GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from [Class Search/Course Catalog](#).*

College/School	College of Health Solutions	Department/School	**College of Health Solutions**

Prefix:	**CHS**	Number:	**300**	Title:	The Science of Well-Being	Units:	3

Course description: **A scientific exploration into lifelong well-being by examining evidence from health, history, neuroscience, physiology, sociology, positive psychology, life design, and the science of happiness. Students will analyze and practice skills, strategies, and mindsets that facilitate self-awareness, resilience, social connections, and happiness to design personal and professional well-being.**

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:

*Note- For courses that are cross listed and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?   No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_N/A_ (Required)

Requested designation: Social-Behavioral Sciences-SB   **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](#).

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017   For Spring 2019 Effective Date: March 10, 2018

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, Arts and Design core courses (HU)](#)

[Social-Behavioral Sciences core courses (SB)](#)

[Natural Sciences core courses (SQ/SG)](#)

[Cultural Diversity in the United States courses (C)](#)

[Global Awareness courses (G)](#)

[Historical Awareness courses (H)](#)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Cara Sidman	E-mail	cara.sidman@asu.edu	Phone	602.496.1601

Department Chair/Director approval: (*Required*)

Chair/Director name (Typed):   Julie Liss   Date: 4/2/18

Chair/Director (Signature):

Rev. 3/2017

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

<u>**Rationale and Objectives**</u>

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

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

Revised April 2014

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

		ASU--[SB] CRITERIA	
		A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.	
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus & Content List
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • PSYCHOLOGY • ECONOMICS SOCIOLOGY • CULTURAL GEOGRAPHY • HISTORY	Content List
☒	☐	**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 & Content List
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	Syllabus & Content List
		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 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	General Studies Designation
CHS	300	The Science of Well-Being	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)
1. Course is designed to advance basic understanding and knowledge about human interaction.	Students explore and analyze the evolving interdisciplinary science of well-being, which inherently involves a considerable focus on human interaction and social connection. With decades of science demonstrating the need and impact of human interaction on individual, social, and cultural well-being, and how social connection significantly improves subjective well-being (happiness), this knowledge base is critical to this course.	The seven course modules about well-being progress from concepts, to determinants, the science, social foundations, mindsets and skills, lifelong practices, and a well-designed life, **all of which include one or more aspects of human interaction** as outlined below. Also, see the <mark>yellow</mark> highlighted text in the **Syllabus** and **Content List** for detailed evidence of how this course advances understanding and knowledge about human interaction, which can be broadly categorized as follows: – Social Connection – Relationships – Well-Being Skills and Practices – Life Design (Human-Centered Design)

2. Course content emphasizes the study of social behavior.	Course content emphasizes the study of social behavior through exploration of how social behavior influences individual mindsets and behaviors associated with happiness and well-being. Considerable content comes from the [Greater Good Science Center at UC Berkeley](#) due to its alignment with course learning outcomes. They explain an emphasis on the study of social behavior through its purpose, "to explore the roots of happy and compassionate individuals, strong social bonds, and altruistic behavior." In essence, a course on the science of well-being would be remiss if content on social behavior was not addressed.	See the <mark>yellow</mark> highlighted text in the **Content List** for detailed evidence of how the course content emphasizes the study of social behavior, which can be broadly categorized as follows: – Social Determinants of Well-Being and Happiness – Key variables related to world happiness – Social, behavioral, and cultural influences on quality of life and longevity in the Blue Zones – Pro-social skills and behaviors: empathy, social and emotional intelligence, generosity, acts of kindness, and gratitudes
3. **(a)** Course emphasizes the distinct knowledge base of the social and behavioral sciences.	Well-being is an evolving science with contributions from multiple disciplines, but with the distinct knowledge base of the social and behavioral sciences at its core. In fact, it began as a branch of the social sciences, and has since evolved. Experts now agree that "well-being" encompasses happiness, in addition to positive functioning among physical, emotional, and social domains. "Subjective well-being" is used to describe and measure happiness is positive psychology interventions, along with the research in the broader field of the science of happiness. The emphasis in this course is the study of the mind and behavior at individual and social levels based on research from positive psychology, sociology, and the science of happiness.	See the <mark>yellow</mark> highlighted text in the **Syllabus** and **Content List** for detailed evidence demonstrating an emphasis on the distinct knowledge bases of Positive Psychology and the Science of Happiness, with some knowledge based on sociology and anthropology. [The Greater Good Science Center](#) (GGSC) indicates their focus on studying the **psychology and sociology** of well-being "to teach skills that foster a thriving, resilient, and compassionate society." As mentioned in Criteria #2, GGSC serves as a primary source for content and learning activities in this course.

