

POSITIVE PSYCHOLOGY

The chief purpose of education is to teach young people to find pleasure in the right things. – Plato

Believe that life is worth living, and your belief will help create the fact. – William James

There is but one solution to the intricate riddle of life: to improve ourselves and contribute to the happiness of others. – Mary Shelley

Our greatest power comes not from the positions we occupy or the titles we hold; our greatest power comes from the character we choose to reveal and the purpose we choose to serve. So choose courage, choose humility, choose empathy. – Carly Fiorina

Official Catalog Description

(Prerequisites: PSYC 110; a grade of C or higher in PSYC 225)

Provides an introduction to positive psychology, the scientific study of how individuals thrive and communities flourish. This course focuses on explaining, predicting, and improving subjective well-being. As part of the course, students will participate in experiential activities designed to enhance their strengths, virtues, positivity, and resilience.

Unofficial Course Narrative

Psychology has been long preoccupied with human limitations and mental disorders. We have historically focused on what's wrong with people and "patched" them up. Only relatively recently has psychology self-corrected to guide people in growing and functioning better. There has been a decisive switch from only studying the negative to embracing the positive as well. We can do more than survive; we can learn to thrive as individuals and flourish as communities.

Welcome to the science and application of positive psychology, where we shall explore people living their best lives. Each week, you will explore the core concepts, examine the research behind those concepts, and engage in evidence-based experiential activities that enhance subjective well-being. In other words, you will learn a lot of positive psychology and apply it to yourself and your community.

Faculty Information

Professor: John C. Norcross, Ph.D., Distinguished Professor of Psychology
Contact numbers: 570.941.7638 (office); norcross@scranton.edu (e-mail)
Web page: www.scranton.edu/faculty/norcross/
Office hours: Mon, Tue, and Thur 9:30 – 11:00, and by appointment
Office location: 224 Alumni Memorial Hall

Required Texts

Compton, W. C., & Hoffman, E. (2020). *Positive psychology: The science of happiness and flourishing* (3rd edition). Thousand Oaks, CA: Sage. (designated as C on course calendar)

Fredrickson, B. L. (2013). *Positivity: Discover the upward spiral that will change your life*. New York: Harmony. (designated as F on course calendar)

Student Learning Objectives (SLOs)

Students successfully completing the course will demonstrate:

1. understanding of the core concepts, theories, and controversies in positive psychology (as assessed by performance on weekly quizzes, class participation, and a final examination)
2. knowledge and evaluation of the principal research methodologies and findings of positive psychology (as assessed by performance on weekly quizzes, brief papers, and a final examination)
3. application of evidence-based assessments and interventions of positive psychology to their own lives (as assessed by their completion of experiential activities and preparation of brief papers)

Noshing with Norcross (pandemic permitting)

In an effort to get to know more students in the course, I will each week randomly draw names of students in this course (who are not my advisees) to enjoy bagels/sandwiches with me on campus. My treat. We can discuss anything you like; there is no set agenda.

Evaluation Process

Grades in this course will be determined by your performance on weekly quizzes, multiple brief papers, generating multiple-choice items, co-facilitating a class with the professor, and a final examination. In cases of “borderline” grades, your class participation will also be considered.

There will be 13 weekly quizzes (13 points apiece) and one final examination (30 points). These are opportunities to demonstrate your knowledge and apply your understanding. The weekly multiple-choice quizzes will usually be given at the beginning of Tuesday’s class; these quizzes will cover reading assignments, lecture material, and class discussions. Make-up quizzes are not available; missed quizzes become dropped quizzes. The final exam will primarily assess your knowledge of material covered in the last two weeks of class and secondarily assess your mastery of themes throughout the course.

Six brief papers, accorded 10 points apiece, are requested. These papers summarize your chosen experiential activities, which will apply positive psychology assessments and interventions to you and the community. Detailed instructions for completing the experiential activities and for preparing the papers are attached. You will have multiple options for these experiential assignments; choose those that most interest and benefit you. All students will complete paper 11 or paper 12 (not both).

Finally, you will construct multiple-choice items for a quiz and co-facilitate one class with the professor. Detailed instructions for these activities are also provided on this syllabus.

Putting it all together:

Best 10 of 13 quizzes (13 points each)	130 (≈ 52% of grade)
Final examination	30 (≈ 12% of grade)
Multiple-choice & co-facilitation	30 (≈ 12% of grade)
Best 6 brief papers (10 points each)	<u>60</u> (≈ 24% of grade)
Total	250 possible points

In calculating final course grades, we employ the usual 90%+ for the A range, 80%+ for the B range, 70%+ for C range, and 60%+ for the D range.

