

PSY 315
Positive Psychology
Eranda Jayawickreme, PhD
Fall 2016, Wake Forest University (Syllabus date: 08/30/16)
Tuesday & Thursday 11.00am-12.15pm, Greene 313

Course description: What are the conditions that allow people to be happy and live well; that is, to flourish? We will try to answer this question from the perspective of a new area within psychology: positive psychology. We will review the history of positive psychology and the contributions that positive psychology has made to several traditional research areas in psychology. We will also examine some of the great truths and the insights into mind and heart that poets and philosophers have bequeathed to us. In addition, we shall attempt to define and unpack the complex concept of happiness, and examining the mechanisms that cause and maintain it.

Contact Info: The best way to reach me is by email (jayawide@wfu.edu), or by scheduling an appointment. My office is room 228 on the second floor of Greene Hall.

Course Requirements:

- ❖ **60%** of the grade will be based on your performance on three non-cumulative exams (September 29th, November 3rd, and December 8th). I will NOT offer make-up exams UNLESS extraneous circumstances (such as illness) prevent you from attending class on that day, and you can provide valid documentation of the cause of absence. PLEASE BE ADVISED THIS MAKE-UP EXAM WILL HAVE DIFFERENT QUESTIONS AND MAY BE A DIFFERENT FORMAT (i.e., more essay questions, oral exam).
- ❖ In addition, you will be asked to complete **ten** short assignments over the course of the class. These papers will count for **30%** of your grade. These assignments are meant to both apply the science we learn in class to your own life and reflect on ways in which you can live in ways that increases your own life quality. If you hand in each assignment in on-time, the assignment has been completed, and paper demonstrates significant effort and insight, you will receive full credit for the assignment. If your performance on the assignment falls short of expectations, I will ask you to redo the assignment. If the assignment then meets the threshold for effort and insight, you will receive full credit. If the assignment still falls short, you will not receive credit for that assignment. Submission of these assignments is optional (in that you will not fail the course by not turning an assignment in), but you will need to submit all ten assignments to receive full credit (i.e. the full 30%). More information on these assignments and the grading rubric are provided below.
- ❖ **Class participation** will account for the remaining **10%**. Please note that I take in-class participation seriously and I encourage you to be active participants in this class. Preparation is how ready you are to volunteer comments and observations, how well you know the material when called upon and how much effort you put into making the class work. Because the material of the course deals with the substance of everyday life, a test of its usefulness and of your understanding is to make contact between it and your own experiences. I expect that everyone will have something to contribute and I

encourage you all to participate in class discussions.

Note that I expect you to do the readings continuously *ahead* of the lectures. So, for each of the lecture topics, do the reading indicated below that topic in advance. Do not expect a good learning experience if you do not keep your part. Cramming before exams assures an unsatisfactory class experience. (Incidentally, cramming has been shown empirically to be an inefficient strategy for learning.) Let's make class a creative experience – I am looking forward to learning from your astute questions (informed by the readings) and comments.

Also, no laptops or smartphones in class. I would be distracted if I had them open too.

If any aspect of the above is unclear to you, please feel free to email me or raise questions during class. Finally, despite the somewhat stern tone of the above, I want you to have fun in this class, and I hope you look forward to our meetings as the class progresses!

Readings: Articles will be made available on our class webpage on Sakai. In addition, you should buy the following book at the Wake Forest bookstore, or wherever you buy books on the web:

Haidt, J. (2006). *The Happiness Hypothesis*. New York: Basic Books.

Lyubomirsky, S. (2013). *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does*. Penguin.

Readings may change throughout the term. Please pay attention to class announcements, blackboard, and class e-mails for updates.

