

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

Psychology

Academic Unit  
 Psychology

Book 3 Listing (e.g., Portuguese)  
 832 Positive Psychology

Number	Title	Level	Credit Hours
Positive Psych		G	3

18-Character Title Abbreviation \_\_\_\_\_

Summer \_\_\_\_\_ Autumn \_\_\_\_\_ Winter \_\_\_\_\_ Spring X \_\_\_\_\_ Year 2006

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: Spring \_\_\_\_\_ Distribution of class time/contact hours: 1, 2.5 hour class  
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): none

Exclusion or limiting clause: none

Repeatable to a maximum of   N/A   credit hours.

Cross-listed with: N/A

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

Honors Statement: Yes  No  GEC: Yes  No  Admission Condition  
 Off-Campus: Yes  No  EM: Yes  No  Course: Yes  No

Other General Course Information: none  
 (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

**B. General Information**

Subject Code 42.0201 \_\_\_\_\_ Subsidy Level (V, G, T, B, M, D, or P)   D   \_\_\_\_\_  
 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. This course is the only course in the psychology curriculum that is devoted to this new domain. The course has been offered as a 695 seminar for several years and has proved to be quite popular.

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:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

No adjustment necessary. The course has been offered as part of a faculty member's regular assignments for several years

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: \_\_\_\_\_

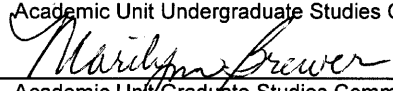

6. Expected section size: 12-15 Proposed number of sections per year: 1

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

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 [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).

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

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	Marilynn Brewer	9/30/05
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Gifford Weary	10-03-05
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

Course Description  
Spring 2006

*POSITIVE PSYCHOLOGY*

Enrollment limited to graduate students

*“The field of positive psychology at the subjective level is about positive experience: well being and satisfaction (past); flow, joy, the sensual pleasures, and happiness (present); and constructive cognitions about the future—optimism, hope, and faith. At the individual level it is about the positive personal traits—the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future-mindedness, high talent and wisdom. At the group level it is about the civic virtues and the institutions that move individuals toward better citizenship: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic”.* \*

This seminar provides an introduction to research areas that constitute the vaguely defined but rapidly emerging field of “positive psychology.” Examples of topics considered are:

- subjective well-being
- positive affectivity
- optimism
- reactions to adversity
- empathy
- forgiveness
- humor
- spirituality

Beginning with the second session, each student is responsible for submitting questions or comments about each of the assigned readings. These will serve as the basis for discussion of material that is particularly engaging, controversial, or difficult to grasp. At least twice during the quarter, each student will present a critical review of a study cited in the assigned weekly readings.

Course grades will be based on class participation (60%) and on a term paper presenting a research proposal or literature review (40%).

Instructor: Herbert Mirels  
Time: TBA  
Location: TBA

Phone: 292-6939  
e-mail: mirels.1@osu.edu

\*Seligman, M.E.P. (2002). Positive psychology, positive prevention, and positive therapy. In C.R. Snyder & S.J. Lopez (Eds.), Hand book of positive psychology (p.3). New York: Oxford.

## Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Suspected violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

This syllabus is available in alternative formats 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) at 292-3307 for certification if they have not already done so. Upon such certification, the ODS and the instructor will make every effort to accommodate special needs. However, to ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodation will not be granted in the absence of ODS certification.

**Positive Psychology  
Spring 2006**

**Topics/Readings**

March 30

Video: "Flow." Mihaly Csikszentmihalyi discussing his "flow" formulation concerning creativity and optimal experience.

April 6

**Subjective well-being, happiness, and life-satisfaction**

**Readings:**

1. Diener, E., Lucas, R.E., & Oishi, S. (2002). Subjective well-being: The science of happiness and life satisfaction. In C.R. Snyder & S.J. Lopez (Eds.), Handbook of positive psychology\* (pp. 63-73). New York: Oxford.
2. Diener, E., Eunkook, M.S., Lucas, R.E., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276-302.
3. Diener, E., Lucas, R.E., Oishi, S., & Eunkook, M. (2002). Looking up and looking down: Weighting good and bad information in life satisfaction judgments. *Personality and Social Psychology Bulletin*, 28, 437-445.
4. Jokisaari, M. (2003). Regret appraisals, age, and subjective well-being. *Journal of Research in Personality*, 37, 487-503.
5. 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.

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\*Hereafter referred to as "*The Handbook*"

April 13

**Positive Emotions/Affect**

**Readings:**

1. Fredrickson, B.L. (2002). Positive emotions. In *The Handbook* (pp. 120-134).
2. Fredrickson, B.L. (1998). What good are positive emotions? *Review of General Psychology*, 2, 300-319.
3. Fredrickson, B.L., Tugade, Michele M., Waugh, C.E., & Larkin, G.R. (2003). What good are positive emotions in crisis? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11, 2001. *Journal of Personality and Social Psychology*, 84, 365-376.