Course Policies

This is our class. Please be interested, honest, curious, responsible, and active. Here are behaviors that don’t help us “build and broaden”: cell phones ringing, students arriving late, off-task talking

during class, and papers arriving after the deadline. Let's manifest the tenets of positive psychology during our class time.

Regular class attendance is essential for a comprehensive understanding of the subject matter. Attendance will not be taken formally but you are expected to come to class and participate. You are responsible for all announcements made in class. If absent from a class, you are responsible for the material covered.

Please refer to the University's *Academic Code of Honesty*. Plagiarism, dishonest quiz/exam behavior, and collaboration on individual papers will result in a grade of F for the course. Submitting false data or manufacturing data on the brief papers will also result in a grade of F for the course. As stated in the *Student Handbook*: Failures in the area of academic honesty strike at the heart of what is essential to the University community – the pursuit of truth.

You are encouraged to participate fully and civilly in class. At the same time, we will not tolerate disruptive or offensive behavior that is antithetical to our university ideals or that is contrary to a conducive learning environment. Civility is a fragile construct that each of us must cherish and protect.

Kindly do not use laptops during class time. Please turn off your cell phone while in class. You may not text, tweet, or venture online during class. Violation of this policy will demand punishment – though one that does not infringe on your eighth amendment rights.

Our class time will involve lectures, discussions, videotapes, and demonstrations. The primary function of the lectures is to supplement, not to repeat, the textbooks. The lectures will, therefore, contain information not found in the readings, and you will be tested on this material. You are free to decline participation in any discussions or activities.

Please familiarize yourself with applicable University of Scranton policies. Here are helpful links.

Academic Honesty: www.scranton.edu/academics/wml/acad-integ/index.shtml

Students with Disabilities: www.scranton.edu/disabilities

Responsible Employee Reporting: www.scranton.edu/equity-diversity/report-support.shtml

Sexual Harassment & Sexual Misconduct: www.scranton.edu/CARE

The Writing Center helps students become better writers. Consultants work one-on-one to discuss your written work and provide feedback. To meet with a writing consultant, stop by during the Writing Center's regular hours of operation, call 570-941-6147 to schedule an appointment, or complete the Writing Assistance Request Form online.

The syllabus is subject to revision. Any revisions will be announced in class. You may also receive announcements through Desire2Learn, so please regularly check your University e-mail account.

Final Word of (Alleged) Wisdom

Although we will be studying happy topics and positivity, please don't conflate our course content with an easy grade of A or a low workload. This is a challenging, 300-level course with a corresponding workload. The topics will probably prove fascinating to you and thus the assignments less than the typical chore. Nonetheless, please expect a rigorous college course that will demand regular class participation, weekly quizzes, and frequent assignments.

Course Calendar and Assignments

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>	<i>Quiz#</i>	<i>Paper #</i>
1	Feb 2 Feb 4	Welcome; Intro to Positive Psychology	C 1, Syllabus	1	
2	Feb 9 Feb 11	Emotion & Motivation	C 2	2	1
3	Feb 16 Feb 18	Subjective Well-Being (SWB)	C 3	3	2
4	Feb 23 Feb 25	SWB & Positivity	F 1 - 7	4	3
5	Mar 2 Mar 4	Raising Your Positivity	F 8 - 12	5	4
6	Mar 9 Mar 11	Inexplicably no class Flow, Mindfulness, & Peak Performance	C 4	6	5
7	Mar 16 Mar 18	Romantic Love & Positive Families	C 5	7	6
8	Mar 23 Mar 25	Positive Health	C 6	8	7
9	Mar 30 Apr 1	Excellence, Aesthetics, & Creativity Easter Break; no class	C 7	9	
10	Apr 6 Apr 8	Well-Being across the Lifespan	C 8	10	8
11	Apr 13 Apr 15	Models of Optimal Well-Being	C 9	11	9
12	Apr 20 Apr 22	Religion, Spirituality, & Well-Being	C 10	12	10
13	Apr 27 Apr 29	Positive Institutions & Cultural Well-Being	C 11	13	
14	May 4 May 6	Future of Positive Psychology	C 12		11/12
15	May 11 May 13	To Be Determined			Final Exam

GUIDELINES FOR THE ASSIGNMENTS

Kindly type all papers double-spaced with conventional fonts and one-inch margins. The target word count for most papers is between 300 and 500 words. Please record your word count at the end of each paper and place your name on the *back* of the last page (which enables blind/masked grading). Avoid cover sheets and extra blank pages (save trees!). You are encouraged (but not required) to print your paper on both sides.

