, and an associated group project. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Book Club Participation	2%	Multiple Dates (in class)
Leading Book Club	6%	Multiple Dates
Midterm Test	30%	Monday Oct 21 st (in class)
Book Review	24%	Wednesday November 27 th
Group Presentation	6%	Slides due Sunday Dec 1 st at 11:59pm, presentations in class on Dec 2 nd .
Final Exam	32%	TBA (During final exam period)

Exam Details

Midterm Test & Final Exam: Both exams will consist of multiple choice, short answer questions, and short essays. Exams will be based on the lectures and required readings. You will be responsible for ALL material covered in both the lectures and the required readings, regardless of whether they overlap in content. The midterm will be held in class on October 21st. You will have the full class period to complete the exam. The midterm will include all material covered up until that point. The final will cover ALL course material, with an emphasis on material covered *after* the midterm. In other words, the final is cumulative, but with more questions coming from the latter half of the course. The final exam will take place during the Final Examination Period, date to be determined by the department. No use of notes is allowed for any exam. Exams must be taken on the date scheduled unless there is a verifiable emergency (see *Course Policies* section below). **On exam days, lateness will not be tolerated – you may not take the exam (and will earn a 0) if you arrive after the first exam has been turned in.**

Review Session: A final exam review session will be held during our “Make-up Monday” class on December 5th. This review session will be primarily question and answer based so come prepared with questions to aid your studying. If you prefer not to have to ask your questions aloud in class, you can email them to me ahead of time and I will address them in the review session.

Details on Assignments

Book Club

A major component of this course will be “Book Clubs”. What this means is that students will meet bi-weekly in small groups to discuss books that examine in depth the psychology of happiness and well-being. Groups will be formed based on students’ book choices. There are five possible books to choose from (listed in the “required text” section above). Each book addresses well-being and happiness from a different angle (e.g., emotion theory, neuroscience, philosophical). Depending on interest, there may be multiple groups for some books. The following assignments will be based on the book/group you are assigned.

On book club days (indicated on the course schedule) the class will divide into groups to talk about the chapters you were assigned. Each time you will take turns leading the discussion in your group. Each member of your group will be responsible for leading one book club which will also involve submitting some written work (see below). All group members must do the reading and prepare for the discussion even on weeks that you are not discussion leader. A brief summary of what the discussion assignments entail appears below and more details will be provided in class and on Quercus. There will be a total of 5 book club meetings over the course of the semester.

Leading Book Club (6%). By 11:59 pm on the night before the book club you are assigned to read, you will submit (on Quercus) a 3 to 4-page summary of the chapters your group will be discussing as well as four questions intended to evoke thoughtful discussion about the articles. At least one of these questions must be focused on theory and one must address potential

applications. This grade also encompasses your facilitation of your group discussion, which will be observed in class.

Participation in Book Club (2%). Attending class is always important, but will be especially critical on Book Club days so that you can participate and receive points for doing so. For a good discussion it is essential that you come to class having completed the assigned chapters. I will be keeping attendance and monitoring participation and engagement in book club discussions. That said, I understand that life happens so everyone gets one “free pass” to miss ONE discussion. If you need to miss more than one for one of the reasons outlined in the “course policy” section below reason please speak to Will.

Book Review Paper (24%). For your final paper in this course you will complete a formal review of the book you and your group read. This assignment must be completed individually, with each group member handing in their own paper. Your book review should do more than summarize the content of the book; It should critique this content as well as its presentation (e.g., were points supported by strong evidence? were arguments clear, etc?) and include suggestions for improvement. Your review should also include your thoughts and reflections on the topic and how it fits in (or doesn't) with other theory and research you learned about in this course. More instructions on the requirements of this paper will be provided on Quercus and in class. In the meantime you can read more about what makes for a good book review in psychology here: <https://www.psychologytoday.com/us/blog/one-among-many/201602/how-review-book>

Book Review Group Presentation (6%). On December 2nd each Book Club will make a 15-minute presentation as a group to the rest of the class. For this presentation your group will select something that you learned reading your book that was not covered (or insufficiently or differently discussed) in the course and develop a short lesson to teach this concept to the rest of the class. This is your chance to teach us something interesting that you learned! Presentations should include power slides to help convey the information and a short exercise, handout, and/or other activity to enhance the learning experience. Although an overall grade will be assigned to the group, individual group members will also be evaluated on the extent of their contribution to the overall presentation. All group members must speak as part of this presentation (if this will be an issue for whatever reason, please discuss with Will ahead of time). Presentation slides are due by midnight Sunday December 1st. More instructions on the requirements for this assignment and information about grading will be provided on Quercus and in class.

