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, psychology, 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.

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

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]

Rationale and Objectives

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.

<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>
</tbody>
</table>

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
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - PSYCHOLOGY
   - SOCIOLOGY
   - Content List

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological, anthropological).
   - Syllabus & Content List
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   - OR

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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS</td>
<td>300</td>
<td>The Science of Well-Being</td>
<td>SB</td>
</tr>
</tbody>
</table>

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>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
<td>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.</td>
<td>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 yellow 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)</td>
</tr>
</tbody>
</table>
| 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 yellow 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 |
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3. (a) Course emphasizes the distinct knowledge base of the social and behavioral sciences.</td>
<td>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.</td>
<td>See the yellow 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.</td>
</tr>
</tbody>
</table>
| 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-Being

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)
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

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.


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](https://www.asu.edu/hsolutions/core_advantage) curriculum).

**Health & Well-Being Competency**

**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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Activities</td>
<td>110</td>
</tr>
<tr>
<td>Self-Checks</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>170</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>170 - 164</td>
</tr>
<tr>
<td>A</td>
<td>163 - 159</td>
</tr>
<tr>
<td>A-</td>
<td>158 - 152</td>
</tr>
<tr>
<td>B+</td>
<td>151 - 147</td>
</tr>
<tr>
<td>B</td>
<td>146 - 142</td>
</tr>
<tr>
<td>B-</td>
<td>141 - 135</td>
</tr>
<tr>
<td>C+</td>
<td>134 - 127</td>
</tr>
<tr>
<td>C</td>
<td>126 - 118</td>
</tr>
<tr>
<td>D</td>
<td>117 - 101</td>
</tr>
<tr>
<td>E</td>
<td>100 - 0</td>
</tr>
</tbody>
</table>

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)

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

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:

<table>
<thead>
<tr>
<th>ASU Online and Downtown Phoenix Campus</th>
<th>Polytechnic Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center Building, Suite 160</td>
<td>480-727-1165 (Voice)</td>
</tr>
<tr>
<td>602-496-4321 (Voice)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>West Campus</th>
<th>Tempe Campus</th>
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</thead>
<tbody>
<tr>
<td>University Center Building (UCB), Room 130</td>
<td>480-965-1234 (Voice)</td>
</tr>
<tr>
<td>602-543-8145 (Voice)</td>
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</tr>
</tbody>
</table>

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.
## CONTENT LIST
CHS 300: The Science of Well-