Papers are due at the beginning of the designated class period. *We do not accept late papers*; please assume responsibility (a positive trait) and hand in your papers on time.

Collaboration and consultation with other students are **not** permitted in preparing these papers. You may consult with the Writing Center and the professor, but otherwise the papers must represent your original, independent work.

Checklist for All Papers

For the sake of my sanity and your grade, please complete the following checklist before submitting your papers.

- ✓ My paper is typed double-spaced (except for Gratitude Letters) with a conventional font
- ✓ Uses one-inch margins throughout
- ✓ The word count is between 300 and 500 (unless otherwise noted)
- ✓ My name is written on the *back* of the last page
- ✓ Paper is titled, e.g., Paper 1: Character Strengths
- ✓ Do not place the professor's name, date, or class title on the paper; rest assured that he knows these
- ✓ The paper contains few or no junk adjectives, e.g., "really," "very," "actually"
- ✓ The number of contractions is limited, as these are formal writing assignments
- ✓ Vacuous words, such as "issues," have been eliminated
- ✓ Extremist characterizations of "always" and "never" do not appear in my writing
- ✓ Requested documents are attached to the paper
- ✓ The paper does not contain title pages or blank last pages
- ✓ Redundancy is anathema: these are focused, brief papers
- ✓ Each questions addressed in my paper receives its own paragraph
- ✓ My paper is beautifully assembled and stapled diagonally in the upper left corner
- ✓ The paper represents my original, independent work
- ✓ "I am pleased and proud to submit this fine piece of work!"

Multiple-Choice Items and Class Co-facilitation

Each student will contribute to this course and fellow students by preparing 6 multiple-choice items for a quiz and by co-facilitating one class meeting with the professor.

You will be assigned one chapter from the course textbook and will write 6 multiple-choice questions. Expect to devote two or three hours to the task. Three of those questions can be definitional or knowledge questions; the other three questions should ask students to apply the material in the chapter, as opposed to regurgitating memorized material. Select core principles in the chapters and then construct the quiz questions as applications of that knowledge. At the top of each item, indicate the page number for that item. Construct four response options for each item, bolding or asterisking the correct option.

Herewith are several guidelines for writing multiple-choice items:

- ◆ Ensure each question/item covers meaningful content.
- ◆ Avoid “complex” multiple-choice items, which present a number of conditions in the item stem (e.g., a & b, but not c).
- ◆ Make the items appear neat and easy to follow.
- ◆ Use novel material to test higher-level learning; paraphrase textbook language in a quiz item to avoid testing for simple recall.
- ◆ Feature the central idea in the stem instead of in the response choices.
- ◆ Word the stem positively; avoid negatives such as NOT or EXCEPT. If negative words are used, use the word cautiously and place the word in capitals and boldface.
- ◆ Avoid giving clues to the correct answer, such as always, never, and completely, grammatical inconsistencies that cue the test-taker to the correct choice; or absurd options.
- ◆ Vary the location of the right answer (e.g., not mostly c as correct answer).
- ◆ Avoid all-of-the-above and none-of-the-above.
- ◆ Make all distractors/incorrect responses plausible.
- ◆ Keep things simple, concentrating on what you want to assess.

Kindly email your six questions in a single Word document to john.norcross@scranton.edu by Sunday night before the quiz. The grading criteria for the questions include: Contributed 6 typed multiple-choice questions; three of those questions required thoughtful application of material; questions were clear and coherent; questions assessed important content from the text; and questions emailed to professor in a timely manner. Congratulate yourself for assisting students in recalling and, most importantly, applying the valuable knowledge they acquired in this seminar.

For co-facilitating a class, read the assignment and prepare at least 6 typed discussion questions. At least three of those questions should be application or active-learning questions.

Ψ Your professor will arrive in the seminar room a few minutes before class to review and refine your questions. Bring two printed copies of your questions.

Ψ The professor will begin the class with announcements and an introduction, and he will end the class as well. In between, you are primarily responsible for facilitating the class discussion.

Ψ You typically have time to ask four discussion questions. Please plan accordingly.

Ψ Your task is to facilitate discussion, not to lecture. Accordingly, engage your peers in addressing the questions, as opposed to answering the questions yourself. When facilitating, hold back on your own thoughts and privilege those of your fellow students.