| **4.** Course illustrates use of social and behavioral science perspectives and data. | Scientific approaches, perspectives, skills, and theories from the latest studies in positive psychology and the science of happiness, as well as data-based reports from world happiness and well-being organizations, illustrate the use of social and behavioral science perspectives and data in this course.

In particular, the course content focuses on the science of a meaningful life, which includes groundbreaking scientific research into social and emotional well-being.

It is also important to note that some of the course learning activities replicate happiness interventions from the positive psychology research. | See the ==yellow== highlighted text in the **Syllabus** and **Content List** for detailed evidence illustrating how this course uses perspectives and data from positive psychology and the science of happiness, which can be broadly categorized into studies, theories, and data from the following sources:

– Positive Psychology Studies
– The Science of Happiness
– World Happiness Report
– World Well-Being Project
– cdc.gov |

COURSE SYLLABUS
CHS 300: The Science of Well-

Professor

Name: Dr. Cara Sidman
Email: cara.sidman@asu.edu
Phone: 602.496.1601

Office: HLTH-N 525
Contact method: Email
Office Hours: TBA

Sessions: A, B
Format: Online
Credits: 3

Anti-Requisite

CHS 100: Foundations of Health & Well-Being (SB) [Proposed Title Modification: *Designing Your Well-Being*]

Catalog Description

A scientific exploration into lifelong well-being by examining evidence from health, history, neuroscience, physiology, sociology, positive psychology, life design, and the science of happiness. Students will analyze and practice skills, strategies, and mindsets that facilitate self-awareness, resilience, social connections, and happiness to design personal and professional well-being.

Course Overview

This course focuses on the most well-documented and applicable research on how the brain, physical, and emotional health, technology, industry, marketing, and social, cultural, and workplace contexts impact well-being. Students will apply mindsets, skills, and practices to design and enhance their well-being.

Course Learning Outcomes

By the end of this course, students will be able to:
1. Describe individual and social determinants of well-being.
2. Analyze interdisciplinary scientific evidence related to various aspects of well-being.
3. Apply skills, strategies, and mindsets to enhance happiness and well-being.
4. Implement lifelong well-being practices and design thinking tools to facilitate a meaningful career and life.

Health & Well-Being Core Competency Course | Health Solutions' Core Advantage

Personal, social, and/or cultural factors related to physical, emotional, and/or spiritual health and well-being that improve and sustain quality of life for individuals, families, communities, and/or populations.

1) Learn knowledge and factors associated with health and quality of life among two or more dimensions of wellness.
2) Explore concepts, theories, and models supporting the prevention of illness and disease to improve health outcomes.
3) Apply two or more social determinants of health to address their impact on individuals, families, communities, and/or populations.

Course Materials (See the **Content List** – end of Syllabus – with links to the readings/videos)

No required text or purchases, as all course content is posted in Blackboard as links or PDFs to readings and videos focused on evidence-based scientific findings and practical application from reputable sources, i.e., peer-reviewed journals, government reports and chapters, national organization and educational websites, Ted Talks, etc.

