

**The Ohio State University  
Colleges of the Arts and Sciences New Course Request**

Social and Behavioral Sciences

Academic Unit

Psychology

Book 3 Listing (e.g., Portuguese)

303 Positive Psychology

Number Title

Positive Psych

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn X

Winter

Spring

Year

2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information**

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): Introduction to the field of positive psychology. Topics include positive affect, subjective well-being, optimism, psychological strengths, emotional intelligence, compassion, humor, and spirituality.

Quarter offered: Distribution of class time/contact hours: 2 2 hr classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): None

Exclusion or limiting clause: Not open to students taking Psych 394, Summer 2008

Repeatable to a maximum of NA credit hours.

Cross-listed with: NA

Grade Option (Please check): Letter  S/U  Progress  What course is last in the series? \_\_\_\_\_

Honors Statement: Yes  No

GEC: Yes  No

Admission Conditions Course: Yes  No

Off-Campus: Yes  No

EM: Yes  No

Honors Embedded Statement: Yes  No

Service Learning Course: Yes  No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code 42.0101 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at [dickhaut.1@osu.edu](mailto:dickhaut.1@osu.edu).

1. Provide the rationale for proposing this course:

Positive psychology has recently emerged as a distinct subfield within psychology. However, there is currently no course in the psychology curriculum that is devoted to this important new domain. A group studies version of this course will be offered Summer 2008

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one):  Required on major(s)/minor(s)  A choice on major(s)/minors(s)

An elective within major(s)/minor(s)  A general elective

The course will be an elective within the psychology major.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.  
No adjustments are necessary. The course will be part of the regular teaching load of a recently hired faculty member.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes  No  List: \_\_\_\_\_

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: \_\_\_\_\_

6. Expected Section Size: 150 Proposed number of sections per year: 1 (more if warranted by demand)

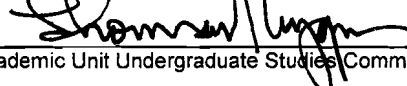
7. Do you want prerequisites enforced electronically? (see OAA manual for what can be enforced) Yes  No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable   
 We are unaware of any other units currently offering such a course.


9. **Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu).**

CONTACT PERSON: Mike Bourke E-MAIL: bourke 8@osu.edu PHONE: 2-6742

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair		Thomas Nygren	3-12-08
		Printed Name	Date

2. Academic Unit Graduate Studies Committee Chair		Printed Name	Date
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3. <b>ACADEMIC UNIT CHAIR/DIRECTOR</b>		Gifford Weary	3-13-08
		Printed Name	Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 4132 Smith Lab, 174 West 18<sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to [ascurofc@osu.edu](mailto:ascurofc@osu.edu). The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE		Printed Name	Date
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6. ARTS AND SCIENCES EXECUTIVE DEAN		Printed Name	Date
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7. Graduate School (if appropriate)		Printed Name	Date
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8. University Honors Center (if appropriate)		Printed Name	Date
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9. Office of International Education (if appropriate)		Printed Name	Date
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10. ACADEMIC AFFAIRS		Printed Name	Date
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## PSYCHOLOGY 303 – POSITIVE PSYCHOLOGY

Spring, 2009

Times Class Meets TBD Where Class Meets TBD

**Instructor:** Jennifer S. Cheavens, Ph.D.

**Office:** 147 Psychology Building

**Phone:** 614-247-6733

**Office Hours:**

**E-Mail:** [cheavens.1@osu.edu](mailto:cheavens.1@osu.edu)

### **Required Texts:**

Peterson, C. (2006). *A primer in positive psychology*. NY: Oxford.

Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. NY: Basic Books.

### **Course Description:**

Prior to World War II, psychology had three stated principles: make the lives of people fulfilling, identify and enhance human excellence, and treat pathology. Proponents of positive psychology make the argument that the past 60 years of psychology, particularly clinical psychology, has focused almost solely on the treatment of pathology and less-than-optimal functioning. Researchers and practitioners interested in promoting human potential have made the argument that psychology is in need of a study of human strengths and the conditions that lead to human flourishing.

This course is a review of the literature related to the following questions: Why bother studying positive experiences? What conditions result in optimizing human potential and flourishing? What benefits are associated with various human strengths? Can we do things differently to meet our full potential or are we stuck with where we are at?

Many of the lessons in this course have experiential components. Therefore, you will not only be learning about the concepts and techniques related to positive psychology in the academic sense. You will also be learning through doing and, as such, will have knowledge based both on scientific review and personal experience.

### **Course Objectives:**

In this course, students will:

1. Develop an understanding of the underlying assumptions and basic questions associated with positive psychology.
2. Acquire insight into their own strengths and virtues. Additionally, students will be exposed to exercises to increase these strengths.
3. Cultivate an understanding of the various dimensions of subjective well-being and the application of these dimensions to daily functioning.
4. Become familiar with research that supports the principles, strategies, and skills associated with positive psychology.

### **Students with Disabilities:**

This syllabus is available in alternative forms upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) for certification. Students without ODS certification will not be granted special accommodations.