Ψ When posing a question, please provide a context and introduction for it. Instead of simply asking the question, give a sentence or two explaining it or placing it in the context of the assigned readings.

Ψ Many of the interesting points in the reading will generate multiple questions. However, when posing questions in class, please ask one at a time.

Ψ We seek informed discussion and respectful debate among psychology majors. If your peers respond with a simple “I agree” or “I don’t see it that way,” gently prompt and encourage them to elaborate on their responses. E.g., “What makes you say so?” “Could you elaborate on your reasons?”

Ψ Try to involve *all* students in the class discussions; learn to draw out contributions. Do not let a single student dominate. Instead, call on different students; ask quiet students for their opinions; and go around the classroom once or twice, asking everyone for a focused response.

Ψ Thought-provoking questions require time to answer. Pause before expecting or requesting responses; humans need time to formulate answers to questions of any complexity. Offer encouragement, maintain eye contact, and let the question stand for 10 seconds.

Ψ Reward and praise students for contributing. A simple “thank you” typically suffices. The reward is contingent on a genuine effort to contribute, not on providing a “correct” or super answer.

Ψ Concern yourself not with getting through your entire list of questions. Focus instead on facilitating a lively, quality discussion.

Ψ The grading criteria for evaluating the co-facilitation follow: Produced 6 discussion questions for class; three of those questions required active learning or application; generated interesting and stimulating questions; mastered the material under discussion; engaged all student in the discussion; co-facilitation was well-planned and organized; peer feedback was positive.

Ψ Spend a few minutes with your professor immediately after class to review the peer feedback, rate your performance on these criteria, discuss the co-facilitation experience, and receive his written feedback on your performance.

Paper 1: VIA Survey of Character Strengths

Signature strengths are cross-situational positive traits integral to a person’s identity and are used frequently. Read pages 39 to 40 of the textbook before completing this activity. Multiple studies link use of signature strengths with improved well-being and happiness for as long as 6 months.

Kindly visit www.authentic happiness.sas.upenn.edu to take the VIA Survey of Character Strengths. It requires a login, but registration is free. The survey is 240 questions, so be prepared and hang in there. Upon completion, the survey will provide a hierarchy of your personal strengths.

For the paper, begin by reporting your top 5 strengths. The rest of the paper will reflect on them. Which, if any, on the list surprised you? Which did not surprise you? Do you believe the measure was valid (actually measuring what it purports to measure)? Focus on how each strength manifests in your life and how each strength contributes to your happiness. Finally, you may find yourself agreeing with the listed strengths yet disagreeing with the order. Rearrange the hierarchy to mirror the importance you place on each one.

Paper 2: Pleasure vs. Philanthropy

Every day, we have the opportunity to improve both our own lives and the lives of others. Although they are not mutually exclusive, pleasure and philanthropy do have distinct implications for positive psychology. Please read pages 56 (Hedonic Perspectives) and 183 (Altruism) in the textbook before completing this exercise.

You will plan and carry out two activities. The first activity will be a pleasurable one. Think of something fun, enjoyable, and legal that would make you happy. Kindly avoid activities you would naturally encounter in your routine; plan something out of the ordinary. The second activity will be one of philanthropy. Do something you know will improve someone else’s well-being. It could be anything from using your signature strengths for others, to volunteering some time to help someone in need. After you complete both activities, take some time to reflect on them.

Then write a paper exploring the similarities and differences between the two. Describe your pleasurable and philanthropic activities. Summarize your feelings during and after each of the activities. How were they similar and how did they differ?

Paper 3: Two Signature Strengths

Signature strengths are cross-situational positive traits integral to a person's identity and are used frequently. Read pages 39 to 40 of the textbook to learn more about them. Multiple studies link use of signature strengths with improved well-being and happiness for as long as 6 months.

If you have not already completed the VIA, then go to www.authentic happiness.sas.upenn.edu to take it for free. Once you have your results, select your top 2 signature strengths. For the next week or so, find new ways to use your signature strengths. Be creative, and don't be afraid to step out of your comfort zone.

Reflect on how, if at all, your happiness and well-being have changed. What were your signature strengths? Have you noticed any differences in your happiness? Do you attribute these differences to using your signature strengths? If there was no difference, why do you think that is? Please compile your experiences and thoughts about the activity in this paper.