Instructional Methods

Readings, videos, self-checks, learning activities, and class discussions in Yellowdig and Blackboard are the instructional methods utilized in this course. You are expected to read the articles and watch the videos in their entirety and participate in the learning activities in order to maximize the application and benefit of the science of well-being to your life, and to fulfill the course requirements. In summary, all course requirements involve the use of Internet technologies.

Student Success

To be successful:

- be curious and open to course content and activities
- be an active participant of the online teaching/learning community
- check Blackboard and your ASU email DAILY
- carefully read every word in course emails and announcements
- complete course requirements BEFORE 11:59 PM on the specified due dates
- carefully read posted instructions before completing coursework and/or asking questions
- communicate with your Professor right away if a personal situation interferes with your coursework
- respond to emails as needed, and in a timely manner
- subscribe and post to the *Course Conversations* Discussion Board as instructed
- create a daily/weekly schedule for completing course requirements
- read, understand, and follow all course policies and procedures

Access Your Course

Blackboard™ is the learning management system where all course-related materials and communications are posted, including: announcements, content, mini-quizzes, discussions, assessments, and assignments.

- MyASU   https://my.asu.edu
- Blackboard Home Page   https://myasucourses.asu.edu.
- Digital Portfolio (link also in Bb course) https://asu.digication.com/

Technical Support

You are responsible for having a reliable computer and Internet connection throughout the course.
To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/ or via Twitter by following @ASUOutages.
For Blackboard or other technical issues, contact the UTO Help Desk:
- **Website:** accessed through the MyASU Service Center - http://my.asu.edu/service
- **24/7 Live Chat:** accessed through the MyASU Service Center - http://my.asu.edu/service
  - **Or call:** Toll-Free **1-855-278-5080**

For Digication (Digital Portfolio): Send support requests to the 24/7 help desk at Digication.

Computer Requirements

You are responsible for having a reliable computer and Internet connection throughout the course.
In addition to computer with Internet access, this course requires the following:

- A web browser (e.g., Chrome, Internet Explorer, Mozilla Firefox, or Safari)
  * Chrome is the recommended web browser for Blackboard.
- Adobe Acrobat Reader (free)

- [Adobe Flash Player](#) (free)
- Microsoft Word and PowerPoint
- Optional
  - A web cam with recording functionality
  - Microphone and speaker
  - Google Hangout, Skype, or Zoom *(for virtual meetings)*

Course Requirements & Grading

COURSE REQUIREMENTS

Self-Checks (60 pts = 35%)

There are 14 required, timed, non-cumulative, objective assessments to check your knowledge and understanding of the course content (i.e., readings and videos). These Self-Checks are to be taken on your own in Blackboard during the specified availability period, ONLY using your mind and notes (NO OUTSIDE ASSISTANCE). In other words, it would be academic dishonesty to use any online resource, individual, or other means, which could result in grade penalties, course failure, or more. [ASU Academic Integrity Policy](#) (see policy later in this document)

- 1 Attempt | 20-minute time-limit
- 5 multiple-choice/true-false questions x 1 pt per question = 5 pts per Self-Check
- **Your TWO lowest self-check score will be dropped.** [70 pts total | your 12 highest Self-Checks count = 60 pts]
- Limited Availability (See your Course Schedule posted in Blackboard for due dates/times.)

Learning Activities (110 pts = 65%)

The majority of your grade involves the application of happiness, well-being, and life design skills, strategies, mindsets, and practices to your own life through experiential and reflective activities, and insightful class discussions.

The learning activities are designed to:
- further analyze the science through practical application
- develop your self-awareness, mindsets, and skills to enhance your well-being
- facilitate new perspectives about happiness and well-being at individual, social, and global levels
- implement tools to design a meaningful career and life
- interact with your classmates for greater insights and social learning
- improve the well-being of others.

