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 (NA/NS)
- 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): [Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12
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.
ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
</tbody>
</table>
|     |     | • ANTHROPOLOGY  
|     |     | • ECONOMICS  
|     |     | • CULTURAL GEOGRAPHY  
|     |     | • HISTORY |
|     |     |                                 |
| 3.  |     | Course emphasizes:  
|     |     | a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR  
|     |     | b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). | Syllabus, Table of Contents |
|     |     |                                 |
| 4.  |     | Course illustrates use of social and behavioral science perspectives and data. | Syllabus, Table of Contents |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

| 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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>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.</td>
<td>Syllabus: pp.1-3.</td>
</tr>
<tr>
<td>Course content emphasizes the study of social behavior like that found in other social sciences</td>
<td>Our text and the students' required readings are replete with social science research and literature from a variety of fields.</td>
<td>Syllabus p. 1.</td>
</tr>
<tr>
<td>Course emphasizes the distinct knowledge base of the social and behavioral sciences.</td>
<td>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.</td>
<td>See syllabus pp.2-3</td>
</tr>
</tbody>
</table>
Applied Positive Psychology  
(SLN #89358)

Professor: Dr. Robert Short                         Office: SCOB 142
Course meets: M/W: 7:30-8:45 in SCOB               Tel#: (480) 727-7443
201                                             Dr. Short Office hours: M/W: 1:45-
Contacts: Robert.Short@gau.edu                        2:45

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

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 weeks’ 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Readings/Claremont Symposium in Positive Psychology videos</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/28</td>
<td>Dr. Ed Diener: Happiness and Complete Wealth: Implications for Public Policy</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>Ch. 2</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td>9/4</td>
<td>Dr. Barbara Fredrickson: Using Positive Emotions to Enhance Human Flourishing</td>
<td>Ex. #1</td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/11</td>
<td>Dr. Chris Peterson: Why Character Matters</td>
<td>Ex.#2</td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td>Ch4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wednesday 9/18</td>
<td>Exam #1</td>
<td>Exam #1, 9/18</td>
</tr>
<tr>
<td></td>
<td>9/23</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/25</td>
<td>Dr. Shelly Taylor: How Positive Psychosocial Resources Enhance Health and Well-Being</td>
<td>Ex.#3</td>
</tr>
<tr>
<td>6</td>
<td>9/30</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/2</td>
<td>Dr. Hans Henrik Knoop: Positive Psychology-Inspired Teaching in Public</td>
<td>Ex.#4</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td>Ch. 6</td>
<td>Ex. #5</td>
<td></td>
</tr>
<tr>
<td>10/9</td>
<td>Dr. Jeanne Nakamura: Contexts of Positive Development in Adulthood</td>
<td>Ex. #5</td>
<td></td>
</tr>
<tr>
<td>10/14</td>
<td>Ch. 7</td>
<td>Exam #2, 10/16</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>Wednesday</td>
<td>Ex. #2, 10/16</td>
<td></td>
</tr>
<tr>
<td>10/21</td>
<td>Ch. 8</td>
<td>Ex. #6</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td>Dr. Jane Dutton: Seeing the Possibilities in Positive Identities and Organizations</td>
<td>Ex. #6</td>
<td></td>
</tr>
<tr>
<td>10/28</td>
<td>Ch. 9</td>
<td>Ex. #7</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>Dr. Kim Cameron: The Effects of Positive Leadership on Organizational Performance</td>
<td>Ex. #7</td>
<td></td>
</tr>
<tr>
<td>11/4</td>
<td>Ch. 10</td>
<td>Ex. #8</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Dr. David Cooperrider: The Discovery and Design of Positive Institutions: How Organizations magnify High Human Strengths Outward into Our World</td>
<td>Ex. #8</td>
<td></td>
</tr>
<tr>
<td>11/11</td>
<td>Ch. 11</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Wednesday</td>
<td>Exam #3, 11/13</td>
<td></td>
</tr>
<tr>
<td>11/18</td>
<td>Ch. 12</td>
<td>Ex. #9</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Dr. Mihaly Csikszentmihalyi: The Mind and Evolution: The Future of Positive Psychology</td>
<td>Ex. #9</td>
<td></td>
</tr>
<tr>
<td>11/25</td>
<td></td>
<td>Ex. #10</td>
<td></td>
</tr>
<tr>
<td>12/2</td>
<td></td>
<td>Ex. #10</td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>Wednesday</td>
<td>Exam #4, 12/4</td>
<td></td>
</tr>
</tbody>
</table>
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.
A Primer in Positive Psychology - Paperback - Christopher Peterson...

We use cookies to enhance your experience on our website. By clicking 'continue' or by continuing to use our website, you are agreeing to our use of cookies. You can change your cookie settings at any time.

Continue
Find out more

OXFORD UNIVERSITY PRESS USA

About Us | Careers | Contact Us | Help

View cart: $0.00

Keyword, Author, ISBN, Title

Advanced Search

Arts & Humanities Dictionaries & Reference Law Medicine & Health Science & Mathematics Social Sciences Journals Higher Education

You are here: Home Page > Science & Mathematics > Psychology > Social Psychology > A Primer in Positive Psychology

Overview
Description
Table of Contents
Author Information
Reviews and Awards

A Primer in Positive Psychology

Christopher Peterson

--Textbook is written from a scientific perspective and thoroughly grounded in research
--Every chapter contains exercises that illustrate positive psychology and offers articles and books for further reading as well as a list of films, websites, and popular songs that embody chapter themes or might provide the basis of research papers

Also of Interest

Expanding the Boundaries of Health and Social Science
Frank Kessel, Patricia Rosenfield, and Norman Anderson

Pursuing the Good Life
Christopher Peterson

Networks of Innovation
Ilkka Tuomi

The Oxford Handbook of Deaf Studies, Language, and Education, Volume 1
Second Edition
Marc Marschark, Patricia Elizbeth Spencer, and Peter E. Nathan

Connect

RSS Email

Related Categories

Science & Mathematics > Psychology > Social Psychology
Science & Mathematics > Psychology > Health Psychology
Science & Mathematics > Psychology > Developmental Psychology
A Primer in Positive Psychology

Christopher Peterson

$46.50

Paperback
27 July 2006
400 Pages | 13 line illus.
7 x 10 inches
ISBN: 9780195188332

Also Available As:
Ebook

Request Examination Copy

Bookseller Code: (05)

Table of Contents

Preface
1. What is Positive Psychology?
2. Learning about Positive Psychology: Not a Spectator Sport
3. Pleasure and Positive Experience
4. Happiness
5. Positive Thinking
6. Character Strengths
7. Values
8. Interests, Abilities, and Accomplishments
9. Wellness
10. Positive Interpersonal Relationships
11. Enabling Institutions
12. The Future of Positive Psychology
References
Index of Names
Subject Index

Also of Interest

Networks of Innovation
Ikka Tuomi

The Oxford Handbook of Reciprocal Adult Development and Learning
Second Edition
Carol Hoore

Bestial Traces
Christopher Peterson

Bestial Traces
Christopher Peterson