### **Class Preparation and Required Assignments:**

The textbooks will be available at the campus bookstores. You will learn the most in this class (and probably in any class) if you are an active participant. Therefore, please complete the assigned readings before coming to class. I reserve the rights to assign additional readings throughout the quarter and, if assigned, these readings will be made available to you through the OSU library system.

### **Response Papers**

In addition to the readings, this class will require your participation in experiential exercises. Your level of involvement and contribution to your own understanding of positive psychology will account for close to one-third of your grade in class. After each experiential exercise, you will be asked to turn in a response paper that captures your reaction to the exercise and what this exercise taught you about positive psychology, optimal functioning, and human nature in general. These papers will be graded on a pass/fail basis - if you turn the paper in *on time* and it meets the stated requirements of the assignment, you will be given full credit on that assignment. Papers can either be turned in at the beginning of the class period in which they are due or, alternatively, they can be emailed to the instructor ([cheavens.l@osu.edu](mailto:cheavens.l@osu.edu)). Papers that are emailed must be received by the beginning of the class period in which they are due (time received will be determined by the time stamp on the OSU email system).

### **Exams:**

The majority of your grade will be based on a midterm examination and a final examination. Exam questions will be primarily in the form of multiple choice and true/false items. Each exam will also have one to two essay questions. The exams will cover all reading material (including reading material not covered in class) and all lecture/class material (including material not covered in the readings). It is *very important* to attend class. There will be several video clips, class discussions, and demonstrations in class that will not appear in your reading materials but *will* appear on your exams.

If, during the exam, you believe that any of the non-essay questions has multiple options that could be correct, you are welcome to answer that item as an essay question to explain in what manner you believe the multiple options are correct. For example, if you come to a multiple choice question and you think that options “a” and “c” are both correct, write in sentences what makes each of these options correct. This is your opportunity to dispute questions. This will take the place of disputing questions once the answers and grades have been returned. If, however, you believe there was an error in grading (i.e., a correct item was mistakenly marked incorrect), please let me know.

**Attendance:** Although attendance is not mandatory, I will give points for attendance randomly throughout the quarter. Attendance will serve as a proxy for participation, which I would like to encourage. Therefore, you can still receive an “A” in the class without garnering any attendance points but for those of you who regularly attend class, your attendance will be rewarded both with greater understanding of the material (hopefully) and easy points. There is no “make-up” for attendance. If you are there on the day I take attendance, you will receive the points. If you are not there, you will not receive the points. On the days when I take attendance, I will have you each copy a question at the beginning of the class with your name on the paper. During the lecture, I will answer the question and at the end of the lecture, I will have you turn in another bit of paper with your name and the answer. I will need to get both papers from you in order for you to receive attendance points that day.

**Grades:**

Final grades will be based on a cumulative points system. Each exam is worth 100 points (200 points total), the total value of the response papers is 100 points (10 points – or so – per paper depending on the number of papers assigned), and the attendance quizzes are worth 25 points. Thus, there is a total of 450 points available resulting in the following grading scale:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Percent	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
Points	418	405	391	269	260	250	237	227	217	195	<195

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the quarter. If you know that you need a “C” to graduate, and you have earned 180 points coming into the final, then you will need to get at least 57/100 on the final to earn the grade you would like to have.

**Academic Misconduct:**

All students at the Ohio State University are bound by the Code of Student Conduct. Suspected violations of the code in this class will be dealt with according to the procedures detailed in said code. Specifically, any alleged cases of misconduct will be

referred to the Committee of Academic Misconduct. Please refer to the code at: ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)) for more details.

Anticipated Class Scheduled (subject to change)

<b>Date</b>	<b>Reading</b>	<b>Topic</b>
March 31	None	What is Positive Psychology? And why do we need it?
April 2	Peterson Chapter 1	Serious Introductions and Basic Premises of Positive Psychology
April 7	Peterson Chapter 2	Serious Introductions and Basic Premises of Positive Psychology: Part II
April 9	Peterson Chapter 3	Pleasure
April 14	Peterson Chapter 4	Happiness and Life Satisfaction
April 16	Peterson Chapter 4, Cont.	Happiness and Life Satisfaction
April 21	Peterson Chapter 5	Optimism
April 23	Haidt, Chapter 7	Adversity and Post-traumatic Growth
April 28	Peterson Chapter 6	Character Strengths
April 30		Midterm
May 5	Peterson Chapter 7	Values
May 7	Haidt, Chapter 8	Values and Meaning in Life
May 12	Peterson Chapter 8	Interests and Talents
May 14	Peterson Chapter 9	Wellness
May 19	Peterson Chapter 10	Relationships
May 21	Haidt, Chapter 6	Relationships (cont.)
May 26	Haidt, Chapter 3	Reciprocity and Altruism
May 28	Haidt, Chapter 9	Spirituality and Morality
June 2	Assigned in Class	Interventions
June 4	Peterson Chapter 12	Future of Positive Psychology