Class 1 (Tuesday, Aug. 30th)

Introduction to Positive Psychology

Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14 (read after class)

Class 2 (Thursday, Sep. 1st)

Flourishing and Self-Improvement

Haidt HH: Chap 1-2

Ben Franklin, *Autobiography* [Chapter 8- available at <http://www.earlyamerica.com/lives/franklin/chapt8/>]

Class 3 (Tuesday, Sept. 6th)

Happiness: Philosophical & Psychological Perspectives

Haidt, HH Ch. 5

Jayawickreme, E. & Pawelski, J. O. (2012). Positivity and the capabilities approach.

Philosophical Psychology, DOI:10.1080/09515089.2012.66068.

Diener, E., & Diener, C. (1996). Most people are happy. *Psychological Science*, 7, 181-185.

Class 4 (Thursday, Sept. 8th)

Why Are Some People Happier Than Others?

Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81-84.

Lyubomirsky, S. (2001). Why are some people happier than others?: The role of cognitive and motivational processes in well-being. *American Psychologist*, 56, 239-249.

Assignment 1 due

Class 5 (Tuesday Sept. 13th)

The Benefits of Happiness

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

Class 6 (Thursday, Sept. 15th)

Is It Possible to Increase Happiness and If So, How?

Fleeson, W., Malanos, A.B., & Achille, N.M. (2002). An intraindividual process approach to the relationship between extraversion and positive affect: Is acting extraverted as "good" as being extraverted? *Journal of Personality and Social Psychology*, 83, 1409-1422.

Class 7 (Tuesday, Sept. 20th)

The Power of Positive Thinking: Optimism and Positive Cognitions

Lyubomirsky, S. (2008). *The how of happiness*. New York: Penguin Press. Chapter 4 ("Cultivating optimism"; pp. 101-111).

Scheier, M. F., & Carver, C. S. (1993). On the power of positive thinking: The benefits of being optimistic. *Current Directions in Psychological Science*, 2, 26-30.

Assignment 2 due

Class 8 (Thursday, Sept. 22nd)

Positive Emotions

Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2, 300-319.

Johnson, K. J., & Fredrickson, B. L. (2005). "We all look the same to me": Positive emotions eliminate the own-race bias in face recognition. *Psychological Science*, 16, 875-881.

Class 9 (Tuesday, Sept. 27th)

Strengths and Engagement

Nakamura, J., & Csikszentmihalyi, M. (2002). The concept of flow. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (1st edition). New York: Oxford University Press.

Ericsson, K. A., & Ward, P. (2007). Capturing the naturally occurring superior performance of experts in the laboratory: Toward a science of expert and exceptional performance. *Current Directions in Psychological Science*, 16, 346-350.

Assignment 3 due

EXAM 1- Thursday, September 29th

Classes 10 and 11 (Tuesday, Oct. 4th & Thursday, Oct. 6th)

Character Strengths and Virtues

Jayawickreme, E. & Di Stefano, P. (2012). How can we study the hero? Integrating persons, situations and communities. *Political Psychology*, 33 (1), 165-178.

Haidt, HH Ch. 8, 10

Tuesday Oct. 4th—Assignment 4 due

Classes 12 and 13 (Tuesday, Oct. 11th & Thursday, Oct. 13th)

Meaning and Authenticity

Steger, M. F., Kashdan, T. B., Sullivan, B. A., Lorentz, D. (2008). Understanding the search for meaning in life: Personality, cognitive style, and the dynamic between seeking and experiencing meaning. *Journal of Personality*, 76, 199-228.

Fleeson, W., & Wilt, J. (2010). The relevance of big-five trait content in behavior to subjective authenticity: Do high levels of within-person behavioral variability undermine or enable authenticity achievement? *Journal of Personality*, 78, 1353-1382.

Class 14 (Tuesday, Oct. 18th)

Values

Kasser, T., & Ryan, R. M. (1993). A dark side of the American dream: Correlates of financial success as a central life aspiration. *Journal of Personality and Social Psychology*, 65(2), 410-422.

Assignment 5 due

Thursday, Oct. 20th -- PODCAST TUTORIAL then **MID-TERM BREAK** on Friday, Oct. 21st)

Class 15 (Tuesday, Oct. 25th)

Culture and Well-Being

Lu, L. & Gilmour, R. (2004) Culture and conceptions of happiness: Individual oriented and social oriented SWB. *Journal of Happiness Studies*, 5, 269-291.

