



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts & Sciences Department Psychology

Subject PSY Number 394 Title Positive Psychology Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

Course description: \_\_\_\_\_

**Requested designation:** (Choose One)

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name Cindy Theisman Phone (480) 965-9376

Mail code 1104 E-mail: cindy.theisman@asu.edu

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed): Dr. Clark Presson, Director of Undergraduate Studies Date: 9/12/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>			
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus, Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Syllabus, Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Syllabus, Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus, Table of Contents
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>	
		• Courses with primarily fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	Designation
PSY	394	POSITIVE PSYCHOLOGY	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interaction.	Students engage with 10 hands-on positive psychology exercises. They are required to elaborate on their experiences and relate them to relevant course material/research.	Syllabus: pp.1-3.
Course content emphasizes the study of social behavior like that found in other social sciences	Our text and the students' required readings are replete with social science research and literature from a variety of fields.	Syllabus p. 1.
Course emphasizes the distinct knowledge base of the social and behavioral sciences.	In addition to the readings (see above), students are exposed to the official conference proceedings from the Claremont Symposium on Positive Psychology that includes presentations from the most prominent researchers in the field.	See syllabus pp.2-3

## Applied Positive Psychology (SLN #89358)

**Professor:** Dr. Robert Short

**Office:** SCOB 142  
**Tel#:** (480) 727-7443

**Course meets:** M/W: 7:30-8:45 in SCOB  
201

**Dr. Short Office hours:** M/W: 1:45-  
2:45

**Contacts:** [Robert.Short@asu.edu](mailto:Robert.Short@asu.edu)

### ***Course Description***

This is going to be a "hands-on" course. Positive psychology calls for as much focus on strength as on weakness, as much interest in building the best things in life as in repairing the worst, and as much attention to fulfilling the lives of healthy people as to healing the wounds of the distressed. The concern of psychology with human problems is understandable. It will not and should not be abandoned. Positive psychologists are "merely" saying that the psychology of the past sixty years is incomplete. But as simple as this proposal sounds, it demands a sea change in perspective. Psychologists interested in promoting human potential need to start with different assumptions and to pose different questions from their peers who assume a disease model. This seminar will concern itself with the basics of positive psychology. The learning goals and objectives for this course include becoming more critical of psychological science, generally, and more critical of how the science of positive psychology can contribute to optimal human functioning.

### ***Required Text***

Peterson, C. (2006). *A Primer in Positive Psychology*. New York, NY: Oxford.

**Requirements:** You will be graded using a standard scale whereby 90%+ = A, 80%+ = B, 70%+ = C, 60%+ = D, with any marks below 60% result in an E.

### ***Points possible = 160***

#### ***Exams (80 points possible; 50% of grade)***

You will have four essay exams. The week prior to the exam, you all will generate five potential questions covering all of the material for that unit. On the day of the exam, we will randomly draw two of the five for you to respond on that day. A good essay will include relevant research/course material from your text, lectures and videos. Bring a blue book to your examinations.

#### ***Positive Psychology Exercises (40 points)/Attendance***

In order to experience positive psychology and not just study it as if you were a bystander, I've assigned 10 exercises due on the Wednesday, in class, of each week, all of which are contained in your text. These are ALL OR NOTHING assignments. If you conscientiously engage with all of them, and come to class, you will get the full 40 points. If you miss one, but complete the rest, you can only receive 20 pts. If you miss more than one (assignment or Wednesday class), you receive zero points for this component of the course.

#### ***Student Presentations (40 points)/Attendance/Group Exercises***

On Wednesdays when we discuss the assigned exercises, you will be assigned to deliver your musings, sense-making, and experiences with that week's positive psychology exercise as a group with your fellow peers. You are essentially responsible for leading the class with this exercise, say 15-20 minutes. You may present your experiences in any way you see fit. Be creative. Involve the class. Use multimedia if

you wish. This is up to you. Just be prepared for your assigned date! If you are not in attendance on your assigned date, you will receive zero points for this component of the course. Once you successfully complete your presentation, you will not be required to present again but, out of respect for your peers, of course, your attendance is still required.

***Make-up policy***

Only documented, excused absences will be allowed make-ups for any component of the course. Excused absences also include, per university policy, accommodation for religious practices and missed class due to university-sanctioned activities.

**TENTATIVE SCHEDULE**

<b>Week</b>	<b>Dates</b>	<b>Readings/Claremont Symposium in Positive Psychology videos</b>	<b>Due Dates</b>
<b>1</b>	<b>8/26</b>	<b>Ch. 1</b>	
	<b>8/28</b>	<b>Dr. Ed Diener: Happiness and Complete Wealth: Implications for Public Policy</b>	
<b>2</b>	<b>9/2</b>	<b>Ch 2</b>	<b>No Class</b>
	<b>9/4</b>	<b>Dr. Barbara Fredrickson: Using Positive Emotions to Enhance Human Flourishing</b>	<b>Ex. #1</b>
<b>3</b>	<b>9/9</b>	<b>Ch. 3</b>	
	<b>9/11</b>	<b>Dr. Chris Peterson: Why Character Matters</b>	<b>Ex.#2</b>
<b>4</b>	<b>9/16</b>	<b>Ch4</b>	
<b>Wednesday</b>	<b>9/18</b>	<b>Exam #1</b>	<b>Exam #1, 9/18</b>
<b>5</b>	<b>9/23</b>	<b>Ch. 4</b>	
	<b>9/25</b>	<b>Dr. Shelly Taylor: How Positive Psychosocial Resources Enhance Health and Well- Being</b>	<b>Ex.#3</b>
<b>6</b>	<b>9/30</b>	<b>Ch. 5</b>	
	<b>10/2</b>	<b>Dr. Hans Henrik Knoop: Positive Psychology-Inspired Teaching in Public</b>	<b>Ex.#4</b>