Point Breakdown [7 Learning Activities]
- [20 pts per Yellowdig (YD) Learning Activity]
- 120 pts = 6 YD Learning Activity discussions **(Your lowest YD Learning Activity score will be dropped)**
- 10 pts = 1 Learning Reflection (Digital Portfolio)
- **[120 - 20 + 10 = 110 pts]**

Overview of Learning Activities

1. **Determinants of Well-Being** (Module 2: Determinants)

Explore the following three websites (provided in Module 2) for an article, blog post, or chapter addressing one or more determinants of well-being, and explicably captures your interest. Post your responses to the prompts posted in Blackboard.

1) CDC.gov
2) World Well-Being Project
3) World Happiness Report
4)

2. **The Science of Happy People** (Module 3: The Science)

Explore Greater Good Magazine, *Science-Based Insights for a Meaningful Life* for an article describing a scientific study from positive psychology/science of happiness about one of the 7 Habits of Happy People. Locate the original study in the ASU Library Database and/or online, and read it in its entirety.
Post your answers to each of the Ten Questions to Ask About Scientific Studies.
Based on your ten answers, and your own insights regarding its relevance and contribution to understanding the science of well-being, evaluate the study.

3. **Acts of Kindness & The Ripple Effect** (Module 4: Social Foundations)

Click here and follow the instructions for performing **5 Random Acts of Kindness** on **one day** this week.
This is an actual research-based happiness intervention!
Make note of the following to share with your classmates.
- Description and thought-process for selecting each of the 5 RAKs.
- Observations and insights about any impact on yours or others' happiness, and any Ripple Effect.

Go to The Good Cards website, and post insights about how this could work at ASU to cause a Ripple Effect.
Notes: You get out of these activities what you put into them, so I encourage you to make it meaningful.

4. **Your Mindsets and Skills** (Module 5: Mindsets & Skills)

Take the following Self-Quizzes to evaluate your mindsets and skills related to various aspects of your well-being. Self-reflect on your scores and the feedback provided. Discuss your strengths, as well as any mindsets and skills that may be getting in your way of flourishing, happiness, and/or well-being.

1) How Happy Are You?
2) Altruism
3) Connection to Humanity
4) Emotional Intelligence
5) Empathy
6) Gratitude
7) Mindfulness
8) Social Capital
9) Stress & Anxiety

Post your critical analysis about the mindsets and skills associated with social connection, communication, and any social foundation of well-being. Include your insights about how you may improve on any of the mindsets, skills, and/or behaviors, taking into consideration any course content you have read/watched.

5. **Science to Practice** (Module 6: Lifelong Practices)

Participate in a science-based practice of your choice for cultivating healthier human interactions
Participate in a science-based mindfulness practice of your choice

Record your observations, insights, and challenges before/during/after both practices.
Explain and reflect about your choices and experiences, and discuss observations related potential impact on your happiness and/or well-being.
Describe one or more barriers to cultivating healthy human interactions and regularly practicing mindfulness in your life, as well as potential strategies for overcoming them.

6. Learning Reflection [Digital Portfolio] (Module 6: Lifelong Practice)

This learning activity involves writing a brief reflection about your CHS 100 learning experience, publishing it to your Digital Portfolio, and submitting your Portfolio to ASU Digication

In 200-300 words, write a reflection on your learning experience in CHS 100 as it relates to the Health & Well-Being Competency Criteria below (CHS 100 is part of the Health Solutions' *Core Advantage* curriculum).

Health & Well-Being Competency
Personal, social, and/or cultural factors related to physical, emotional, and/or spiritual health and well-being that improve and sustain quality of life for individuals, families, communities, and/or populations.
Criteria
1) Learn knowledge and factors associated with health and quality of life among two or more dimensions of wellness.
2) Explore concepts, theories, and models supporting the prevention of illness and disease to improve health outcomes.
3) Apply two or more social determinants of health to address their impact on individuals, families, communities, and/or populations.

