

SYLLABUS

PSY 620-30 Positive Psychology

Spring 2018, Mondays Wednesday: 2:30-3:50, Psychology B 248

Instructor: Anne Moyer; Office: Psych B 224; Tel: 632-7811;
email: anne.moyer@stonybook.edu. Office hours (held in N-3010 on the third floor of the Melville Library): Tues 1:30-3:30; Wed 12:00-2:00, please email in advance so I know to expect you.

Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people's experiences of love, work, and play. This class is a participatory seminar based on short presentations and discussion. We will discuss assigned readings, audiovisual materials, and discoveries gleaned from experiential exercises. Participants are expected to carefully review readings before class and contribute actively in seminar discussions.

Learning Outcomes

- Become familiar with the core theories and topics relevant to Positive Psychology research and intervention
- Summarize, discuss, and critically analyze scientific journal articles in the field of Positive Psychology
- Debate critical issues in the field of Positive Psychology
- Experience first-hand exercises developed to enhance well-being by leaders in the field of Positive Psychology.
- Skillfully reflect upon and discuss your experiences with these exercises.
- Understand the scientific roots of these exercises.

Class Format:

Often, I will give an introduction to the theory or topic area; this will be followed by a discussion of readings, homework assignments, or reading responses. We will also have scheduled debates on key issues. On selected weeks we will also view a video presentation given by an expert in the field.

Evaluation:

Course grades will be based on class attendance and participation, weekly reading response assignments, and on satisfactory completion of a report on a semester-long personal project and a book review:

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| 1. Participation and attendance | 25% |
| 2. Reading response/homework assignments | 45% |
| 3. Report on personal project (due Fri Mar 9) | 15% |
| 4. <i>PsycCRITIQUES</i> book review (due Fri May 4) and presentation | 15% |

1. Participation: You are expected to attend at least 26 of the 28 class sessions, with points deducted for additional sessions missed or partly attended. It is expected that you will come to class having read **all** material thoroughly. **This will be a screen-free**

seminar, so please bring anything you'd like to refer to during class (readings, homeworks, notes) with you on paper. Finally, when we view video presentations of experts in the field, you should take notes to facilitate subsequent discussion.

2. Homework and reading response assignments: Each week there will be brief assignments due, either an experiential assignment or a reading response to an assigned article. For reading responses, students will choose one article from the readings to write a reaction paper on. Reading responses should be 1-2 paragraphs and include: extracting the most important points or take-home message from the article; questions the reading generated or things that you disagreed with, things that you'd like to raise for general discussion with other members of the seminar; a suggestion for improving the design or interpretation of the research; new terms or words that the reading introduced you to. **Please submit assignments to Blackboard by 10:00 am on the day they are due, (this way I can read through them before class); bring a hard copy to the class session to refer to.**

3. Personal Project: Chose to either: (1) Develop a regular mindfulness practice, (2) develop a regular yoga practice, (3) use an app related to positive psychology regularly, or (4) embark on a no-shopping practice, or (5) commit to spending time regularly in nature. Write a critical, scholarly report on your experience (see below for specific instructions).

4. PsycCRITIQUES book review: Review a scholarly book (one that is directed to a lay audience is permissible) that is on an area related to positive psychology in the form of a *PsycCRITIQUES* review (see below for specific instructions).

Other important information:

To access Blackboard, go to <http://blackboard.stonybrook.edu> and log in using your [NetID and NetID password](#).

Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Course Schedule and Readings:

1: Mon Jan 22: Introduction to the Course and to the Field of Positive Psychology

Introductions to one another and introduction to the field of Positive Psychology

Video presentation: Martin Seligman: **Positive Psychology**

Martin Seligman talks about psychology -- as a field of study and as it works one-on-one with each patient and each practitioner. As it moves beyond a focus on disease, what can modern psychology help us to become?

Get to Know a Positive Psychologist: Martin Seligman

2: Wed Jan 24: What is Positive Psychology?

Readings

Seligman, M. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9, 103-110.

Goodmon, L. B., Middleditch, A. M., Childs, B., & Pietrasiuk, S. E. (2016). Positive psychology course and its relationship to well-being, depression, and stress. *Teaching of Psychology*, 43, 232-237

Get to Know a Positive Psychologist: Mihaly Csikszentmihalyi

Video presentation: Mihaly Csikszentmihalyi: **Flow**

Mihaly Csikszentmihalyi asks, "What makes a life worth living?" Noting that money cannot make us happy, he looks to those who find pleasure and lasting satisfaction in activities that bring about a state of "flow."

