San José State University Psychology Department Psyc 190,
Capstone: The Science of Meaningful Life,
Gregg, Section 80
Spring 2022

Instructor:	Jennifer Gregg, Ph.D.
Class Days/Time:	Tuesdays 9:00 – 10:15am
Class Location:	**Class Zoom Meeting ID: 837 5139 8867** **https://sjsu.zoom.us/j/83751398867**
Telephone:	Please use email to reach me
Email:	Jennifer.gregg@sjsu.edu
Office Hours:	Tuesdays 10:15 – 11:30 and by appointment **Office Hours Zoom Meeting ID: 692 829 4830**

Course Description

From the catalog:
Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology. Prerequisite: PSYC 100W and senior standing. Pre/Corequisite: PSYC 120

This section will be an introduction to and critical appraisal of theories and research in psychology that examines the nature of psychological well-being. Theories of what increases well-being, as well as the paradoxical effects of attempting to increase positive emotions will be discussed in the context of empirical studies. Forgiveness, kindness, gratitude, mindfulness, and other factors thought to be related to well-being will be succinctly defined and existing studies on the effect of these constructs on well-being will be examined.

Learning Outcomes

The two primary goals of the course are (1) to provide students with a general understanding of the various constructs thought to be related to psychological well-being, and (2) to develop an ability to think critically about these constructs and the empirical study of them.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will:

CLO1: have a familiarity with the main constructs thought to be related to psychological well-being

CLO2: think critically about the empirical study of constructs related to psychological well-being

CLO3: understand, interpret, and apply knowledge gained from empirical studies of constructs related to psychological well-being

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

This course will not utilize a textbook, but instead students will utilize peer reviewed studies and readings provided by the instructor for each topic. Reading will be found on the course Canvas page.

Definition of a Credit Hour

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in http://www.sjsu.edu/senate/docs/S12-3.pdf

You will do a lot of work outside of class for this course, including reading research articles, doing weekly interventions, and writing weekly papers. This is your capstone course, and this is not an easy section.

Course Format

Technology Intensive, Hybrid, and Online Courses
This class will be delivered in an online format and will be comprised of synchronous meetings and asynchronous content. Internet connectivity and a computer (or other internet-accessing device) are required.

All of the readings, videos, assignments, and material for this class will be available on Canvas. There you will also find supplementary material and zoom links. The Canvas page will also have a copy of the course schedule, which I will try to update as we go along.

Online classroom Protocol

This zoom classroom is a professional environment for you and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students, so professionalism on your part is very important. **Always join the class from a quiet location that allows you to concentrate, mute yourself when not speaking, and turn your camera on whenever possible.**

My office hours are Tuesdays 10:15 – 11:30 am via zoom. (My meeting ID is 692-829-4830; this code will work for joining office hours all semester).

If you cannot make this time, please email me. I want to be available to you. The best time to catch me is office hours, but let me know if you need to see me at another time. With office hours it is first come, first served, and you will be placed in the virtual waiting room until it is your turn. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Even though I know it is tough in this context, please make a special effort to listen to one another.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines

and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Course Requirements and Assignments

Grading is based on the sum of the following:
12 response papers, 10 points per paper (CLO1, CLO2, CLO3)
120 points
+
Participation (can be partially met asynchronously if needed) (CLO2, CLO3)
100 points
+
1 term paper (CLO1, CLO2, CLO3)
100 points
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320 points possible in the course

Well-Being Response Papers
In order to allow you to think critically about the readings and assignments for this course, you will turn in a **2-page**, double-spaced reaction paper for each week's Well-Being assignment, and its relation to the reading you did for class.

Response papers based on Well-Being assignments **must include all of the following**:
1 – your reaction to the assignment and what you found
2 – an analysis of this reaction related to the readings on the topic (i.e., did your experience match the research results, etc)
3 – sharing your experience and observations on zoom with other students (on this part can be done via video **and submitted ahead of time** when synchronous meeting is not possible)

Participation
Participation is important in this class and will be worth almost as much as all of the response papers put together. I expect you to contribute to every week's discussion, both by sharing your experience (this part can be done via video submitted ahead of class) AND ALSO by joining in the discussion. That is what will earn you 100% of your participation points. If you only share your experience you will earn significantly less participation points.

Research Paper

You will pick one of the following topics (or select your own) to write a final, 10-page culminating research paper on.

Curiosity
Grit/Determination
Flow
Compassion
Resilience
Hope

Each paper should include:
1. **Scholarly** definition(s) of the topic (no webpages, dictionary, etc.)
2. Summary of **research literature** on the topic
3. How topic relates to other constructs studied in the class based on the literature
4. Any research or literature on how topic can be used clinically or to help people

Even though these are fun things to think about, you should research thoroughly and take this assignment seriously. Your paper should be based on the **research literature** and **should not contain references from webpages or other non-academic sources**.

Final Activity

This course will adopt a final, culminating activity which will be held during the finals examination time period. This culminating activity is required and will build on previous experiences in the course.