7. Design Your Life (Module 7: A Well-Designed Life)

READ: An exercise Stanford professors developed to map out how your life will unfold...
READ: Odyssey Planning Worksheet How To (posted in Blackboard)
DOWNLOAD & PRINT 3 COPIES: Odyssey Planning Worksheet
COMPLETE: The **three different 5-yr odyssey planning worksheets** based on all the instructions in the video and article, and the authors' guidelines for each "life."
1. Odyssey Plan #1 = what you have already planned and/or committed to for the next five years.
2. Odyssey Plan #2 = if the opportunity to do #1 was suddenly gone.
3. Odyssey Plan #3 = if money and image did not matter.
PIC & POST: Take a picture of Odyssey Plan #3 to post in Yellowdig.
RADICAL COLLABORATION: Feedback from classmates

Meaningful Photos
PARTCIPATE: 15 minutes per day for one week to take the photos.
WRITE: One hour.
While it is not necessary to take a photograph every day, assume that the photography will take you a total of 90 minutes over the course of a week, with an additional hour for the writing.
CREATE & POST: mind-map of your photos demonstrating your values and/or story in an organized way.
REFLECT: provide your insights about the process and outcome of each of these practices in helping to design a life of well-being, happiness, and meaning.

Additional Information about Course Requirements

- **You are expected to correctly complete and submit ALL course requirements on time to the best of your ability, but if something unexpected happens, no need to be stressed because your lowest scores will be dropped.**
- NO EXTRA CREDIT.
- You are responsible for checking your earned points as the course progresses, not the Professor.
- No documentation, emails, or explanations are required for incorrect submissions, poor performance, and/or missing coursework or class, as the dropped scores accommodate those situations.
  [Exception: Extended emergency or special situation - refer to the Late Policy]

Late work/submissions result in an automatic zero (see Late Policy)

GRADING

Method of Evaluation

Requirement	Points
Learning Activities	110
Self-Checks	60
Total	**170**

Grading Policies & Procedures

Grades reflect your performance on self-checks and participation in learning activities, including adherence to posted instructions and deadlines. Grades will be posted within 1 week of the due date via the Blackboard Grade Center.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the Professor. If the dispute is not resolved with the Professor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Final Letter Grade

Grade	Points
A+	170 - 164
A	163 - 159
A-	158 - 152
B+	151 - 147
B	146 - 142
B-	141 - 135
C+	134 - 127
C	126 - 118
D	117 - 101
E	100 - 0

Communication, Policies, Procedures, & Expectations

Communication

"Three Before Me" (course-related online communications). This policy has been established in an effort to help you identify course-related answers before we are available, post answers for all students to view answers, and to improve your troubleshooting skills!

Check these three sources for an answer before posting a question in the *Course Conversations* Discussion Board or emailing your Professor.

1. **Course Resources**
   - Syllabus, Schedule, Instructions, Video Tutorials, etc.
   - Technology Resources --> 24/7 Tech Support & Digital Portfolio Help
2. **Blackboard Announcements and ASU Email**
3. *Course Conversations* **Discussion Board**

If you have questions of a personal nature, such as relating a personal emergency, or something else that needs to be communicated privately, email your Professor. You can expect a response within 24 hrs, except on weekends.

Email & Internet Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly for course-related messages. ***All correspondence will be sent to your ASU email account.***

Late Policy

– All due dates are firm and must be submitted on time for credit (AZ MTN Standard Time).
– Late submissions for any reason (except specified below) automatically result in a zero.
– No exceptions for technology, computer, Internet, or other issues (Start requirements early just in case!)
– **The Professor may APPROVE late work for situations and conditions as specified in the table.**
– **Approved late work must be completed within 1 wk of the original deadline (unless otherwise approved for an emergency or special situation)**

	Exception	For Approval, Email your Professor as follows….
1.	Emergency	No later than 24 hrs AFTER the deadline
2.	Special Situation	At least 24 hrs BEFORE the deadline
3.	Disability Accommodations	By SUNDAY, 11:59pm, Week 2
4.	Accommodation for Religious Practices	By SUNDAY, 11:59pm, Week 2
5.	University-Sanctioned Activities	By SUNDAY, 11:59pm, Week 2

Submitting Assignments

– All self-checks and learning activities MUST be submitted as instructed for credit (i.e., Blackboard, Yellowdig, Digication)
– If submitted incorrectly and/or emailed to the Professor, you will earn a zero.