Homework 1 due (10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

3: Mon Jan 29: Life Above Zero

Readings

Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry, 9*, 1-28.

Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology, 9*, 111-131.

Seligman, M. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60*, 410-421.

Woodworth, R. J., O'Brien-Malone, A., Diamond, M. R., & Schüz, B. (2017). Web-based positive psychology interventions: A reexamination of effectiveness. *Journal of Clinical Psychology, 73*, 218-232

Get to Know a Positive Psychologist: Sonja Lyubomirsky

Video presentation: Dan Gilbert: **Why Are We Happy?**
Dan Gilbert, author of Stumbling on Happiness, challenges the idea that we'll be miserable if we don't get what we want. Our "psychological immune system" lets us feel truly happy even when things don't go as planned.

Homework 2 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

4. Wed Jan 31 Virtue and Strength of Character

Readings

Baumeister, R. F., & Exline, J. J. (1999). Virtue, personality and social relations: Self-control as the moral muscle. *Journal of Personality, 67*, 1165-1194.

Exline, J. J., Baumeister, R. F., Zell, A. L., Kraft, A. J., & Witvliet, C. O. (2008). Not so innocent: Does seeing one's own capability for wrongdoing predict forgiveness?. *Journal of Personality and Social Psychology, 94*, 495-515.

Hood, R. J. (2002). The mystical self: Lost and found. *International Journal for The Psychology of Religion, 12*, 1-14.

Get to Know a Positive Psychologist: Roy Baumeister

Homework 3 (due 10:00 am): Using Your Strengths: Take the VIA-IS strengths questionnaire (<https://www.viacharacter.org/survey/account/register>) to assess your top 5 strengths, and think of ways to use those strengths more in your daily life. Print out the resulting summary. Write a one-page (roughly 300-word) reflection, in which you discuss to what extent you agree with this assessment of your character strengths and why, giving concrete examples. **Bring a hard copy to class to discuss.**

5. Mon Feb 5: The Meaning and Measure of Happiness I

Readings

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081. doi:10.1037/0022-3514.57.6.1069

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology*, 52, 141-166.

Disabato, D. J., Goodman, F. R., Kashdan, T. B., Short, J. L., & Jarden, A. (2016). Different types of well-being? A cross-cultural examination of hedonic and eudaimonic well-being. *Psychological Assessment*, 28, 471-482.

Get to Know a Positive Psychologist: Johnathan Haidt

Video presentation: Barry Schwartz: **The Paradox of Choice**

Psychologist Barry Schwartz takes aim at a central tenet of western societies: freedom of choice. In Schwartz's estimation, choice has made us not freer but more paralyzed, not happier but more dissatisfied.

Homework 4 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

6. Wed Feb 7 The Meaning and Measure of Happiness II

Readings

Kahneman, D., Krueger, A. B., Schkade, D. A., Schwarz, N., & Stone, A. A. (2004). A survey method for characterizing daily life experience: The day reconstruction method. *Science*, 306, 1776-1780.

Keyes, C. M. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist*, 62, 95-108.

Get to Know a Positive Psychologist: Daniel Kahneman

Video Presentation: Daniel Kahneman: **The Riddle of Experience vs. Memory**

Using examples from vacations to colonoscopies, Nobel laureate and founder of behavioral economics Daniel Kahneman reveals how our "experiencing selves" and our "remembering selves" perceive happiness differently. This new insight has profound implications for economics, public policy -- and our own self-awareness.

Homework 5 (due 10:00 am): Obituary/Biography: Imagine that you have passed away after living a fruitful and satisfying life. What would you want your obituary to say? Write a 1–2 page essay summarizing what you would like to be remembered for the most. **Bring a hard copy to class to discuss.**

7. Mon Feb 12: Positive Emotions and Well Being I

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology. *American Psychologist*, 56, 218-226.

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success?. *Psychological Bulletin*, 131, 803-855.

Van Cappellen, P., Toth-Gauthier, M., Saroglou, V., & Fredrickson, B. L. (2016). Religion and well-being: The mediating role of positive emotions. *Journal of Happiness Studies*, 17, 485-505.

Fredrickson, B. L., Cohn, M. A., Coffey, K. A., Pek, J., & Finkel, S. M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95, 1045-1062.

