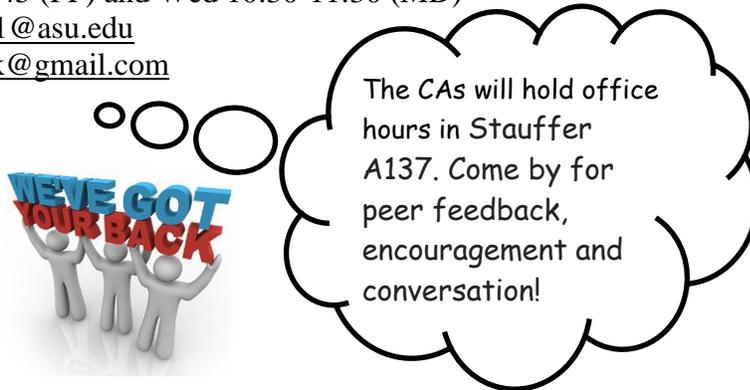


## ***Communication and The Art of Happiness – COM 452 – SLN 18398*** Spring 2018 – Arizona St U-Tempe; West Hall 260 – Tues/Thur 3-4:15 p.m.

**Dr. Sarah J. Tracy, Ph.D.**      [Sarah.Tracy@asu.edu](mailto:Sarah.Tracy@asu.edu)      (480) 965-7709  
Office hours (Stauffer 424): Tue 5:15-6:15 p.m.; Thur 4:25-5:25 p.m. & by appointment

**Communication Apprentices** (who answer questions, give peer feedback, and help)  
Office hours: Tues 1:45-2:45 (PP) and Wed 10:30-11:30 (MD)  
Marco Dehnert - [mdehner1@asu.edu](mailto:mdehner1@asu.edu)  
Patrick Park - [patrickhpark@gmail.com](mailto:patrickhpark@gmail.com)

This syllabus is a living document and, except for grade and absence policies, may be subject to change (per advance announcement in class, email, or Blackboard).



In this senior-level seminar, we examine and practice how communication behaviors relate to constructing happiness and wellbeing. Topics and activities are related to gratitude, forgiveness, empathy, social support, appreciation, social networks, and communicative contagion of mood—intersecting with issues of relational and organizational communication. Auxiliary readings come from a variety of disciplines, including communication, psychology, management, sociology, positive organizational scholarship, and appreciative inquiry.

Weekly activities include reading, field exercises, and journal / discussion board writing. The course has two exams, a reflected-best-self reflection, and a semester-long happiness project. We will be encountering new literatures, asking innovative questions, and challenging each other to co-create fresh ideas. My hope is that we will enjoy this adventure together, and also learn skills that help us optimize our own happiness and well-being.

**Learning Outcomes...** Upon successful completion of this course:

- Students will develop an in-depth understanding on how subjective well-being is created through their communication, behavior, and interaction.
- Students will practice (and write journal entries about) activities and interventions associated with happiness and subjective well-being.
- Students will determine, track, analyze (and perhaps increase) their own subjective well-being over the course of the class.
- Students will grasp major concepts and theories associated with happiness, including kindness, optimism, savoring, flow, organizational well-being, meditation, spirituality, affection, exercise, generous communication, and listening.
- Students will identify and reflect upon their “best selves” and how their signature strengths might suggest specific future goals and trajectories.
- Students will cultivate and create critical-thinking, writing, leadership, and communication skills.

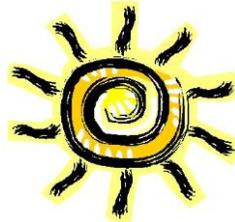
**Course Resources**

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

Additional Readings & Ted Talks – Available via Blackboard & listed on class schedule.

**Assignments and Grading (out of 500 points total)**

Assignment	Points
Extra Credit	+ ( )
Exams (2)	200
Happiness Activity Journal / Discussion Board	100
Happiness Term Project, Worksheets, and Teaching Team Meetings	125
Reflected Best Self (RBS) & VIA Strength Analysis	50
Presence, Participation, & Syllabus / Material Expertise Points	25
Absence or civility deductions: -5 points missed class; -2.5 points being late / leaving early, up to -15 points incivility incident	- ( )
<b>Total</b>	<b>Up to 500</b>



Outstanding – above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 299 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

**Some good news up front...Extra Credit Opportunities (up to 10 pts total)**

1. Read an auxiliary academic article related to course topic and provide the class with an overview (verbally or written). Propose article first. Points awarded vary.
2. Participate in one of the special events or research opportunities announced in class over the semester and write a ~500 word reflection on how the experience relates to one or more course concepts. Points awarded vary.