Syllabus & Course Schedule Disclaimer

The syllabus and course schedule are a statement of intent and serve as an implicit agreement between the Professor and the student. Every effort will be made to avoid making changes, but the possibility exists that unforeseen events will make syllabus and/or course schedule changes necessary. Please remember to check your ASU email and the course site regularly for notifications.

Course Time Commitment

A three-credit course requires 135 hours of student work, which includes time reading, studying, preparing, and completing requirements, as well as active participation and engagement in the course.
7.5-wk Online Students: 18 hrs/wk (6 hrs per credit hour) - Covers the same material, but in a condensed time-frame.

Drop & Add Dates/Withdrawals

If you feel it is necessary to withdraw from the course, please see http://students.asu.edu/drop-add for full details on the types of withdrawals that are available, and their procedures.
There are specific deadlines to drop or add the course. Consult with your advisor and notify your Instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Student Conduct & Academic Integrity

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal

procedures, please visit http://provost.asu.edu/academicintegrity and the *Student Conduct Statement* below. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.
Students are entitled to receive instruction free from interference by other members of the class. An Instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as *netiquette*) is defined by the Instructor, and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the Instructor. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the Instructor at the beginning of the semester.
Note: Prior to receiving disability accommodations, verification of eligibility from the DRC is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class, but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable

accommodations for qualified students with disabilities.

Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Campus-specific location and contact information (https://eoss.asu.edu/drc/contactus) can be found on the DRC website (http://eoss.asu.edu/drc).

DRC offices are open 8 a.m. to 5 p.m. Monday - Friday.
Check the DRC website for eligibility and documentation policies.

Email: DRC@asu.edu, **DRC Phone:** (480) 965-1234, **DRC Fax:** (480) 965-0441
To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus	**Polytechnic Campus**
University Center Building, Suite 160	480-727-1165 (Voice)
602-496-4321 (Voice)	

West Campus	**Tempe Campus**
University Center Building (UCB), Room 130	480-965-1234 (Voice)
602-543-8145 (Voice)	

Title IX

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 https://sexualviolenceprevention.asu.edu/faqs.

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.

Resource	Title
Module 1: Concepts	
Website cdc.gov	Well-Being Concepts [explores positive psychology perspectives and data] – How is well-being defined? – What is the difference between health-related quality of life, well-being, flourishing, positive mental health, optimal health, happiness, subjective well-being, psychological well-being, life satisfaction, hedonic well-being, and other terms that exist in the literature?
Article	Dodge, R., Daly, A., Huyton, J., & Sanders, L. (2012). The challenge of defining wellbeing. *International Journal of Wellbeing, 2*(3), 222-235. doi:10.5502/ijw.v2i3.4 [history of well-being from positive psychology; defines psychological well-being, subjective well-being, and happiness, and provides a new definition of well-being]
Article	Flourish: A Visionary New Understanding of Happiness and Well-Being [authentic happiness theory and well-being theory from positive psychology]
Article	What Words Do You Associate with Happiness? (Newman, 2017)
Website pursuit-of-happiness.org	Why Happiness? [perspectives from ancient wisdom and new science] The History of Happiness [evolutionary perspective on happiness and well-being]
Article	Happiness Versus Well-Being (Henrique, 2013) [explores psychological and sociological perspectives on happiness and well-being]
Article	The Four Keys to Well-Being (Davidson, 2016) [one of the four is the pro-social behavior of generosity]
Module 2: Determinants	
Website cdc.gov	– What are some correlates and determinants of individual-level well-being? – What are some correlates of well-being at the national level? [positive social relationships are a key correlate to well-being]
Article	Kottke TE, Stiefel M, Pronk NP. "Well-Being in All Policies": Promoting Cross-Sectoral Collaboration to Improve People's Lives. Prev Chronic Dis 2016;13:160155. DOI: http://dx.doi.org/10.5888/pcd13.160155. [the social impact of well-being policies]
Chapter	The Key Determinants of Happiness & Misery (World Happiness Report, 2017) [conditions that determine the greatest possible happiness in the population]
TEDx	How to Live to be 100+ [19:39] (Buetter, 2009) [culture and social networks in the five longevity hotspots called Blue Zones]
Website wwbp.org	The World Well-Being Project [collaboration among psychologists, computer scientists, and statisticians to use language in social media to measure psychological well-being and physical health]