Schools			
7	10/7	Ch. 6	
	10/9	Dr. Jeanne Nakamura: Contexts of Positive Development in Adulthood	Ex.#5
8	10/14	Ch.7	No Class
Wednesday	10/16	Exam #2	Exam #2, 10/16
9	10/21	Ch. 8	
	10/23	Dr. Jane Dutton: Seeing the Possibilities in Positive Identities and Organizations	Ex.#6
10	10/28	Ch. 9	
	10/30	Dr. Kim Cameron: The Effects of Positive Leadership on Organizational Performance	Ex.#7
11	11/4	Ch. 10	
	11/6	Dr. David Cooperrider: The Discovery and Design of Positive Institutions: How Organizations magnify High Human Strengths Outward into Our World	Ex.#8
12	11/11	Ch. 11	No Class
Wednesday	11/13	Exam #3	Exam #3, 11/13
12	11/18	Ch. 12	
	11/20	Dr. Mihaly Csikszentmihalyi: The Mind and Evolution: The Future of Positive Psychology	Ex.#9
13	11/25		
	11/27		Ex.#10
14	12/2		
Wednesday	12/4	Exam #4	Exam #4, 12/4

**Format:** These are all to be single-page, 12-point font, single-spaced reaction/thought pieces. In your essay, try to relate your reactions to relevant course material, either in the chapter where the exercise resides or as relates to any other chapter/idea in your text/lecture and/or the Claremont Symposium in Positive Psychology. Also, recount your experiences prior to undertaking the exercise, while doing it, and how you felt afterwards. These are for your edification. What you put into them is what you get out of them!

**Exercise #1: Writing Your Own Legacy**

**Due Wednesday, 9/4, pp.22-23**

**Exercise #2: Gratitude Letter**

**Due Wednesday, 9/11, pp.31-34**

**Exercise #3: Fun Versus Philanthropy**

**Due Wednesday, 9/25, pp.34-36**

**Exercise #4: Gift of Time (Start Exercise #5 as you are to do this exercise for one full week)**

**Due Wednesday, 10/2, pp.36-38**

**Exercise #5: Three Good Things**

**Due Wednesday, 10/9, pp.38-39 (Start Exercise #6 as you are to do this for one week)**

**Exercise #6: Using Strengths in New Ways (Start Exercise #8 as you are to do this exercise for a minimum of two weeks)**

**Due Wednesday, 10/23, pp.158-162**

**Exercise #7: Being Nice to Cut Through Red Tape**

**Due Wednesday, 10/30, pp.41-42**

**Exercise #8: Have a Good Day**

**Due Wednesday, 11/6, pp. 43-44**

**Exercise #9: Happiness Inventory**

**Due Wednesday, 11/20, pp.100-103**

**Exercise #10: Being a Good Teammate**

**Due Wednesday, 11/27, pp.39-41**



## Sample Exercise Talking Points

Here's an example of how your group could lead a class for the first exercise. This is just one idea. Whatever you creatively choose to do for your assigned class session, I think it is a good idea to, at a minimum, develop some talking points with which to engage your fellow students. But again, this is up to you and your group; there are probably a million ways by which you can engage your fellow students.

### Writing Your Own Legacy:

- "Good work" is the result of a lifetime of developing appropriate talents and habits, which include a moral sense.
  - In what ways are you achieving your legacy, now? Identify those things.
  - How many of you have or are postponing things that would make you happy; i.e., things you'd like to do but just don't have the time and will do those things when you do have time? What are those things?
  - In what ways do you make time to pursue pleasurable things that might not coincide with your legacy?
- 

### Other Course-Related Administrative Policies

To maintain continued enrollment in my course, you will need to show me a signed and dated copy of your syllabus attesting to the fact that you have read and understand the Student Academic Integrity Policy (Student Academic Integrity Policy) and the Student Services Manual regarding student conduct (SSM 104-02).

Also, if you require accommodations for a disability, remember to register with the Disability Resource Center (DRC) and submit the appropriate documentation from the DRC.

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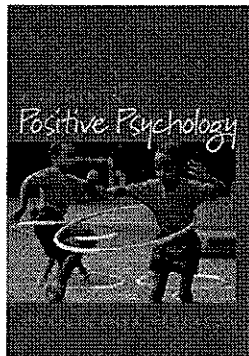
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Christopher Peterson

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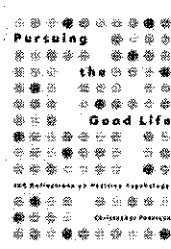
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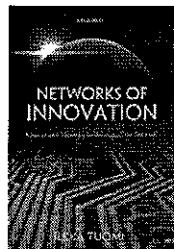
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