<table>
<thead>
<tr>
<th>Resource</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>Website cdc.gov</td>
<td><strong>Well-Being Concepts</strong> [explores positive psychology perspectives and data]</td>
</tr>
<tr>
<td></td>
<td>– How is well-being defined?</td>
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<tr>
<td></td>
<td>– 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?</td>
</tr>
<tr>
<td>Article</td>
<td><strong>Flourish: A Visionary New Understanding of Happiness and Well-Being</strong> [authentic happiness theory and well-being theory from positive psychology]</td>
</tr>
<tr>
<td>Article</td>
<td><strong>What Words Do You Associate with Happiness?</strong> (Newman, 2017)</td>
</tr>
<tr>
<td>Website pursuit-of-happiness.org</td>
<td><strong>Why Happiness?</strong> [perspectives from ancient wisdom and new science] <strong>The History of Happiness</strong> [evolutionary perspective on happiness and well-being]</td>
</tr>
<tr>
<td>Article</td>
<td><strong>Happiness Versus Well-Being</strong> (Henrique, 2013) [explores psychological and sociological perspectives on happiness and well-being]</td>
</tr>
<tr>
<td>Article</td>
<td><strong>The Four Keys to Well-Being</strong> (Davidson, 2016) [one of the four is the pro-social behavior of generosity]</td>
</tr>
<tr>
<td><strong>Module 2: Determinants</strong></td>
<td></td>
</tr>
<tr>
<td>Website cdc.gov</td>
<td>– What are some correlates and determinants of individual-level well-being?</td>
</tr>
<tr>
<td></td>
<td>– What are some correlates of well-being at the national level? [positive social relationships are a key correlate to well-being]</td>
</tr>
<tr>
<td>Chapter</td>
<td><strong>The Key Determinants of Happiness &amp; Misery</strong> (World Happiness Report, 2017) [conditions that determine the greatest possible happiness in the population]</td>
</tr>
<tr>
<td>TEDx</td>
<td><strong>How to Live to be 100+</strong> [19:39] (Buetter, 2009) [culture and social networks in the five longevity hotspots called Blue Zones]</td>
</tr>
<tr>
<td>Website wwbp.org</td>
<td><strong>The World Well-Being Project</strong> [collaboration among psychologists, computer scientists, and statisticians to use language in social media to measure psychological well-being and physical health]</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>World Happiness Report (2012-2018) [Science-based reports about happiness among social systems]</td>
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<tr>
<td><strong>Module 3: The Science</strong></td>
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<tr>
<td><strong>Article</strong></td>
<td>Ten Questions to Ask about Scientific Studies (Smith, 2015)</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>What is the Relationship Between Stress and Empathy? (Smith, 2015) [cognitive vs. affective empathy, stress, and compassion]</td>
</tr>
<tr>
<td><strong>TEDx</strong></td>
<td>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]</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>A New Theory of Well-Being [positive psychology theories, research, and initiatives]</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>Positive Psychology &amp; 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]</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>Is a Happy Life Different than a Meaningful One? A Scientific Controversy [giving to others is associated with meaning, rather than happiness]</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>The PERMA Model: Your Scientific Theory of Happiness [R in PERMA = Relationships; building social connections and positive relationships]</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>How to Transform Stress Into Courage and Connection (McGonigal, 2015) [tend and befriend theory; how stress can increase caring, courage, and connection]</td>
</tr>
<tr>
<td><strong>Module 4: Social Foundations</strong></td>
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</tr>
<tr>
<td><strong>Website</strong></td>
<td>Social Connection: What, Why, &amp; 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]</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td>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]</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>Social Connection in “The Science of Happiness” (Davis, 2014) [emphasizes the importance of social connection to happiness]</td>
</tr>
<tr>
<td><strong>TEDGlobal</strong></td>
<td>How to make stress your friend [14:25] (McGonigal, 2013) [the key is relationships]</td>
</tr>
<tr>
<td><strong>TEDTalk</strong></td>
<td>Connected, but alone? [19:48] (Turkle, 2012) [impact of technology, and the importance of real-life interactions and redefining human connection]</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>How to Keep Your Smartphone from Hurting Your Relationships (Davis, 2018) [building meaningful relationships and connections, and real-life conversations]</td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td>How (and Why) to Boost Happiness by Enhancing Your Social Life (Buettner, 2017) [social network and happiness in the Blue Zones]</td>
</tr>
</tbody>
</table>
### Module 5: Mindsets & Skills

| Article | How to Start a Kindness Revolution (Suttie, 2018) |
|———|———|
|   | [acts of kindness and gratitudes; influencing our social networks to be kinder] |

| Website | The Good Cards |
|———|———|
| thegoodcards.com | [“a game for happiness for people who are into changing the world, helping others, and having fun”] |

| Website | Random Acts of Kindness |
|———|———|
| greatergood.berkeley.edu | [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 6: Lifelong Practices

| Website | Gratitude: What, Why, & How? |
|———|———|
| greatergood.berkeley.edu | [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] |
Module 7: A Well-Designed Life

<table>
<thead>
<tr>
<th>Article</th>
<th>The Trouble with Mindfulness Apps</th>
<th>(Tlalka, 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td>The Top 10 Insights from the &quot;Science of a Meaningful Life&quot; 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]</td>
<td></td>
</tr>
<tr>
<td>TED</td>
<td>There’s More to Life than Being Happy [12:18]</td>
<td>(Smith, 2017) [a positive psychologist talks about the 4 pillars to a meaningful life, one of which is belonging]</td>
</tr>
<tr>
<td>Article</td>
<td>The Science of the Story</td>
<td>(Smith, 2016) [how story brings people together]</td>
</tr>
<tr>
<td>Article</td>
<td>Four Ways Happiness Can Hurt You</td>
<td>(Gruber, 2012) [certain kinds of happiness may hinder our ability to connect with others; true happiness comes from fostering kindness toward others and yourself]</td>
</tr>
<tr>
<td>Video</td>
<td>Designing the Life You Really Want [59:06]</td>
<td>(Evans, 2017) [life design process of prototyping by talking to other people and networking]</td>
</tr>
<tr>
<td>Article</td>
<td>'Design Thinking' for a Better You</td>
<td>(Parker-Pope, 2016) [empathy and radical collaboration]</td>
</tr>
</tbody>
</table>

**Supplemental Resources**