Website worldhappiness.report	World Happiness Report (2012-2018) [Science-based reports about happiness among social systems]
Module 3: The Science	
Article	Ten Questions to Ask about Scientific Studies (Smith, 2015)
Article	What is the Relationship Between Stress and Empathy? (Smith, 2015) [cognitive vs. affective empathy, stress, and compassion]
TEDx	What makes a good life? Lessons from the longest study on happiness [12:48] (Waldinger, 2015) [clear message from 75-yr study is that positive relationships keep us happier and healthier]
Website authentichappiness.sas.upenn.edu	A New Theory of Well-Being [positive psychology theories, research, and initiatives]
Website pursuit-of-happiness.org	Positive Psychology & The Science of Happiness, The 7 Habits of Happy People [relationship between positive psychology and the science of happiness, and 7 habits that make happy people happy, including relationships, acts of kindness, and gratitude]
Article	Is a Happy Life Different than a Meaningful One? A Scientific Controversy [giving to others is associated with meaning, rather than happiness]
Article	The PERMA Model: Your Scientific Theory of Happiness [R in PERMA = Relationships; building social connections and positive relationships]
Article	How to Transform Stress Into Courage and Connection (McGonigal, 2015) [tend and befriend theory; how stress can increase caring, courage, and connection]
Module 4: Social Foundations	
Website greatergood.berkeley.edu	Social Connection: What, Why, & How? [Explains the core psychological need of social connection, a sense of belonging and closeness to others; relevant quote: *"To the extent that we can characterize evolution as designing our modern brains, this is what our brains were wired for: reaching out to and interacting with others."* - neuroscientist Matthew Lieberman]
Chapter	The Social Foundations of World Happiness (World Happiness Report, 2017) [six key variables contribute to explaining life evaluation (subjective well-being), and include social support and generosity]
Article	Social Connection in "The Science of Happiness" (Davis, 2014) [emphasizes the importance of social connection to happiness]
TEDGlobal	How to make stress your friend [14:25] (McGonigal, 2013) [the key is relationships]
TEDTalk	Connected, but alone? [19:48] (Turkle, 2012) [impact of technology, and the importance of real-life interactions and redefining human connection]
Article	How to Keep Your Smartphone from Hurting Your Relationships (Davis, 2018) [building meaningful relationships and connections, and real-life conversations]
Article	How (and Why) to Boost Happiness by Enhancing Your Social Life (Buettner, 2017) [social network and happiness in the Blue Zones]

Article	How to Start a Kindness Revolution (Suttie, 2018) [acts of kindness and gratitudes; influencing our social networks to be kinder]
Website thegoodcards.com	The Good Cards ["a game for happiness for people who are into changing the world, helping others, and having fun"]
Website greatergood.berkeley.edu	Random Acts of Kindness [ideas for spreading kindness through schools, communities, and homes; "we believe in the power of kindness to change the way people see and experience the world"]