Course Policies

Penalties for Late Assignments: Assignments handed in late will incur a 10% deduction in points for EACH day that they are late.

Missed Exams: As a rule, makeup tests will not be issued. If you miss the term test, your final exam score will make up the entirety of your exam portion of the grade. If you miss the term test, you must submit documentation that demonstrates your inability to take the test on that day (i.e., U of T Verification of Illness form – <http://www.illnessverification.utoronto.ca/index.php> - or an

email from your college registrar or disability counselor). Documentation must be dated within one day of the missed assessment, and submitted to me via email within 7 calendar days of the missed test. If you miss the final exam, you must get in touch with your College Registrar as soon as possible.

Grade Dispute Policy: The 24/7 Policy. You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 7 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Specific Medical Circumstances: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for medical documentation in support of your specific medical circumstances. The University's Verification of Student Illness or Injury (VOI) form is recommended because it indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from the doctor), as long as it is an original document, and it contains the same information as the VOI. For more information, please see <http://www.illnessverification.utoronto.ca/> If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Religious Accommodation: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. 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 (like 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.

Accommodation for Personal Reasons: There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me. I am here to support you and will help make accommodations where reasonable, possible, and in fairness to other students. It is also a very good idea to speak with an advisor in your College Registrars office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

For Students who are Parents or Caregivers: As a parent or caregiver you are likely facing additional demands on your time. Childcare falls through at the last minute, kids get sick, stuff happens. I do not want these demands to take away from your ability to get the most out of this course. Children and babies are welcome to attend class with you so long as they do not cause ongoing disruptions. Of course kids can be unpredictable, so it may be best to sit near an exit so

you can step out if necessary. If you have/will miss class(es) due to your responsibilities as a parent, please talk to/email me and I can provide you with any material you missed and make arrange any make-up or alternative assignments. Please let me know how I can support you!

Academic Integrity and Plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) 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 (www.utoronto.ca/academicintegrity/resourcesforstudents.html).

Turnitin.com: Normally, students will be required to submit their course essays to Turnitin.com for 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Lecture Slides & Recordings: Students are free to record lectures and use all slides and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus.

Cell phones and laptop usage: Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting, surfing the Internet, using social networks) during class time can have a negative impact on learning (Clapp, Rubens, Sabharwal & Gazzaley, 2011; Ellis, Daniels, Jauregui, 2010; Hembrooke & Gay, 2003). Out of respect for your fellow learners in this class, please refrain from using laptops or mobile phones for entertainment during class and do not display any material on a laptop that may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading course information from Canvas, or working on an assigned in-class exercise. Checking social media, email, texting, games, and surfing the Web are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

Participation & Conduct in Class: In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected.

Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

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

Academic & Other Resources

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

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning.” Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

Mental health, well-being: As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in

daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through Student Life (www.studentlife.utoronto.ca/feeling-distressed) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or from me to help learn what supports are available. We are here to support you!

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT: <http://www.artsci.utoronto.ca/current/advising/ell/resources-for-students>

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. Show up on time, turn off your phone and your wireless so you are not distracted, and take notes.
2. After lecture review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.
3. Do all the readings. Required readings will be covered on the exams. Read and take notes. Most students find it helpful to read more than once.
4. If you have time, read the supplemental/optional articles too. Though you will not be tested on them directly, the information will supplement and expand on what is discussed in lecture and will help expand your understanding of relevant research and theory.
5. Study hard. Review your notes, make flashcards, form a study group.
6. Prepare for and attend review sessions. Before the review session review all of the material and come up with a list of questions and topics to ask about at the review session.
7. 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 come see us!

Required Readings

Lecture 1: What is 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>
- Baumeister, R.F. et al. (2013). Some key differences between a happy life and a meaningful life. *Journal of Positive Psychology, 8*, 505-516.

Lecture 3: Cognitive Influences & Positive Thinking

- Wilson, T. D., & Gilbert, D. T. (2005). Affective forecasting: Knowing what to want. *Current directions in psychological science, 14(3)*, 131-134.
- Peterson, C. (2000). The future of optimism. *American psychologist, 55(1)*, 44-55.
- Iyengar, S. S., Wells, R. E., & Schwartz, B. (2006). Doing better but feeling worse: Looking for the “best” job undermines satisfaction. *Psychological Science, 17*, 143-150.