Note: All extra credit must be turned in on or before Thursday, April 26.

**Exams (2@ up to 200 pts total)**

Two course exams will be a combination of multiple choice and true-false questions. The exams test understanding, synthesis, and application of concepts covered in class, as well as those covered in your text and other assigned readings. To succeed, it’s important to carefully read and understand the assigned readings, take integrative course notes, and be able to synthesize and identify examples for concepts covered.

### **Happiness Activity Journal / Discussion Board (10@ up to 100 pts)**

The heart of this class is engaging in weekly activities and writing related journal / discussion board entries. Completing the assigned reading and activities *before you write the entry* is integral for writing a meaningful response.

Points awarded depend on:

- a. Did you clearly practice the activity and read the related materials before you wrote the post? [Have integrity about this; if it wasn't completely accomplished, just say so, and note ways to accomplish it in future; this class is about DOING, as much or more than THINKING or KNOWING]
- b. Did the post attend to logistical details?
  1. Followed the FORMATTING DIRECTIONS listed below
  2. Submitted on time (due *before* class)
  3. 500+ words in length
  4. Available during class (either printed or electronically)
  5. Well-written (using good grammar, punctuation, sentence structure)
- c. Did it adequately attend to *all parts* of the journal question prompt?
- d. If applicable, did it incorporate related concepts from the course materials?

Please follow these FORMATTING DIRECTIONS for submission:

1. Draft response in a separate word-processing program (e.g. Microsoft Word) and save a copy for yourself as back-up in case there's a Blackboard malfunction.
2. Type the word count of your response at the end (e.g., "word count: 583"). Required word counts are in schedule below (either 250, 500, or 750 words +).
3. Use black print, single-spaced, and a standard readable font.
4. *Copy and paste* response into Blackboard. *Do not attach* as a separate document (except for when the journal specifically asks for an attachment)
5. Title your journal entry with the number given in the schedule below: E.g. "#2 – Reflection on Survey Results"

Note: Discussion board posts are visible to all in the class while journal posts are visible only to the professor and apprentices. The apprentices regularly provide peer feedback; the professor grades the entry and may provide additional feedback. If you desire specific or additional feedback, please make a specific request to a teaching team member.

### **Happiness Term Project, Worksheets, and Teaching Team Meetings (up to 125 pts)**

*By week five*, you will choose at least two areas to cultivate in your daily life over the term in a way that is a clear intervention (something new and different than your regular routine). Keep a visual or written record of your related intentional activities.

- |   |  |
|---|--|
| a. Gratitude  | g. Committing to goals   |
| b. Optimism   | h. Limiting complaining & spreading positivity through emotional contagion         |
| c. Avoiding overthinking and social comparison  | i. Forgiveness and/or reconciliation   |
| d. Acts of kindness   | j. Finding flow and/or savoring and being present in life's joys and conversations |
| e. Nurturing social relationships and/or increasing affection                             | k. Spirituality, meditation, mindfulness   |
| f. Coping strategies that curb stress, anxiety, or negativity (e.g., therapeutic writing) |  |

**Continued on next page...**

(continued from previous page) Term Long “Happiness Project”

***Worksheets and Apprentice Check-in***

You will turn in several goal worksheets for this project and meet with a class apprentice. These activities are graded as “sufficient/complete” or “insufficient/incomplete.” To receive As or Bs on the overall project, all of these must be marked “sufficient/complete.”