Class 16 (Thursday, Oct. 27th)

Openness to Experience and Creativity

Simonton, D. K. (1994). *Greatness: Who makes history and why* (Vol. 502). New York City: Guilford Press, 10-16

Class 17 (Tuesday, Nov. 1st)

Forgiveness and the Countervailing Strengths

McCullough, M. (2007). Forgiveness. In Lopez, S. (ed.). *Handbook of Positive Psychology*

Assignment 6 to be completed

EXAM 2-- Thursday, Nov. 3rd

Classes 18 and 19 (Tuesday, Nov. 8th & Thursday, Nov. 10th)

Love and social support

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529. [This is a long paper, but only the first 7 pages are assigned (p.497-503)]

Haidt, HH Ch. 6

Lyubomirsky, Part. 1 (chapters 1-4)

Assignment 7 due

Class 20 (Tuesday, Nov. 15th)

Friendship

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

Class 21 (Thursday, Nov. 17th)

Goal Fulfillment and Self-Determination

Lyubomirsky, Part 2 (chapters 5-7)

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

Sheldon, K. M., Elliot, A. J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of Personality and Social Psychology*, 80 (2), 325-339.

Assignment 8 due

Tuesday, Nov. 22nd & Thursday, Nov. 24th – **THANKSGIVING HOLIDAY – NO CLASS**

Classes 22 and 23 (Tuesday, Nov. 29th & Thursday, Dec. 1st)

“What does not kill me makes me stronger”: Posttraumatic Growth & Resilience

Haidt, HH Ch.7

Lyubomirsky, Part 3 (chapters 8-10)

Jayawickreme, E. & Blackie, L.E.R. (2014). Posttraumatic Growth as Positive Personality Change: Evidence, Controversies and Future Directions. Target article at *European Journal of Personality*.

Blee, L. (2010). " I came voluntarily to work, sing and dance": Stories from the Eskimo Village at the 1909 Alaska-Yukon-Pacific Exposition. *The Pacific Northwest Quarterly*, 101(3/4), 126-139.

Thursday Dec. 1st—Assignment 9 due

Class 24 (Tuesday, Dec. 6th)

Happiness & Public Policy

Forgeard, M. J. C., Jayawickreme, E., Kern, M.L., & Seligman, M.E.P. (2011). Doing the right thing: Measuring well-being for public policy. *International Journal of Wellbeing*, 1 (1), 79-106.

Dahill-Brown, S.E. & Jayawickreme, E.(2015). What Constitutes Indices of Well-Being for College Students? In D. Harward (ed.). *Well-Being and Higher Education: A Strategy for Change and the Realization of Education’s Greater Purposes*. Washington, DC: AAC&U

Jayawickreme, E., Forgeard, M. J. C., & Seligman, M.E.P. (2012). The Engine of Well-Being. *Review of General Psychology*.

EXAM 3-- Thursday, Dec. 8th

Assignment 10 due

Assignments

Note: some of these assignments are adapted from the following sources:

Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. Penguin.

Raghunathan, R. (2016). *If You're So Smart Why Aren't You Happy: The Surprising Path from Career Success to Life Success*. Random House.

Seligman, M. E. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster.

Assignment 1

What is happiness, as you define it?

Background: To prioritize (but not pursue) happiness, it is clearly important to gain clarity on what happiness means to you, and also important to figure out what things (stimuli, activities) make you happy in the way you define it.

Objective: This exercise will help you (1) gain a sharper, more concrete understanding of what happiness means to you, and (2) identify the things (stimuli, activities) that lead you to experience the state you equate with happiness.