Get to Know a Positive Psychologist: Barbara Fredrickson

Video presentation: Matthieu Ricard: **The Habits of Happiness**

What is happiness, and how can we all get some? Biochemist turned Buddhist monk Matthieu Ricard says we can train our minds in habits of well-being, to generate a true sense of serenity and fulfillment.

Mind training exercise.

Homework 6 (due 10:00am) Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

8. Wed Feb 14: Positive Emotions and Well Being II

Readings

Fredrickson, B. L., & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60, 678-686.

Pressman, S. D., & Cohen, S. (2005). Does positive affect influence health? *Psychological Bulletin*, 131, 925-971.

Fredrickson, B. L. (2013). Updated thinking on positivity ratios. *American Psychologist*, 68, 814-822.

Brown, N. L., Sokal, A. D., & Friedman, H. L. (2013). The complex dynamics of wishful thinking: The critical positivity ratio. *American Psychologist*, 68, 801-813.

Get to Know a Positive Psychologist: Sheldon Cohen

Homework 7 (due 10:00 am): *Three Good Things/Blessings:* Each evening for a **week (this means you must begin by Wed Feb 7)**, write down three things that you are

grateful for and at the end of the week reflect on this exercise. **Bring a hard copy to class to discuss.**

9. Mon Feb 19: Positive Traits I

Readings

Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55.

Nes, L. S., & Segerstrom, S. C. (2006). Dispositional optimism and coping: A meta-analytic review. *Personality & Social Psychology Review*, 10, 235-251.

Quoidbach, J., & Dunn, E. W. (2010). Personality neglect: The unforeseen impact of personal dispositions on emotional life. *Psychological Science*, 21, 1783-1786.

Quoidbach, J., Dunn, E. W., Hansenne, M., & Bustin, G. (2015). The price of abundance: How a wealth of experiences impoverishes savoring. *Personality and Social Psychology Bulletin*, 41, 393-404.

Get to Know a Positive Psychologist: Christopher Peterson

Video presentation: Carol S Dweck: **The Power of Yet** *Capabilities for problem solving and for learning (or progress) have often been regarded as (inherited) components of the personality. Improvements of such capabilities are supported by systematic use of appropriate training and feedback.*

Homework 8 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

10. Wed Feb 21: Positive Traits II

Readings

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.

Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, 130, 392-414.

Get to Know a Positive Psychologist: Angela Duckworth

Video Presentation: Angela Lee Duckworth: **Grit: The Power of Passion and Perseverance.** *Leaving a high-flying job in consulting, Angela Lee Duckworth took a job teaching math to seventh graders in a New York public school. She quickly realized that IQ wasn't the only thing separating the successful students from those who struggled. Here, she explains her theory of "grit" as a predictor of success.*

Homework 9 (due 10:00 am): Active/Constructive Responding: An active-constructive response is one where you react in a visibly positive and enthusiastic way to good news from someone else. At least once a day for a week (**this means you must begin by Wed Feb 14**), respond actively and constructively to someone you know. Keep a written record of what you did each day and reflect upon this exercise. **Bring a hard copy to class to discuss.**

11. Mon Feb 26: Happiness and the Facts of Life I

Readings

Myers, D. G. (2000). The funds, friends, and faith of happy people. *American Psychologist*, 55, 56.

Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6, 10-19

Oishi, S., Kesebir, S., & Diener, E. (2011). Income inequality and happiness. *Psychological Science*, 22, 1095-1100.

Oishi, S., & Kesebir, S. (2015). Income inequality explains why economic growth does not always translate to an increase in happiness. *Psychological Science*, 26, 1630-1638.

Get to Know a Positive Psychologist: David Myers

Video presentation: Dacher Keltner: **Compassion** *Dacher Keltner is a psychology professor at UC Berkeley whose research focuses on two time-honored questions. A first is the biological and evolutionary origins of human emotion, with a special concentration on compassion, awe, love, and beauty, and how emotions shape all kinds of judgments.*

Homework 10 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

12. Wed Feb 28: Happiness and the Facts of Life II

Carstensen, L. L., & Isaacowitz, D. M. (1999). Taking time seriously. *American Psychologist*, 54, 165-181.

Ryff, C. D., & Singer, B. (2000). Interpersonal flourishing: A positive health agenda for the new millennium. *Personality & Social Psychology Review*, 4, 30-44.

Wood, A. M., & Tarrier, N. (2010). Positive clinical psychology: A new vision and strategy for integrated research and practice. *Clinical Psychology Review*, 30, 819-829.