***Happiness Project Activity Documentation, Research, and Instructor Meeting***

After engaging intentional activities related to your happiness areas across the term, you will conduct research about your happiness areas, provide documentation of your activities, and reflect on your semester project. Final documentation should include:

1. A single-spaced APA annotated bibliography of at least six (6) resources associated with your happiness activities, including at least four (4) scholarly essays external to the class readings that are *directly* associated with your 2-3 area(s) of intervention. (LABELED "APA Annotated Bibliography").
2. A one-page, single-spaced, list of *your* key research *findings* associated with these areas (LABELED "Key Research Findings"). Your key research findings are derived from the insights you gained about your happiness activities and associated goals throughout the semester and how they compare and contrast from the research.
3. A specific list and documentation of your happiness intervention activities (e.g., journals; photos; letters written, etc.). Basically *show* everything you’ve done. (LABELED “Appendix A”).
4. All your affiliated worksheets throughout the term (LABELED “Appendix B”) --

Students should upload all documentation (except for #4) to Blackboard by 3 p.m. Thursday 4/19 and bring as a single hardcopy packet all of the above for a meeting with the instructor at the end of the term. During this interactive meeting, you’ll be asked about about 1) what the research has to say about the areas chosen for the happiness project, and 2) the specific activities you have taken to create a meaningful intervention.

To succeed in this assignment, students should: 1) thoroughly read, understand, and take notes on the readings associated with the project so that they can converse about key findings; 2) engage in a significant set of happiness activities across the term; 3) discuss these activities in an organized, informed, professional, and lively manner.

Students will be graded on their evidence that they have engaged in a meaningful happiness intervention as well as their preparedness, expertise, enthusiasm, and clarity in verbal and written communication. The grading scale on p. 2 serves as a reminder of the type of performance expected for different grades (e.g., an A = going above and beyond expectations; a C = meeting minimum requirements).



### **Reflected Best Self (RBS) and VIA Signature Strength Reflection (up to 50 pts)**

For this assignment, you'll collect data from ~15 people about when you are at your best—using an activity developed by The Compassion Lab at University of Michigan—and also take an assessment on your signature strengths. You will thematically analyze and critically reflect on these data, and create a plan of future action. The final APA style paper (with cool title, 12 pt font, but no abstract or references required) has four key parts.

1. An RBS profile/portrait that describes your best self including (~1 ½ pages):
  - a. Theme titles and descriptions
  - b. Evidence of the analysis (via a visual table and specific examples of themes incorporated into the written text)
  - c. Who responded to you, why you think they responded, and interesting overlaps or convergences of themes depending on the type of person who contributed it to you
2. A description of your VIA signature strength's findings and how this converges or diverges with what you found in the RBS. Available on the authentic happiness website <https://www.authentichappiness.sas.upenn.edu/testcenter> (~½ page)
3. Reflection of the following (~2 pages):
  - a. What did you learn through the RBS responses and your analysis of them? The VIA signature strengths?
  - b. What does your findings and analysis suggest about your future goals and plans in terms of life, work, family, and leisure? How do you plan to implement your best self in the future?
  - c. Develop at least 5 well-written goals related to your analysis (refer to L Chap 8 and lecture notes on goal-writing)
4. Copy of all raw data (the more the better)

Students will be graded on the rigorousness of their analysis, thoughtfulness of reflection, future goals that show best goal practices, robustness of their data, and written clarity. The grading scale on p. 2 serves as a reminder of the type of performance expected for different grades (e.g., an A = going above and beyond expectations; a C = meeting minimum requirements).

### **Attendance, Participation, & Syllabus / Material Expertise Points (up to 25 pts)**

Punctual attendance and focused attention for the full class period is required for succeeding in this class. And, to earn As and Bs, students must regularly provide thoughtful verbal participation informed by class readings. Furthermore, students will be rewarded for understanding course material via class “expertise reward quizzes”.

An absence in this class equates to missing any one class for more than 15 minutes. Every absence over two will result in a 5-point deduction from your final grade. Late arrivals or early departures (of 15 or fewer minutes) will result in a 2.5-point deduction. **These deductions can significantly affect your course grade. Attendance on 2/27 and 3/22 is required, so please ensure your availability if you choose to stay enrolled in this course.**

If you miss more than two classes (even if the absences are university-excused or due to emergency), and would like to bolster attendance/participation, you can do so by engaging in one or more of the extra credit opportunities.

### Course Policies

**Use of Personal Electronic Devices in Class:** The latest research suggests that focus, comprehension, recall of ideas, and information processing increase when students hand-write their class notes and read from physical paper. During class, please take notes by hand, and make handwritten notes on printed readings.