Step 1: Defining happiness

As we've discussed in class, the term "happiness" could be defined in many different ways, as:

1. Love/connection
2. Joy
3. Authentic pride
4. Hubristic pride
5. Harmony
6. Abundance
7. Serenity
8. Gratitude
9. Interest
10. Awe

Consider each of these definitions and ask yourself which ones you are most drawn to. Then, type out your own definition of happiness, remembering that it could be a combination of two or more emotional experiences, or an entirely different type of feeling. Note: It's quite likely that you are going to revise and refine your definition of happiness over the course of our next few months in class. I started out with my definition as "feeling lighthearted and energetic," and later changed it to "being in love with whatever I am doing in the current moment." A few years later, my definition was "being joyful, but not at the cost of compassion or rationality." My current definition is "being fully accepting of whatever is going on, even if it is aversive, with an attitude of compassion (toward oneself and others) and self-awareness."

Please think through and type out your definition of happiness (minimum 100 words)

Step 2: Listing things that make you happy (in the way you have defined it)

The second step involves thinking of two to four things that lead you to feel happy in the way that you have defined it. The three things that lead me to experience "a sense of compassion (for oneself and others) and self-awareness" are:

1. Watching elevating movies like Before Sunrise
2. Going for a run (or exercising in general)
3. Hanging out with my family

Think of the things that reliably help you experience the feeling with which you equate "happiness". Then, type out these things out (minimum 150 words).

Assignment 2

Three good things (Exercise + Video)

Read Maya Angelou's essay, "Porgy and Bess" before you complete the following exercise. Three Good Things Exercise:

1. Set aside five free minutes each night for the next week, preferably right before brushing your teeth for bed. Prepare a pad with one page for each of the next 7 days. The first night, take the Satisfaction with Life Scale and score it. Then think back over the previous twenty-four hours and write down, on separate lines, 3 things in your life you are grateful or thankful for. Common examples include "waking up this morning," "the generosity of friends," "God for giving me determination," "wonderful parents," "robust health," "the Rolling Stones" (or some other artistic inspiration). Repeat the Satisfaction with Life Scale on the final night, 1 week after you start, and compare your scores to the first night's scores.
2. After you have written 3 good things each night for a week, create a one-minute "gratitude video" on this experience. Read the following instructions first:

In the Maya Angelou story, Porgy and Bess, Angelou writes about how the practice of writing her blessings helped her maintain an attitude of gratitude through her life. Reflecting on the week long exercise you did, as well as Angelou's essay, how do you think cultivating an attitude of gratitude has impacted your life over the past week? Answer this question in a one minute long video. You should be able to record your video using your smart phone and then upload it to your Drop Box folder on Sakai. Be sure to put your last name as the title of the video file
NOTE: You may want to write out a script before recording the video. You may submit the script along with the video, but it is not necessary.

Assignment 3

Secret Good Deed Exercise

Background: How you act when no one notices is important, and in this exercise, students are asked to do something kind for someone else without attracting any attention to themselves or taking any credit whatsoever.

Task: The good deed can be small—like picking up trash in a neighbor’s yard or putting a coin in an expired parking meter—but it should be done anonymously or secretly. If done for a stranger, the stranger may see the deed being done, but the do-gooder should fade away as quickly and quietly as possible. If done for a friend or family member, the recipient should not know who performed the deed. If asked about the good deed, the do-gooder should feign ignorance and change the subject. We are all pretty experienced at this vis-à-vis our bad deeds, so those skills can probably be used to good effect here. Write 200 words on this experience.

Assignment 4

Best Possible Life

Background

This exercise is based on one called “Best possible selves,” developed originally by Laura King, a professor of psychology at Southern Methodist University.

Objective

The exercise involves visualizing a “best possible future” for yourself in one or more of the following domains of your life: 1) personal, 2) relational, or 3) professional. In this exercise, you will first visualize, and then write about, all three domains. Specifically, you will imagine that in the next 10 years, your life has gone as well as it could possibly have. Then, you will write about how this life would look.