Seligman, M. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist*, 61, 774-788.

Get to Know a Positive Psychologist: Carol Ryff

Homework 11 (due 10:00am): *Savoring:* Once a day for a week (**this means you must begin by Wed Feb 21**), take the time to enjoy something that you usually hurry through (examples: eating a meal, brushing your teeth, walking to class). When it's over, write down what you did each day, how you did it differently, and how it felt compared to when you rush through it. **Bring a hard copy to class to discuss.**

13. Mon Mar 5: Money, Happiness, and Culture

Readings

Brickman P, Coates D, & Janoff-Bulman R. (1978). Lottery winners and accident victims: is happiness relative? *Journal of Personality and Social Psychology*, 36, 917-927.

Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55, 34-43.

Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathé, A. A. (2013). Understanding resilience. *Frontiers In Behavioral Neuroscience*, 7

Get to Know a Positive Psychologist: Ed Deiner

Homework 12 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

Video presentation: Nic Marks: **The Happy Planet Index**

Statistician Nic Marks asks why we measure a nation's success by its productivity -- instead of by the happiness and well-being of its people. He introduces the Happy Planet Index, which tracks national well-being against resource use (because a happy life doesn't have to cost the earth). Which countries rank highest in the HPI? You might be surprised.

14. Wed Mar 7: Close Relationships and Well Being

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

McNulty, J. K., & Fincham, F. D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. *American Psychologist*, 67, 101-110.

Algoe, S. B. (2012). Find, remind, and bind: The functions of gratitude in everyday relationships. *Social and Personality Psychology Compass*, 6, 455-469.

Get to Know a Positive Psychologist: Harry Reis

Video presentation: Matthieu Ricard: **How to Let Altruism be Your Guide**
What is altruism? Put simply, it's the wish that other people may be happy. And, says Matthieu Ricard, a happiness researcher and a Buddhist monk, altruism is also a great lens for making decisions, both for the short and long term, in work and in life.

Homework 13 (due 10:00 am): Philanthropy vs. pleasure. Plan two experiences one where you engage in something pleasurable and another where you engage in a philanthropic act. Compare the two experiences in a 1-2 page essay. **Bring a hard copy to class to discuss.**

Report on Personal Project Due Fri Mar 9.

****SPRING RECESS** No classes Mon Mar 12 and Wed Mar 14**

15. Mon Mar 19: Buddhism I

Readings

PPBY Chapters 1-10

Get to Know a Positive Psychologist: Jon Kabat-Zinn

Debate 1: Does stripping mindfulness of its Buddhist trappings limit its potential?

Homework 14 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

16. Wed Mar 21: Buddhism II

Readings

PPBY Chapters 11-16

Debate 2: Is Buddhism a Religion?

Get to Know a Positive Psychologist: Marvin Levine

Homework 15 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

17: Mon Mar 26: Yoga I

Readings

PPBY 17-22

Get to Know a Positive Psychologist: Carol Dweck

Homework 16 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

18. Wed Mar 28 Yoga II

PPBY Chapters 23-27

Debate 3: Is Yoga a Religion?

Get to Know a Positive Psychologist: Adam Grant

Homework 17 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

19. Mon Apr 2 Western Psychology I

Readings

PPBY Chapter 28-30

Get to Know a Positive Psychologist: Abraham Maslow

Homework 18 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

20. Wed Apr 4: Western Psychology II

PPBY Chapters 31-32

Debate 4: Can positive psychology be negative?

Get to Know a Positive Psychologist: Albert Bandura

Homework 19 (due 10:00 am): Reading response Be prepared to give a 2-minute description of what you learned from the reading(s).

21: Mon Apr 9: Handling Anger

Readings

PPBY Chapters 33-39

Debate 5: Can negative emotions do you good?

Get to Know a Positive Psychologist: Dacher Keltner

Homework 20 (due 10:00 am): Reading Response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

22. Wed Apr 11: Catch Up Day (Anne at a conference)

Homework 21 (due 10:00 am): Gratitude Visit: Think of someone to whom you are very grateful, but who you have never properly thanked. Compose a letter to them describing your gratitude, and read the letter to that person by phone or in person (**This needs to be planned well in advance!**) Write a 1-2 page essay describing your experience. Submit just your essay, you can keep the letter private. **Bring a hard copy to class to discuss.**

23. Mon Apr 16: Introduction to Sivananda Yoga Part 1

Dress in comfortable clothing and bring a yoga mat if you have one.