Module 5: Mindsets & Skills

Article	Emotional Intelligence Myth vs. Fact (Goleman, 2017) [emotional and social intelligence competencies; includes social awareness and relationship management]
Article	How to Trick Your Brain for Happiness (Hanson, 2011)
TEDx	The happy secret to better work [12:20] (Achor, 2011) [positive psychology research on happiness advantage, and reversing the "formula" for happiness and success]
Article	Are your Happiness Goals Too High? The Science of Emotional Diversity (Baraz, 2017) [loving-kindness toward others]
Article	A Better Way to Pursue Happiness (Catalino, 2015)
Article	Six Habits of Highly Empathetic People (Krznaric, 2013) [Ways to make empathy an attitude in our daily lives to create a 21st century radical revolution in human relationships]
TEDx	Designing the Rest of Your Life [18:59] (Evans, 2017) [human-centered design includes empathize, ideate, and prototype conversations]
Article	Designing Your Life: How to Build a Well-Lived, Joyful Life (Nova, 2016) [build a team through radical collaboration, prototype conversations]
Article	How to Hardwire Resilience Into Your Brain (Hanson, 2018) [building resilience by meeting our need for connection]

Module 6: Lifelong Practices

Website greatergood.berkeley.edu	Gratitude: What, Why, & How? [describes how the social dimension is especially important to gratitude]
Article	Five Science-Based Strategies for More Happiness [connecting with others is one of the five]
Article	Nine Scientists Share Their Favorite Happiness Practices [several psychology professors share practices involving relationships, kindness, and helping others]
TEDSalon	All it takes is 10 mindful minutes [9:18] (Puddicombe, 2012)
Article	We Aren't Built to Live in the Moment [evolution of homosapiens and discusses new field of prospective psychology]
Article	The State of Mindfulness Science (Smith, Newman, Jazaieri, & Suttie, 2017) [science suggesting a positive impact of mindfulness on relationships]

Website greatergood.berkeley.edu	Mindfulness: What, Why, & How?
Article	The Trouble with Mindfulness Apps (Tlalka, 2016)

Module 7: A Well-Designed Life

Article	Brey, P. (2015). Design for the Value of Human Well-Being. In J. van den Hoven, P. Vermaas & I. van de Poel (Eds), *Handbook of Ethics, Values, and Technological Design. Sources, Theory, Values and Application Domains* (pp. 365-382). Springer. [includes positive psychology approaches to design for well-being]
Article	The Top 10 Insights from the "Science of a Meaningful Life" in 2017 [relationship styles can probably be changed, i.e., attachment style; helping others could build resilience; "phubbing"- snubbing someone with your phone - could undermine relationships; kindness at work seems to be contagious; positive attitudes, skills, and behaviors result from social and emotional learning programs]
TED	There's More to Life than Being Happy [12:18] (Smith, 2017) [a positive psychologist talks about the 4 pillars to a meaningful life, one of which is belonging]
Article	The Science of the Story (Smith, 2016) [how story brings people together]
Article	Four Ways Happiness Can Hurt You (Gruber, 2012) [certain kinds of happiness may hinder our ability to connect with others; true happiness comes from fostering kindness toward others and yourself]
Video	Designing the Life You Really Want [59:06] (Evans, 2017) [life design process of prototyping by talking to other people and networking]
Article	'Design Thinking' for a Better You (Parker-Pope, 2016) [empathy and radical collaboration]

Supplemental Resources

- Achor, S. (2010). *The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work* [positivity and relationships at work give you a happiness advantage for greater success]
- Buettner, D. (2017). *The Blue Zones of Happiness: Lessons from the World's Happiest People.*
- [social and cultural influences on mindsets and behaviors in longevity hotspots across the world]
- Davies, W. (2016). *The Happiness Industry: How the Government and Big Business Sold Us Well-Being* [social behavior perspective]
- Smith, E. (2013). There's More to Life than Being Happy. [discusses Victor Frankl, meaning]