Step 1: Visualizing your future ideal self

The first step involves visualizing how your ideal life would look, ten years from today, if you were able to accomplish everything you wished to accomplish in all three domains of your life. Take a moment to think about what that ideal life would be like in all three domains.

Step 2: Writing your narrative

The second step involves elaborating on your responses to the 3 most important questions to flesh out your “best possible life.” Specifically, imagine that for the next ten years, life has gone as well as it possibly could have, and you find that you have been able to accomplish your most important goals on all three of the following dimensions: 1) personal, 2) relational, and 3) professional.

Now, type out how a typical day in your life would look like. For example, in the “relational” space, you could write:

I am married to this really wonderful—kind and compassionate—person that I met on a hiking trip in the Andes, and we now have 2 wonderful children, aged 8 and 6. We live on a ranch just outside the city, and own two wonderful horses.

Use at least 100 words for each dimension.

Step 3: Writing your report

This step of the exercise involves answering a few questions about your best possible life (in at least 200 words):

1. Were there surprising themes that emerged from your “best possible life” narrative?

2. Which part (personal, relational, professional) of your best possible life are you most satisfied with? Which part needs more work?

3. Finally, overall, how did you feel about this exercise? Do you feel that you would like to revisit your narrative and revise it in the future?

Assignment 5

Self-Compassion

Background

This exercise is relevant in situations in which we experience a failure in life. It is in such moments that our need for superiority is likely to be particularly pronounced. This need is likely to be magnified if we are harsh on ourselves.

Objective

This exercise involves treating ourselves as we would a good friend or relative after they have failed to achieve something, or failed to live up to an ideal. That is, it involves treating yourself with kindness and compassion after a failure. This whole exercise should be at least 250 words.

Step 1: Think of how you would respond to a close friend or relative who has failed

The first step involves imagining that it wasn't you, but rather, it was a close friend or family member who had failed to accomplish something important or had failed to live up to an ideal. How would you respond to your friend in this situation (especially when you're at your best)?

Please write down what you would typically do and what you would say to a close friend or relative who has "failed". (As you write, make a note the tone in which you typically talk to your close friends or relatives.)

Step 2: Think of how you treat yourself

The second step involves thinking of how you generally treat yourself when you have failed.

Please write about how you would typically respond to yourself in the same situation. Write down what you typically do, what you say, and note the tone in which you talk to yourself.

Step 3: Comparison of Steps 1 and 2

Compare Steps 1 and 2. Did you notice a difference in how you treat yourself vs. others? If so, ask yourself why. What factors or fears come into play that lead you to treat yourself and others so differently? Provide an answer to these questions.

Step 4: How things might change if you changed how you treat yourself?

The four step involves writing about how things might change if you treated yourself like you treat others.

Specifically, answer the following question: How might things change if you responded to yourself in the same way you typically respond to a close friend when you're suffering?

Assignment 6

Forgiveness

Step 1: Recall the painful event

The first step is to recall the incident that caused you harm or pain, and write about it in a few paragraphs.

Note: Don't spend too much time wallowing in the negative emotions that the incident evokes in you. In as matter-of-fact a manner as you can, write down (or type out) details of the events that transpired, how it made you feel, and why. If the event continues to hurt you, mention why and state what you wish the person had done instead.

Step 2: Writing your letter of forgiveness

After reflecting on what you wrote in Step 1, elaborate on the factors that may have pressured the person who wronged you to act in the way that he or she did. For example, perhaps the person wronged you because he was facing tremendous financial constraints. Or perhaps he was misinformed by someone else.

Do your best to come up with any and all factors that might have propelled the person to behave in the manner that he or she did. Your objective is to come up with a set of explanations (on behalf of the wrongdoer) to allow you to end your letter with: "I realize now that what you did was the best you could at that time, and I forgive you."

Important note: Writing a letter of forgiveness can make you feel overwhelmed. If this happens, put aside this exercise for now and revisit it in a few days or weeks. Alternatively, try doing the exercise for an "easier" event—something about which you don't feel quite as strongly. This letter can be as long or as short as you want.