Many of us are irresistibly drawn to our electronic devices. In the classroom, put them away and turn off any buzzer, beeper, or vibrator. If, for some reason, you are involved in an emergency situation in which you must access your technology, let me know before class. If there is an activity in which use of the internet will enhance our collective work, I'll alert the class.

**Unique Academic Needs:** Students with unique academic needs who desire special accommodations should contact me in the first couple sessions to discuss options and document their needs with ASU's disability resource center (<http://www.asu.edu/studentaffairs/ed/drc/lab/>).

**Absences, Due Dates, Late or Incomplete Work:** Assignments will be marked down up to 10% each day and will not be accepted more than two weeks past their due date (and none will be accepted after the last day of class). In-class work (e.g., exams, presentations and class activities) will receive credit only on the day they are due. Incompletes are discouraged and only available if you: 1) experience serious documented illness or emergency; 2) finish more than half the coursework, 3) negotiate incomplete before class end.

If you miss class or a due date because of an unavoidable emergency and wish to be excused, notify Dr. Tracy within 24 hours, following up with documentation / explanation. Students who miss a class due to a university-excused absence should alert Dr. Tracy at least two weeks before the absence (and make up the points via an extra credit opportunity). The following websites explain ASU's policies: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>; <http://www.asu.edu/aad/manuals/acd/acd304-02.html>.

**Norms of Civility:** Arrive on time and stay for the entire class period, keep an alert and enthusiastic presence, pay attention to course material rather than other distractions (electronic devices), listen supportively and attentively, speak one at a time, avoid eating odiferous or noisy food, and help others stay focused. When we speak about sensitive or personal issues, please provide a safe and supportive classroom environment by respecting each others' confidences. Violations of any of these requests may result in up to a 15 point grade deduction per incident.

Become familiar with ASU's policy on "Handling Disruptive, Threatening, or Violent Individuals on Campus" at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>, which explains how interfering with the peaceful conduct of university-related activities may be considered a crime. An instructor may also withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process.

**Blackboard and Technology Help:** The following provides a helpful resource: <http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/>

**Academic Integrity:** Students should understand ASU's policies for academic integrity, available here: <https://provost.asu.edu/index.php?q=academicintegrity>. Students are warned against cheating or plagiarizing on any assignment or exam, large or small. Plagiarizing includes copying from other students, past coursework, the Internet, the text, or other sources without proper citation. It also includes excessive "help" or "editing" on assignments from others (if in doubt, ask). Course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see ASU's "Commercial Note Taking Services" policy: <http://www.asu.edu/aad/manuals/acd/acd304-06.html>). Students in violation of any of these expectations will face disciplinary action which may include being suspended or expelled from the Course, College or University; given an XE; referred to Student Judicial Affairs; and/or having his/her name kept on file.

**Instructor's Mandated Reporting of Sexual Violence and Discrimination** - Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