4. Fredrickson, B.L. (2000). Cultivating positive emotions to optimize health and well-being. *Prevention and Treatment*, 3. Available on the world wide web: <http://www.journals.apa.org/prevention>. (Optional)
5. Isen, A.M. (2003). Positive affect as a source of human strength. In L.G. Aspinwall & U.M. Staudinger (Eds.), A psychology of human strengths: Fundamental questions and future directions for positive psychology (pp.179-196). Washington, DC: American Psychological Association.

April 20

### **Emotional Intelligence**

#### **Readings:**

1. Salovey, P., Mayer, J.D., & Caruso, D. (2002). The positive psychology of emotional intelligence. In *The Handbook* (pp.159-171).
2. Salovey, P., Woolery, A., & Mayer, J.D. (2001). Emotional intelligence: Conceptualization and measurement. In G. Fletcher & M. Clark (Eds.), The Blackwell handbook of social psychology (pp. 279-307). London: Blackwell.
3. Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. *Imagination, cognition, and personality*, 9, 185-211.
4. Mischel, W., & Mendoza-Denton, R. (2003). Harnessing willpower and socioemotional intelligence to enhance human agency and potential. In L.G. Aspinwall & U.M. Staudinger (Eds.), A psychology of human strengths: Fundamental questions and future directions for positive psychology (pp. 245-256). Washington, DC: American Psychological Association.
5. Slaski, M., & Cartwright, S. (2003). Emotional intelligence training and its implications for stress, health, and performance. *Stress and health: Journal of the international society for the investigation of stress*, 19, 233-239.

April 27

### **Optimism Optimistic Explanatory Style**

#### **Readings:**

Optimism:

1. Carver, C.S., & Scheier, M.F. (2002). Optimism. In *The Handbook* (pp.231-243).

2. Aspinwall, L.G., Richter, L., & Hoffman, R.R., III. (2001). Understanding how optimism works. In E.C. Chang (Ed.), Optimism and Pessimism: Implications for theory, research, and practice (pp.217-238). Washington, D.C.: American Psychological Association.
3. Schneider, S.L. (2001). In search of realistic optimism: Meaning, knowledge, and warm fuzziness. *American Psychologist*, 56, 250-263.
4. Scheier, M.F., Weintraub, J.K., & Carver, C.S. (1986). Coping with stress: Divergent strategies of optimists and pessimists. *Journal of Personality and Social Psychology*, 51, 1257-1264. (Optional)
5. Grant, H., & Higgins, E.T. (2003). Optimism, promotion pride, and prevention pride as predictors of quality of life. *Personality and social psychology bulletin*, 29, 1521-1532. (Optional)

Optimistic Explanatory Style:

1. Peterson, C., & Steen, T.A. (2002). Optimistic explanatory style. In *The Handbook* (pp. 244-256).
2. Peterson C. (1990). Meaning and measurement of explanatory style. *Psychological Inquiry*, 2, 1-10. (Optional)
3. Gillham, J.E., Shatté, A.J., Reivich, K.J., & Seligman, M.E.P. (2001). Optimism, pessimism, and explanatory style. In E.C. Chang (Ed.), Optimism and Pessimism: Implications for theory, research, and practice (pp.53-76). Washington, D.C.: American Psychological Association.
4. Peterson, C. (2001). Optimistic explanatory style and health. In J.E. Gillham (Ed.), The science of optimism and hope: Research essays in honor of Martin E.P. Seligman (pp.145-161). (Optional)

On scoring text material for explanatory style:

Peterson, C., Schulman, P., Castellon, C., & Seligman, M.E.P. (1992). CAVE: Content analysis of verbatim explanations. In C.P. Smith (Ed.), Motivation and personality: Handbook of thematic content analysis (pp. 383-392). New York: Cambridge University Press.

On scoring the Attributional Style Questionnaire:

Peterson, C., Semmel, A., vonBaeyer, C., Ahramson, L.Y., Metalsky, G.I., and Seligman, M.E.P. (1982). The Attributional Style Questionnaire. *Cognitive Therapy and Research*, 6, 287-299.

May 4

### **Responses to Adversity and Loss**

#### **Readings:**

1. Tennen, H., & Affleck, G. (2002). Benefit-finding and benefit-reminding. In *The Handbook* (pp. 584-597).
2. Nolen-Hoeksema, S., & Davis, C.G. (2002). Positive responses to loss. In *The Handbook* (pp. 598-607).
3. Affleck, G., Tennen, H., Croog, S., & Levine, S. (1987). Causal attribution, perceived benefits, and morbidity following a heart attack: An eight-year study. *Journal of Consulting and Clinical Psychology, 55*, 29-35.
4. McMillen, J.C., Smith, E.M., & Fisher, R.H. (1997). Perceived benefit and mental health after three types of disaster. *Journal of Consulting and Clinical Psychology, 65*, 733-739.
5. Davis, C.G., Nolen-Hoeksema, S., & Larson, J. (1998). Making sense of loss and benefiting from the experience. Two construals of meaning. *Journal of Personality and Social Psychology, 75*, 561-574.
6. Taylor, S.E., Kemeny, M.E., Reed, G.M., Bower, J.E., & Gruenwald, T.L. (2000). Psychological resources, positive illusions, and health. *American Psychologist, 55*, 99-109.