24. Wed April 18: Introduction to Sivananda Yoga Part 2

Dress in comfortable clothing and bring a yoga mat if you have one.

25. Mon Apr 23: Introduction to Sivananda Yoga Part 3

Dress in comfortable clothing and bring a yoga mat if you have one.

26. Wed Apr 25: Introduction to Sivananda Yoga Part 4

Dress in comfortable clothing and bring a yoga mat if you have one.

27. Mon Apr 30: Student Presentations I

Student presentations of PsycCRITIQUES reviews

28. Wed May 2: Student Presentations II

Student presentations of PsycCRITIQUES reviews

Instructions for Assignments

Get to Know a Positive Psychologist

Conduct some background research on your assigned contributor to Positive Psychology, perhaps by locating their department website and some of their papers, which you should familiarize yourself with. Describe what their training was, what topics they focused on, and what their major contributions to the field are. You can even offer some critique if you wish. Be prepared to give a 5-10 minute informal presentation on that figure.

Personal Project

Choose one of the following:

(1) Develop a regular mindfulness practice. Strive to practice mindfulness on a regular basis (e.g., 10-20 minutes a day).

Helpful resource: https://www.youtube.com/watch?v=3nwwKbM_vJc

(2) Develop a regular yoga practice. Strive to practice yoga on a regular basis (e.g., 2-3 times a week for about an hour) either through formal classes or home practice. (Anne will be offering regular classes Fridays 1:15-2:15 in W-3502 Melville Library.)

(3) Use an app related to positive psychology regularly. Choose one of the myriad apps available related to increasing well-being. Strive to use it regularly (e.g., 10-20 minutes a day or according to its timeline (e.g., some have 21-day or 30 day challenges). We are partnering with JustThankYou to review a beta-version of their app. (See below for details) Your assignment will be shared with its developer with your permission.

(4) Embark on a no-shopping practice. Strive to buy as little as possible over the course of the semester. See:

<https://www.nytimes.com/2017/12/15/opinion/sunday/shopping-consumerism.html>

(5) commit to spending time regularly in nature. Strive to spend time in nature either on a daily basis for a short time, or longer chunks of time 2-3 times/week.

Resource: https://www.fs.fed.us/pnw/about/programs/gsv/pdfs/health_and_wellness.pdf

For one of (1)-(5), document your experience as you go, recording your time investment, lapses, and responses. Write a critical, scholarly report on your experience in 500-1,000 words, supported by references from the scientific literature.

Just Thank You App

Download

Search “justthankyou” on App Store or Google Play Store.

Profile

Please sign up using your school email account to receive the class participation grade.

Usage Instructions

POST - Write your message

INVITE FRIENDS - Invite your friends from your Contacts or Facebook

FRIENDS - Send a thank you post to your friends

PRIVACY - Change privacy option for your post (Public, Friends, Private)

IMAGE - Add your image to express your gratitude

VIDEO - Express your gratitude in a video. (Available in March)

TEMPERATURE - Give and receive a temperature from your friends using Inspiration feature

SEND FEEDBACK - Send any feedback or issues

Assignments

- You are assigned to complete "TY365" daily post from Feb 5 to May 2nd.
- You are suggested to post a thankful message everyday using TY365 daily topic.
- You can find "TY365" on top of World feed screen.
- The app review will be handed out at the end of the semester.
- Here is a JustThankYou prize chart.

PRIZE NAME	DURATION	REQUIREMENT	# OF WINNERS	PRIZE
JustThankYou - FRIEND MAKER	2/5 - 3/1	A participant who sends out the most invitations to friends.	2	Shake Shack Gift Card
JustThankYou - DAILY ACHIEVER	2/5 - 3/1	A participant who posts one per day.	All Participants	Just Thank You T-Shirt
JustThankYou - ANGEL	2/5 - 5/2	A participant who sends thank you posts to most friends.	1 /Per Month	Starbucks Gift Card
JustThankYou - INSPIRATOR	2/5 - 5/2	A participant who gives most inspiration temperature to friends.	1	Starbucks Gift Card
JustThankYou - ENTHUSIAST	2/5 - 5/2	All participants who complete 85 days daily posts.	All Participants	Just thank You Eco Bag
JustThankYou - HISTORY MAKER	2/5 - 5/2	A participant who must meet minimum 2 or more requirements: - Post minimum one per day. - Has most thank you posts. - Has highest temperature.	1	User's Thank You Custom Journal

PsycCRITIQUES Book Review

Write a review of a scholarly book (one directed at a lay audience is fine) related to positive psychology in the form of a *PsycCritiques* review. Give a 10-minute presentation about the book to the class in the final week of the semester.