**Course Schedule—Subject to Change via an announcement**

Date, Class, Topic, <b>Due</b>	Readings / Assignments / Journaling / Activities <b>L=Lyubomirsky</b>												
<p>Week 1</p> <p>1/9 (T) 1/11 (Th)</p> <p>Introduction to Course</p>	<p>Welcome! Students tell a story about their happiest day and describe what they did or were motivated to do that day. Is happiness a good thing, or does it simply feel good?</p> <p><b>To read / watch before Thursday’s class:</b> Buy book, read its “forward” and chapter #1, read syllabus, and familiarize yourself with blackboard, and think about what happiness means to you. Watch <b>My philosophy for a happy life   Sam Berns</b>: <a href="https://www.youtube.com/watch?v=36m1o-tM05g">https://www.youtube.com/watch?v=36m1o-tM05g</a></p> <p><b>Soon after class:</b> <b>Mood tracker assignment</b> (to work on over next couple weeks and bring Wednesday week four): Track your mood 3x a day. Graph the results and observe your patterns and experiences while tracking the results. You can choose your own mood tracker (on-line or on a smart-phone—e.g., “moody me” or “mappiness”) or do free-hand. For example, rate on a scale of 1 to 10, 1 being severely sad and 10 being amazingly happy in the morning (T), afternoon (A) and night (N). Here is an example of one day:</p> <table border="1" data-bbox="418 751 1364 850"> <thead> <tr> <th></th> <th>M</th> <th>A</th> <th>N</th> <th>Avg</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>1/11/18</td> <td>4</td> <td>7</td> <td>7</td> <td>6.00</td> <td>Sleep is very important to my happiness.</td> </tr> </tbody> </table> <p>Study syllabus as one way to receive points for class material expertise quizzes</p>		M	A	N	Avg	Notes	1/11/18	4	7	7	6.00	Sleep is very important to my happiness.
	M	A	N	Avg	Notes								
1/11/18	4	7	7	6.00	Sleep is very important to my happiness.								
<p>Week 2</p> <p>1/16 (T) 1/18 (Th)</p> <p>Happiness, You, and Legitimate Science</p> <p>Consumerism &amp; American Dream</p> <p><b>Journal 1</b></p>	<p><b>Before Tuesday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>To you, what does it mean to be happy, how important is it to be happy, and why?</li> <li>What makes you feel good? What activities do you regularly practice that bring you happiness, energy, and contentment? How does this compare to Berns’ life?</li> <li>What areas of your life don’t feel right? What activities make you feel bad—for example, angry, irritated, bored, frustrated or anxious?</li> <li>In what areas of your life do you find progress, learning, challenge, improvement, and increased mastery?</li> </ul> <p><b>To read before Thursday’s class:</b> L Chapter #2</p> <p><b>Soon after class:</b> Complete subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire: <a href="http://www.authentic happiness.sas.upenn.edu/Default.aspx">http://www.authentic happiness.sas.upenn.edu/Default.aspx</a> (you must log in to do the surveys). Calculate your scores [~ 30 minutes].</p> <p>Continue mood-tracker activity.</p>												
<p>Week 3</p> <p>1/23 (T) 1/25 (Th)</p> <p>How to Find Happiness Activities That Fit Your Interests, Values &amp; Needs</p> <p><b>Journal 2</b></p>	<p><b>Before Tuesday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>What were your scores on and what did you learn from the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and authentic happiness inventory questionnaire <a href="http://www.authentic happiness.sas.upenn.edu/Default.aspx">http://www.authentic happiness.sas.upenn.edu/Default.aspx</a>?</li> <li>What did you expect from your scores? What surprised you?</li> <li>In your opinion, what is the value (or lack of value) of these various scales and knowing your score? Is one assessment better than another? Why?</li> <li>How do you think your scores might change in the (near or long-term) future?</li> </ul> <p><b>To read before Thursday’s class:</b> L Chapter #3, Appendix p. 305-307, and Take Person-Activity fit diagnostic (p. 74) [~30 minutes]</p> <p><b>Soon after class:</b> Analyze Results of Person-Activity fit diagnostic (p. 74); Finish mood tracker activity; work on happiness project goal worksheet</p>												