Lecture 4: Positive Emotions

- Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist, 56*, 218-226.
- Catalino, L. I., Algoe, S. B., & Fredrickson, B. L. (2014). Prioritizing positivity: An effective approach to pursuing happiness? *Emotion, 14(6)*, 1155-1161.
- Piff, P. K. & Keltner, D. M. (2015). Why Do We Experience Awe? The New York Times. <https://www.nytimes.com/2015/05/24/opinion/sunday/why-do-we-experience-awe.html>
 - For full article (optional): Piff, P. K., Dietze, P., Feinberg, M., Stancato, D. M., & Keltner, D. (2015). Awe, the small self, and prosocial behavior. *Journal of Personality and Social Psychology, 108(6)*, 883-899.

Lecture 5: Motivational Influences

- 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.
- Nakamura, J., & Csikszentmihalyi, M. (2009). Flow theory and research. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (2nd ed.; pp. 195-206). New York: Oxford University Press.

Lecture 6: Strategies for Increasing Happiness

- Armenta, C. N., Fritz, M. M., & Lyubomirsky, S. (2017). Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change. *Emotion Review*, 9(3), 183-190.
- Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2(2), 85-101.
- Brown, K. W., Ryan, R. M., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological inquiry*, 18(4), 211-237. **pages 211-214 only.**

Lecture 7: Strengths & Resilience

- Bonanno, G.A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59, 20-28.
- 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>

Lecture 8: Prosocial Emotions & Behaviours

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

Lecture 9: Culture, Values, & Money

- Diener, E., Ng, W., Harter, J., & Arora, R. (2010). Wealth and happiness across the world: Material prosperity predicts life evaluation, whereas psychosocial prosperity predicts positive feeling. *Journal of Personality and Social Psychology*, 99(1), 52-61.
- Oishi, S. (2002). The experiencing and remembering of well-being: A cross-cultural analysis. *Personality & Social Psychology Bulletin*, 28(10), 1398-1406.
- 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>

Course Schedule On Next Page

#	Date	Lecture Topic	Assignments & In Class Activities	Required Readings	Assignments Due
1	Sept 9th	Introduction to Positive Psychology		Syllabus; Gable & Haidt (2005); Seligman & Csikszentmihalyi (2000) Pages 5-7 only (up to the "about this issue" section)	Book Club Selections Made by Saturday Sept 14th
2	Sept 16th	Definitions of Happiness & Well-being	Meet in discussion groups and assign discussion leaders	Tov (2018); Baumeister et al (2013)	
3	Sept 23rd	Positive Thinking	Book Club 1	Wilson & Gilbert (2005); Peterson (2000); Iyengar, Wells, & Schwartz	Prepare for Book Club 1
4	Sept 30th	Positive Emotions		Fredrickson (2001); Catalino et al (2014); Piff & Keltner (2015 NYT article)	
5	Oct 7th	Motivational Influences	Book Club 2	Ryan & Deci (2000); Nakamura & Csikszentmihalyi (2009)	Prepare for Book Club 2
	Oct 14th	THANKSGIVING- NO CLASS	THANKSGIVING- NO CLASS		
	Oct 21st	MIDTERM TEST	MIDTERM TEST		
6	Oct 28th	Strategies for Increasing Happiness	Book Club 3	Armenta et al (2017); Neff (2003), Brown et al (2007, pp 211-214 only)	Prepare for Book Club 3
	Nov 4th	READING WEEK- NO CLASS	READING WEEK- NO CLASS	READING WEEK- NO CLASS	
7	Nov 11th	Strengths & Resilience	Book Club 4	Bonanno (2004); Harms et al (2018)	Prepare for Book Club 4
8	Nov 18th	Prosocial Emotions & Behaviour		Gable & Bromberg (2018); McCullough (2001); McCullough, et al. (2008)	
9	Nov 25th	Culture, Values, & Institutions	Book Club 5	Diener et al (2010); Oishi (2002); Kim-Prieto & Miller (2018)	Prepare for Book Club 5 Book Review Due Wednesday Nov 27th
10	Dec 2nd	Presentation Day	In-class group presentations	No readings	In-Class Presentations
11	Dec 5th Make-up "Monday"	Optional Review Session	Optional Review Session		
	TBD	FINAL EXAM	FINAL EXAM	FINAL EXAM	FINAL EXAM