Grading Policy
The grading policy for the course will be the following:

A = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

University Policies

Per University Policy S16-9 ,relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

PSYC 190 / Capstone: Science of a Meaningful Life
Course Schedule Spring 2022

Date	**Topic**	**Readings**	**Due**
		Week 1	
2-1-22	Overview of the Course	**Class Zoom Meeting ID: 837 5139 8867** **https://sjsu.zoom.us/j/83751398867**	
		Week 2	
2-8-22	Getting to know one another	Diener, E. & Seligman, M.E.P. (2002). Very happy people. Psychological Science, 13, 81-84.	
		Week 3	
2-15-22	Introduction to Well-Being as a Concept and Goal, Defining & Measuring Well-Being	Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55 (1), 5-14. **AND** McNulty, J. K., & Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. *American Psychologist*, *67*(2), 101. **AND** Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: empirical validation of interventions. *American psychologist*, *60*(5), 410.	Response Paper 1
		Week 4	
2-22-22	Strengths-Based Approach	Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of college and scharacter*, *10*(4), 1-10. **AND** Proyer, Gander, Wellenzohn, & Ruch (2015). Strengths-based positive psychology interventions: a randomized placebo-controlled online trial on long-term effects for a signature strengths- vs. a lesser strengths-intervention. *Frontiers in Psychology.*	Response Paper 2
		Week 5	
3-1-22	Positive Emotions & Problems with Positivity	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. **AND** Mauss, I.B., Tamir, M., Anderson, C.L. & Savino, N. (2010). Can seeking happiness make people unhappy? Paradoxical effects of valuing happiness. Emotion, 11, 807-815.	Response Paper 3
		Week 6	

3-8-22	Gratitude	Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: an experimental investigation of gratitude and subjective well-being in daily life. *Journal of personality and social psychology*, *84*(2), 377. **AND** Bono, G., Emmons, R. A., & McCullough, M. E. (2004). Gratitude in practice and the practice of gratitude. *Positive psychology in practice*, 464-481.	Response Paper 4
Week 7			
3-15-22	Awe	Ballew, M. T., & Omoto, A. M. (2018). Absorption: How Nature Experiences Promote Awe and Other Positive Emotions. *Ecopsychology*, *10*(1), 26-35. AND Tyrväinen, L., Ojala, A., Korpela, K., Lanki, T., Tsunetsugu, Y., & Kagawa, T. (2014). The influence of urban green environments on stress relief measures: A field experiment. *Journal of Environmental Psychology*, *38*, 1-9.	Response paper 5
Week 8			
3-22-22	Meaning and Values	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. **AND** King, L. A. (2001). The health benefits of writing about life goals. *Personality and Social Psychology Bulletin*, *27*(7), 798-807.	Response paper 6
Week 9			
3-29-22	Spring Break!		
Week 10			
4-5-22	Savoring/Mindfulness	Brown, K. W., Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. Journal of Personality & Social Psychology, 84, 822-848. **AND** Oman, D., Shapiro, S. L., Thoresen, C. E., Plante, T. G., & Flinders, T. (2008). Meditation lowers stress and supports forgiveness among college students: A randomized controlled trial. *Journal of American College Health*, *56*(5), 569-578.	Response Paper 7

Week 11			
4-12-22	Meditation: Loving Kindness	Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of personality and social psychology*, *95*(5), 1045.	Response Paper 8
Week 12			
4-19-22	Forgiveness	McCullough, Michael E., Lindsey M. Root, and Adam D. Cohen. "Writing about the benefits of an interpersonal transgression facilitates forgiveness." *Journal of Consulting and Clinical Psychology* 74.5 (2006): 887. **AND** McCullough, M. E., & Witvliet, C. V. (2002). The psychology of forgiveness. *Handbook of positive psychology*, *2*, 446-455.	Response Paper 9
Week 13			
4-26-22	Values Affirmation	Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *science*, *313*(5791), 1307-1310. **AND** Miyake, A., Kost-Smith, L. E., Finkelstein, N. D., Pollock, S. J., Cohen, G. L., & Ito, T. A. (2010). Reducing the gender achievement gap in college science: A classroom study of values affirmation. Science, 330(6008), 1234-1237.	Response Paper 10
Week 14			
5-3-22	Generosity	Dunn, E., Aknin, L.B. & Norton, M.I. (2008). Spending money on others promotes happiness. Science, 319, 1687. **AND** Lyubomirsky, S, Sheldon, and Schkade. "Pursuing happiness: The architecture of sustainable change." *Review of General Psychology* 9.2 (2005): 111.	Response paper 11 **Final Term Paper due 5/8 at 11:59pm**
Week 15			
5-10-22	Social Relationships & Love	Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. *Personality and Social Psychology Bulletin*, *23*(4), 363-377. **AND** Holt-Lunstad J., Smith, T. B., & Layton, J. B. (2010) Social relationships and mortality risk: A meta-analytic review. *PLoS Med 7(*7)	Response Paper 12
Week 16			
		Final Exam: Monday 5/23 7:15am – 9:30am	