<p>Week 4 1/30 (T) 2/1 (Th)</p> <p><b>Journal 3</b></p> <p><b>Goal Worksheet</b></p> <p>Gratitude, Positive Thinking and Emotional Contagion</p>	<p><b>Before Tuesday’s class, write a ~250 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• What were your scores from and what did you learn from your person-activity fit diagnostic (p. 74)?</li> <li>• Which activity comes naturally to you (like a “signature strength”)?</li> <li>• Which activity is an area of low strength? How might you develop it?</li> <li>• What do you plan for your personal “happiness project?” [description in syllabus’s course assignments section]</li> </ul> <p><b>AND</b></p> <p><b>Mood tracker graph</b> (bring to class and/or scan and attach to entry) and a <b>~250 word response motivated by:</b></p> <p>How did you go about tracking your mood? What worked well? How could it have been even more useful? What did you learn through the process? What is still unclear to you?</p> <p><b>To read before Thursday’s class: Ch #4</b> Turn in <b>goal worksheet</b> for happiness project &amp; make appointment with one of the COM Apprentice before 3/2 (week 8) for your mid-semester check-in). For check-in, bring goal &amp; accountability worksheets</p> <p><b>Soon after class:</b> Begin gratitude list and letter (see below)</p>
<p>Week 5 2/6 (T) 2/8 (Th)</p> <p><b>Journal 4</b></p> <p>Avoiding complaining and realizing the promise of emotional contagion</p>	<p><b>Before Tuesday’s class, write a ~500 word entry motivated by the following:</b></p> <p>Gratitude List – Over the course of four days, write 5 things a day that you’re grateful or thankful for – the more specific the better (e.g., “Susie lets me use her hair products” is better than “A good hair day”).</p> <p><b>AND</b></p> <p>Gratitude Letter (see pp. 98-101) What did you learn or experience from engaging in these gratitude activities?</p> <p><b>To read before Thursday’s class:</b> Kowalski, R. M. (1996). Complaints and complaining: functions, antecedents, and consequences. <i>Psychological Bulletin</i>, 119, 179-196. Hatfield, E., Cacioppo, J. T., &amp; Rapson, R. L. (1993). Emotional contagion. <i>Current Directions in Psychological Science</i>, 2, 96-100.</p> <p><b>Soon after class:</b> Participate in at least one pleasurable/fun activity, one philanthropic/helpful activity and one affectionate activity. Observe their effect on your happiness and how they compare to one another.</p>
<p>Week 6 2/13 (T) 2/15 (Th)</p> <p>Kindness &amp; Social Connections</p> <p><b>Journal 5</b></p>	<p><b>To read before Tuesday’s class:</b> L Chapter #5 Floyd, K. (2002). Human affection exchange: V. Attributes of the highly affectionate. <i>Communication Quarterly</i>, 50, 135-154. After-class optional activity: Kindness Flash Mob!</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• Describe your 1) pleasurable/fun activity; 2) your philanthropic/helpful activity; and 3) your affectionate activity.</li> <li>• How did these activities affect your happiness, if at all? Explain, relating the experience to our readings.</li> <li>• Was one more powerful than another? Which one? How so?</li> </ul> <p><b>Soon after class: Prepare for Exam #1</b></p>

<p>Week 7</p> <p>2/20 (T) <b>Exam 1</b></p> <p>2/22 (Th)</p> <p>Stress, Coping and Learning to Forgive</p>	<p><b>Tuesday 2/20 - Exam #1</b></p> <p><b>To read before Thursday’s class:</b> L Chapter #6 Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. <i>Psychological Science</i>, 8, 162-166. Waldron, V. R., &amp; Kelley, D. L. (2005). Forgiving communication as a response to relational transgressions. <i>Journal of Social and Personal Relationships</i>, 22, 723-742.</p> <p><b>Soon after class:</b> Reflect on injuries or transgressions that have happened to you in the last few years where you’ve had trouble forgiving.</p>
<p>Week 8</p> <p>2/27 (T)* <b>Journal 6</b></p> <p>3/1 (Th)</p> <p>Living in the Present</p> <p>Explanation of Reflected Best Self Exercise</p> <p><b>*Attendance Required</b></p>	<p><b>Before Tuesday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>Choose a transgression that has happened to you in the last few years where you’ve had trouble forgiving. Craft a letter to the person who caused the injury (you need not send this letter, but do include it in your journal entry). In this letter, explain why you were upset, and then “try on” forgiveness. In doing so, discuss how forgiving them may allow you to let go of the anger and move on (remember that forgiveness does not require reconciliation; further, this is “practicing” and “trying on” forgiveness...it’s your choice whether to ever send the letter).</li> <li>After writing the letter, explain how/if you feel differently about this situation. How did “trying on forgiveness” affect you?</li> <li>How does your writing about the situation relate to research on therapeutic writing?</li> <li>In what ways, if at all, do you feel better equipped to deal with forgiveness?</li> </ul> <p><b>To read before Thursday’s class:</b> L Chapter #7 &amp; 8</p> <p><b>Before Thursday’s class:</b> Send email for the Reflected Best Self Exercise to 20 potential respondents.</p> <p><b>Soon after class:</b> Practice finding flow and micro-flow through savoring and being present in conversation. This means authentic listening, immersing ones’ self into the details of communication moments (e.g., subtle pitch and tone qualities of voice, qualities of facial cues, subtle body movements, present artifacts, scents, fine details of clothing, lighting, temperature, memorable expressions, etc.) and seeking to appreciate their qualities, as if these things were part of a gourmet meal.</p>
<p>Week 9</p>	<p><b>No Class: Spring Break – Enjoy finding flow in one or more conversations!</b></p>
<p>Week 10</p> <p>3/13 (T) Buffer Day no class</p> <p>3/15 (Th)</p> <p>Committing to Goals</p> <p><b>Journal 7</b></p>	<p>Tuesday 3/13 – Buffer Day, no class - time made up with CA and instructor meetings</p> <p><b>Before Thursday’s class, write a ~500 word entry:</b></p> <ul style="list-style-type: none"> <li>Describing one or more of the savored communication episodes (see description above) and its effects on... 1) you as the listener, 2) the emerging conversation, 3) the other person, 4) the relationship.</li> <li>The description should help the reader also savor the experience.</li> <li>In what ways, if at all, is savoring similar to or different from your regular way of being in conversation, and how could savoring conversations impact your relationships and joy in life? <b>AND</b></li> </ul> <p>List 6 goals &amp; describe how they have qualities associated w/ the p. 216 left column; at least 3 of them should be associated with your semester happiness project.</p> <p><b>Soon after class:</b> Issue follow-ups or additional invitations until you have secured at least 10-15 responses for Reflected Best Self Exercise; take the VIA survey of character strengths on authentic happiness website <a href="https://www.authentic happiness.sas.upenn.edu/testcenter">https://www.authentic happiness.sas.upenn.edu/testcenter</a> (half hour)</p>