Step 3: Closing the event

The third—and final—step involves something known as "psychological closure"—a sort of mental marker that symbolizes that the painful event is now closed, at least as far as you are concerned.

Achieving closure will make it easier for you to move on. One way to achieve psychological closure is to print out your letter, seal it in an envelope and then either burn it or drop it in the trash. And as you are doing this, tell yourself, "With this act, I consider this incident closed."

As tacky as this may sound, findings show that psychological closure helps you move on by stopping you from dwelling on past events.

Assignment 7

Mindfulness

Background

The presence practice is a type of mindfulness practice that was developed by Vijay Bhat specifically for business executives—the smart-and-successful people with very little time on their hands.

Objective

The presence practice nurtures a variety of interrelated qualities, including bare attention, self-awareness, self-compassion, and belonging.

Instructions: you have two steps:

- 1) Watch the following video (and follow the instructions):

<https://www.youtube.com/watch?v=2XDcRbUbq1Q>

- 2) Locate a quiet, green space on campus (for examples, the woods near Reynolda Gardens) and practice this exercise at that space for at least 10 minutes

Now, reflect on your experience

This second step involves answering the following questions:

1. How easy or difficult was it for you to follow Vijay's instructions?
2. Did you feel a sense of calm during and after the practice? Or did you, instead, feel even more anxious? Or did the practice have no effect on your emotional state? (Needless to say, please be totally honest.)
3. What was your experience being *present* in a "green" space compared to practicing with the YouTube clip?

Assignment 8

Three good things (with a twist)

Step 1: Think of a negative event

Step 1 is to think of at least one (and up to 3) mildly negative events that happened to you recently, and describe what occurred in a sentence or two.

Step 2: Identifying positive consequences

The second step involves identifying at least one (and up to 3) positive consequences triggered by each negative event that you identified.

If it helps, close your eyes and replay each negative event, one at a time, and trace the set of events that they, in turn, triggered. This will make it easier to identify the positive consequences that occurred as a result of the negative events. Once you have identified something positive triggered by each negative event, make a note of it in your response. Then, move on to the next negative event and do the same. Once you have identified at least one positive event for each of the negative events that happened, go to the next step.

Note: If you are unable to identify even one positive consequence to come out of each negative event, you can just type in something like, “I am not sure what positive event came out of this negative event, but I am happy that I at least have enough positivity to consider this question!”

Step 3: Connecting the dots

Step 3 involves “connecting the dots.” This means making a quick note of the chain of events—starting with the original negative occurrence—that led to the eventual positive outcome(s).

Do this for each of the original negative events for a whole week (seven days).

Note: This step—connecting the dots—will let you see for yourself that many of the positive consequences you experience in life would not have occurred had it not been for the original negative event.

Step 4: Reflect on your experience

The step needs to be completed after you have maintained a record of “3 good things with a twist” for a week.

Then, after you have had a chance to review your notes for these seven days, answer the following questions in at least 200 words:

1. How easy (or difficult) was this exercise for you? Why?
2. Do you feel more confident now that most events are not “purely” positive or negative? Why (or why not)?
3. Those who complete this exercise for a week tend to spontaneously look for positive consequences that are triggered by seemingly negative events. Did you feel that this

happened to you? (If yes, provide examples. If no, tell us why this didn't happen with you.)

Assignment 9

Expressing Gratitude

This exercise will help you assess (and hopefully, see for yourself) the impact of expressing gratitude on your happiness.

Step 1: Thinking of your letter's recipient

The first step involves thinking of someone who had a positive influence on your life. This person could be someone from your past (e.g., teacher, mentor) or present (e.g., friend, spouse). It's ideal to think of someone who is still alive. If you prefer to write your letter to someone who's passed on, that's fine too, but then, you'll need to read the letter to someone who knew this person. For example, if you write your letter to your late uncle, you could read it to your uncle's sister, wife, son, etc.

First, type out the name of the recipient of your letter. Is she or he still alive?