May 11

### **Humor**

#### **Readings:**

1. Lefcourt, H.M. (2002). Humor. In *The Handbook*, pp. 619-631.
2. Martin, R.A. (2001). Humor, laughter, and physical health: Methodological issues and research findings. *Psychological Bulletin, 27*, 504-519.
3. Nezu, A.M., Nezu, C.M., & Bissett, S.E. (1988). Sense of humor as a moderator of the relation between stressful events and psychological distress: A prospective analysis. *Journal of Personality and Social Psychology, 54*, 520-525.
4. Skevington, S., & White, A. (1998). Is laughter the best medicine? *Psychology and Health, 13*, 157-169.
5. Martin, R.A. (2002). Is laughter the best medicine? Humor, laughter, and physical health. *Current Directions in Psychological Science, 11*, 216-220.



6. Martin, R.A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the humor styles questionnaire. *Journal of Research in Personality, 37*, 48-75.

May 28

### **Empathy and Altruism**

#### **Readings:**

1. Batson, C.D., Ahmad, N., Lishner, D.A., & Tsang, J. (2002). Empathy and Altruism. In *The Handbook* (pp. 485-498).
2. Batson, C.D., Early, S., & Salvavani, G. (1997). Perspective taking. Imagining how another feels versus imagining how you would feel. *Personality and Social Psychology Bulletin, 23*, 751-758.
3. Peterson, C., & Seligman, M.E.P. (2003). Character strengths before and after September 11. *Psychological Science, 14*(4), 381-388.
4. Nelson, D.W., & Baumgarte, R. (2004). Cross-cultural misunderstandings reduce empathic responding. *Journal of Applied Social Psychology, 34*(2), 391-401.
5. Piliavin, J.A. (2003). Doing well by doing good: Benefits for the benefactor. In C.L.M Keyes & J Haidt (Eds.), *Flourishing: Positive Psychology and the life well-lived* (pp. 227-247). Washington DC: American Psychological Association.

May 25

### **Forgiveness Romantic Love**

#### **Readings:**

Forgiveness:

1. McCullough, M.E., & Witvliet, C.V.O. (2002). The psychology of forgiveness. In *The Handbook* (pp. 446-458).
2. McCullough, M.E. (2000). Forgiveness as human strength: Conceptualization, measurement and links to well-being. *Journal of Social and Clinical Psychology, 19*, 43-55.
3. Exline, J.J., & Baumeister, R.F. (2000). Expressing forgiveness and repentance: Benefits and barriers. In M.E. McCullough, K.I. Pargament, & C.E. Thoreson (Eds.), Forgiveness: Theory, research and practice (pp. 133-155).
4. Fincham, F.D., Beach, S.R., & Davila, J. (2004). Forgiveness and conflict resolution in marriage. *Journal of Family Psychology, 18*, 72-81.

Romantic Love:

1. Hendrick, S., & Hendrick, C. (2002). Love. In *The Handbook* (pp. 472-484).
2. Hendrick, S., & Hendrick, C. (1993). Lovers as friends. *Journal of Social and Personal Relationships*, *10*, 459-466.
3. Knee, C.R., Patrick, H., Vietor, N.A., Nanayakkara, A., & Neighbors, C. (2002). Self-determination as growth motivation in romantic relationships. *Personality and Social Psychology Bulletin*, *28*, 609-619.

June 1

**Spirituality**

**Readings:**

1. Miller, W.R., & Thoreson, C.E. (2003). Spirituality, religion, and health: An emerging research field. *American Psychologist*, *58*, 24-35.
2. Powell, L.H., Shahabi, L., & Thoreson, C.E. (2003). Religion and spirituality: Linkages to physical health. *American Psychologist*, *58*, 36-52.
3. Seeman, T.E., Dubin, L.F., & Seeman, M. (2003). Religiosity/spirituality and health: A critical review of the evidence for biological pathways. *American Psychologist*, *58*, 53-63.
4. Hill, P.C., & Pargament, K.I. (2003). Advances in the conceptualization and measurement of religion and spirituality. *American Psychologist*, *58*, 64-74.

*Comments on the above:*

5. McCormick, D.J. (2004). Galton on spirituality, religion, and health. *American Psychologist*, *59*, 52.
6. Richmond, L.J. (2004). Religion, spirituality, and health: A topic not so new. *American Psychologist*, *59*, 52.
7. Rayburn, C.A. (2004). Religion, spirituality, and health. *American Psychologist*, *59*, 52-53.
8. Kier, F.J., & Davenport, D.S. (2004). Unaddressed problems in the study of spirituality and health. *American Psychologist*, *59*, 53-54.
9. Miller, W.R., & Thoreson, C.E. (2004). Spirituality, health, and the discipline of psychology. *American Psychologist*, *59*, 54-55.