<p>Week 11</p> <p>3/20 (T) 3/22 (Th)*</p> <p>Bring RBS data to class</p> <p>Caring for your Body and Soul: Spirituality, Meditation, Physiology,</p>	<p><b>To read / watch before Tuesday’s class:</b> L Chapter #9 Secrets of the Centenarians Ted Talk – (20 min) <a href="https://www.ted.com/talks/dan_buettner_how_to_live_to_be_100">https://www.ted.com/talks/dan_buettner_how_to_live_to_be_100</a></p> <p><b>Bring to Thursday’s Class:</b> All the data received from 10+ respondents on reflected best self (RBS) <b>*RBS Workshop – Attendance Required</b></p> <p><b>Soon after class:</b> Practice one or more activities related to this session’s readings (e.g., a religious service, meditation session, exercise) and reflect on its effects.</p> <p><b>Also:</b> Finish Reflected Best Self Assignment</p>
<p>Week 12</p> <p>3/27 (T) 3/29 (Th)</p> <p>Journal 8 RBS</p> <p>Assignment</p> <p>Happy Movie Field activity (Dr. T at QRMO)</p>	<p><b>Before Tuesday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• Describe one or more activities you practiced related to last session (e.g., a religious service, meditation session, exercise) and reflect on its effects.</li> <li>• How did it make you feel during the activity?</li> <li>• Immediately after? Several hours later? A day later?</li> <li>• In what ways could you make this activity (or perhaps a similar or slightly different one) part of your regular practice? How might doing so affect your happiness?</li> </ul> <p><b>Before Thursday’s Class:</b> Turn in Reflected Best Self Assignment (see description in assignments above) Super Awesome Class Activity TBA (maybe, Watch Happy Movie; maybe a fieldtrip)</p> <p>ALSO: Make reservation time during Week 15 or 16 for instructor meeting</p>
<p>Week 13</p> <p>Compassion and Happiness at Work</p> <p>Journal 9</p> <p>4/3 &amp; 4/5</p>	<p><b>To read before Tuesday’s class:</b> Way, D., &amp; Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating and (re)acting: An ethnographic study of compassionate communication at hospice. <i>Communication Monographs</i>, 79, 292-315. Lutgen-Sandvik, P., Riforgiate, S., &amp; Fletcher, C. (2011). Work as a source of positive emotional experiences and the discourses informing positive assessment. <i>Western Journal of Communication</i>, 75, 2-27.</p> <p><b>Soon after class:</b> Practice compassion (even if in a small way) and identify a specific way that you could make work a source of positive or meaningful experience.</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following</b></p> <ul style="list-style-type: none"> <li>• Practice compassion, even if in a small way, by recognizing suffering, relating, and/or (re)acting. Describe the experience. In what ways was this activity difficult? In what ways was it rewarding? How does this relate to Way &amp; Tracy’s findings?</li> <li>• Identify a way to practice one or more of the ways that work is a source of positive emotional experience as discussed by Lutgen-Sandvik et al., or meaningful as discussed in class. Describe how this would unfold in life and its likely effects.</li> </ul> <p><b>Soon after class:</b> Retake subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and &amp; the authentic happiness inventory questionnaire (<a href="https://www.authentichappiness.sas.upenn.edu/testcenter">https://www.authentichappiness.sas.upenn.edu/testcenter</a>) and calculate your scores.</p>