Step 2: Writing your letter

Think of all the reasons why this person had a positive influence in your life and then type out your thoughts in the space below in the form of a letter. Make this a relatively longish letter, but not too long. You should aim to write three or four paragraphs.

Note: It's best to avoid saying anything that has a chance of being construed as negative. So, avoid statements like "Even though you aren't a great-looking person, you never let that get you down." Scan your letter for things that could be interpreted negatively. If you find any instances, remove or revise them. If in doubt about something you want to say, check with someone familiar with the letter's recipient first before going to the next step. This letter can be as long or as short as you need it to be.

Step 4: Reading/sending your letter

If the person to whom you wrote the letter is still alive, read your letter out loud to him or her. You could do this either face-to-face (preferred) or over the telephone (or other means—like Skype).

If the recipient has passed on, or is not in a position to receive your letter (e.g., he or she is in critical condition in the hospital), read or e-mail the letter to the recipient you identified earlier—someone who knows the person you wish to thank. Again, it's best to read the letter face-to-face or over the telephone, rather than emailing it.

Step 5: Reflecting on your experience

The step, which involves reflecting on your experience with this exercise, should be completed after you have conveyed your letter to the recipient and, ideally, after you have had a chance to reflect on how they reacted and that, in turn, made you feel. So, for example, if you emailed your letter and haven't yet heard back from the recipient, you may wish to wait for a few days before

completing this step. If you haven't heard back from the recipient of your email in 3 days, you can still complete this step. This reflection should be at least 200 words.

This step involves reflecting on how you felt at various stages in this project:

1. When writing the letter,
2. When conveying it to the recipient,
3. When waiting for the response, and finally,
4. After receiving the response

Assignment 10

Podcast assignment: “Is this your happy place?”

Some places in our life facilitate happiness more than others. What is your “happy place”? Where is it? How do you access it? In this assignment, you will visit the Cobblestone Farmer’s Market with 3 other students, reflect about your own experience, interview people there and ask them if they’re regular shoppers and if so, what motivates their choices. Do their choices reflect their own beliefs about happiness? Would you choose the Cobblestone Farmer’s Market as your own “happy place”? Why? Why not?

Develop a 3-minute podcast where you share insights about this potential “happy place” in combination with relevant research from positive psychology.

There are many tools for creating and recording your podcast. Phones and laptops should have the necessary recording capacity you will need. All of the ThinkPads come with Audacity, which will allow you to create an audio file using your laptop. If you have a Mac, Garageband would also work well. Please upload your audio file into your Drop Box folder on Sakai, and be sure to use your last name as the title of the audio file.

Podcasting with Audacity:

1. Open Audacity and choose File > New.
2. Record using either the computer’s built-in microphone or an external microphone.
3. Save the project by selecting File > Save Project As. (If you get a warning about saving project files, click OK.)
4. Enter a name for your project and choose a location to save. Click on Save.
5. Edit the project using Audacity. You should delete “dead air” and repeated words. You may also choose to amplify sound.

Recording audio using your iPhone:

Voice Memos can also be used to record audio for this assignment. You can pause and move the cursor backwards, if you make a mistake, and begin recording again without having to start over. These audio files can be uploaded to Sakai after emailing them to yourself. These voice memos can also be imported into Audacity, if you want to edit clips together. However, you may need to download additional software in order to change the file format from .m4a into .wav.

Overall Grade Rubric

Exam/ Assignment	Percentage of Grade	Total Point Value	Points You've Earned
Exam 1	20%	40	
Exam 2	20%	40	
Exam 3	20%	40	
Assignment 1	2%	4	
Assignment 2	2%	4	
Assignment 3	2%	4	
Assignment 4	2%	4	
Assignment 5	2%	4	
Assignment 6	2%	4	
Assignment 7	2%	4	
Assignment 8	3%	6	
Assignment 9	3%	6	
Assignment 10	10%	20	
Class Participation	10%	20	
	100%	200 points	