You can find a list of potential books here (but you can use others):

https://www.authenticchappiness.sas.upenn.edu/resources?field_resources_category_tid_1=133&sort_by=created&sort_order=DESC

Reviews should be between 750 and 2,000 words, excluding references.

Writing Tips (from *PsycCRITIQUES*)

- **Provide a title for your review.** The title page should be in the following form:

Improving Decisions Through Formal Analysis
[Try to be creative in selecting a title for your review]

Rational Choice and Judgment: Decision Analysis for the Decider

By Rex Brown

Hoboken, NJ: Wiley, 2005. 245 pp. ISBN 978-1-11111-1. \$83.95

Reviewed by Gordon Pitz

Gordon Pitz, <<fill in correspondence address>>. E-mail: XXXXX

- **Do not write chapter-by-chapter summaries**, which are tedious to read and of limited value. Select chapters to discuss in depth to highlight strengths and weaknesses of the book. Reviews must go beyond the confines of the book, placing the book into the broader context of the field. Cite one or two seminal articles relevant to the book being reviewed.
- Mention who would find the book of interest.
- With the online format of the journal, short paragraphs and sentences are more reader friendly.

Reviews should go beyond the confines of the book, placing the book into a broader perspective as needed (*we strongly encourage citation of one or two articles relevant to the book, for the benefit of our broad readership*). Reviews should be:

- *incisive*, going into depth beyond summarizing the book and ending with a brief commentary;
- *integrative*, relating the book to the field and both classical and recent developments in it;
- *balanced*, pointing out both the strengths and the weaknesses of the book;
- *provocative*, taking a stand and then explicating and defending this stand.

From its inception, *Contemporary Psychology* (now *PsycCRITIQUES*) has aspired to literary as well as scholarly excellence, and the journal continues to adhere to the guidelines for reviewers set out by its first editor, E. G. Boring, in 1956. His “Comments to Reviewers” are reproduced below.

Contemporary Psychology [CP] is a journal of critical reviews. It aspires to literary excellence. . . .Primarily, the quality of this [journal] depends upon the reviewers’

skills. *Contemporary Psychology* expects to publish value judgments and criticism . . . even the short review may and should contain evaluations.

Good criticism requires tact, objectivity, and a sense of good taste. Personal aspersions are taboo. Criticize the text, the ideas, the logic, the accuracy, not the author. Let all criticism be *ad verbum*, never *ad hominem*. *CP* does not provide space for the discussion of the intelligence or integrity of the author. Always try to see how nearly the author has realized his [or her] own aspiration, whether you approve of the aspiration or not. Do not abstract the book. Talk about it and in doing so indicate the range and nature of its content. Readers will not go to *CP* for the tables of the contents of books. Indicate the book's purpose, the way in which the author seeks to achieve the purpose and your estimate of his [or her] success. Compare the book with other books of similar kind or intent. Place it in perspective in the contemporary psychology scene. Give it an historical perspective, too, if that seems appropriate. A good review is critical, and a good critic needs all the scholarship he [or she] can command. Address your review to the whole range of the readers of *CP*, not to your own special group. Let the expert in personality write to psychophysicists and to experts in animal learning. Let the physiological psychologist write to religious psychologists, historians, and statisticians. Avoid technicalities, or, if scholarship demands their inclusion, write a two-phase review with the technicalities marked for fine print, and the rest of the review a literary unit even when the fine print is skipped by the reader. In general, let the review teach. Let it teach your intellectual peers about books that are not in their special fields. One of *CP*'s most important functions is to tell psychologists about one another. In short, write a review that addresses the whole range of *CP* readers, not just the specialist, and that makes a contribution to the scholarly advancement of psychology. *CP* reviews are frequently cited as sources of ideas.

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Text: Prepare the review as a Word document and double space it. ***Include a title page***, as described on page 1 and illustrated in the Sample Review.

Subheadings: If the review exceeds 1,000 words, the addition of subheadings is recommended to clarify its organization. A good rule of thumb is that a subheading should occur at 500-word intervals. If subheadings are added, please use at least two.

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