<p>Week 14 4/10 (T) 4/12 (Th) <b>Journal 10</b> Sustaining Happiness for the Long Term</p>	<p><b>To read before Tuesday’s class:</b> L Chapter 10 – The 5 Hows of Happiness, Afterword and Postscript</p> <p><b>Before Thursday’s class, write a ~500 word entry motivated by the following:</b></p> <ul style="list-style-type: none"> <li>• What did you learn from retaking the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and &amp; the authentic happiness inventory questionnaire (<a href="http://www.authentic happiness.sas.upenn.edu/Default.aspx">http://www.authentic happiness.sas.upenn.edu/Default.aspx</a>)?</li> <li>• How did your score change (if at all) from when you took it at the beginning of the term? Why do you think it changed or didn’t change?</li> <li>• What were the most valuable things that you will take from this class? What do you plan to continue practicing into the future? How will you make them part of your daily life?</li> </ul> <p><b>Soon after class:</b> Study for Exam #2</p>
<p>Week 15a 4/17 (T) <b>Exam #2</b> <b>Happiness Project Documentation</b></p>	<p><b>Tuesday 4/17 -- Exam #2</b></p> <p><b>Soon after class:</b> Finish Happiness Term Project Documentation and submit via Blackboard; see assignment details above (<b>due before class period time 4/19</b>).</p>
<p>Week 15b 4/19 (Th)  Week 16, 4/24 (T) 4/26 (Th)  Final Period: _____ _____</p>	<p>Final Happiness Project Instructor Meetings in Stauffer 424A</p> <p>My meeting with Dr. Tracy is scheduled for: _____</p> <p>Bring packet with hard copy of all materials submitted on blackboard plus all worksheets (see assignment instructions above)</p>

## Supplemental Readings (Even more resources available on Blackboard website)

Topic	Supplemental Resources
Happiness a science?	Norrish, J. M., & Vella-Brodrick, D. A. (2008). Is the Study of Happiness a Worthy Scientific Pursuit? <i>Social Indicators Research</i> , 87, 393-407.
Gratitude & Positive Thinking	Emmons, R. A., McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. <i>Journal of Personality and Social Psychology</i> , 84, 377-389. MacLeod, A. I.K., & Moore, R. (2000). Positive thinking revisited: Positive cognitions, well-being, and mental health. <i>Clinical Psychology and Psychotherapy</i> , 7, 1-10.
Kindness & Social Connections	Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. (2006). Happy people become happier through kindness: A counting kindnesses intervention. <i>7(3)</i> , 361-375. Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? <i>Journal of health &amp; social behavior</i> , 35, 53-79. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of facebook 'friends': Social capital and college students' use of online social network sites. <i>Journal of computer-mediated communication</i> , 12, 1143-1168. Helliwell, J. F. Putnam, R. D. (2004). The social context of well-being. <i>Philosophical transactions of the Royal Society of London</i> , 359, 1435-1446.
Caring for your body & soul	Bartlett, S. J., Piedmont, R., Bilderback, A., Matsumoto, A. K. Bathon, J. M. (2003). Spirituality, well-being, and quality of life in people with rheumatoid arthritis. <i>Arthritis and rheumatism</i> , 49, 778-783. Andréasson, P., & Dimberg, U. (2008). Emotional empathy and facial feedback. <i>Nonverbal Behavior</i> , 32, 215-224.
Happiness at Work	Gavin, J. H., & Mason, R. O. (2004). The virtuous organization: The value of happiness in the workplace. <i>Organizational Dynamics</i> , 33, 379-392. Barge, J. K. & Oliver, C. (2003). Working with appreciation in managerial practice. <i>Academy of Management Review</i> , 28, 124-142. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i> , 33, 137-162. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i> , 33, 137-162. Ledford, G. E., Jr. (1999). Comment: Happiness and productivity revisited. <i>Journal of organizational behavior</i> , 20, 25-30.