Paper 4: Three Good Things for Which You're Grateful

The research is overwhelming that people who count their blessings regularly are happier and more content with life. This consistent relation between happiness and gratitude is explored on page 97 of your textbook, and we highly recommend that you read it.

For 7 nights in a row, set aside a few minutes before you go to bed to identify 3 things that went well or made you happy that day. These events do not have to be earthshattering; they can be of little or great importance. Once you have them in mind, think about why this good thing happened. This is not a question of why they made you happy; be sure to focus on why the thing happened.

At the end of the seven days, write a paper about your experience. Give examples from your week about the good things, but do not provide all of them. Rather, reflect on the entire experience and whether your focus on gratitude affected your happiness over the course of the week.

Paper 5: Create a Flow Experience

Flow experiences, also known colloquially as *being in the zone*, is the mental state of a person performing an activity fully immersed, involved, and joyful. In essence, flow is characterized by complete absorption in what one does, and a resulting loss in one's sense of space, time, and self. For more information on flow experiences, please read pages 110 to 113 in your textbook.

For this two-part assignment, first analyze a previous flow experience. In your description, please consider what led to the experience, what potentially impeded the experience, and what you did to circumnavigate these impediments. Second, set yourself up for a flow experience. Describe what you did to set the stage for the experience, say whether or not it happened, and reflect on the situation as a whole. If you had a flow experience, talk about the emotions and thoughts associated with it. If you did not, generate ideas about what may have prevented the experience.

Paper 6: Savoring

Savoring is becoming aware that you are having "the time of your life" in the moment, wishing it could go on forever, and trying to elongate and intensify your positive feelings. Pages 129 to 130 of your textbook elaborate on the topic.

This assignment entails planning a moment to savor. Please start by selecting something that you believe is worth savoring. Next, please set aside time for the savoring. This activity should be

outside your normal routine, and you should not have to cut the moment short for any reason. Be sure to plan and go to the experience with everything you will need to enjoy it. For example, you should bring enough money if you are going to a movie, and you should bring comfortable shoes and plenty of water if you are going on a hike.

When the day and time arrive, enjoy the moment and try to savor it. Your book lists several savoring strategies to aid you in this; please familiarize yourself with them and attempt them until you find one that works. If you have trouble savoring, do not criticize or force yourself. Some people have a more difficult time savoring than others.

After the experience, document as much as you can about it. You may find yourself savoring even more intensely after the experience is over, so I encourage you to share your experiences with others.

When all of this is finished, write your paper. Kindly include what you did, the savoring strategies you attempted, your subjective experience, and any insights from the experience. If you found savoring natural and easy, describe what about the experience made it so. If you had difficulty savoring, describe what may have disrupted the experience for you.

Paper 7: Films to Build Character Strengths

Let's go to the movies – positive psychology movies – for this experiential activity. Popular films are an effective way to identify character strengths and learn to use them to elicit well-being and deeper engagement in life. There are tens of thousands of accessible movies that speak to what is strong and good in humans.

For this assignment, you will access and watch one positive psychology movie which appears on the following list and which you have *not* previously watched. Here is the list with the corresponding VIA virtues and strengths the characters depict (adapted from *Positive Psychology at the Movies*; Niemiec & Wedding, 2014).

Film	Character	Virtue	Strength
<i>Life is Beautiful</i> (1997)	Guido	Wisdom	Creativity, love
<i>My Left Foot</i> (1989)	Christy Brown	Wisdom	Creativity
<i>Erin Brockovich</i> (2000)	Erin Brokovich	Courage	Honesty
<i>World Fastest Indian</i> (2005)	Burt Monro	Courage	Zest
<i>The Pursuit of Happyness</i> (2006)	Chris Gardner	Courage	Perseverance
<i>Away from Her</i> (2006)	Fiona and Grant	Humanity	Love
<i>Chocolat</i> (2000)	Vianne Rocher	Humanity	Kindness
<i>Joyeux Noel</i> (2005)	soldiers	Justice	Teamwork
<i>12 Angry Men</i> (1957)	Juror #8	Justice	Fairness
<i>In My Country</i> (2005)	South African people	Temperance	Forgiveness
<i>The Straight Story</i> (1999)	Alvin Straight	Temperance	Forgiveness
<i>Prize Winner of Defiance</i> (2005)	Evelyn Ryan	Transcendence	Hope
<i>Groundhog Day</i> (1993)	Phil Connors	Transcendence	Gratitude

Kindly complete a paper that addresses all of the following: (1) your overall reaction to the film; (2) the character's strengths (known as *strength spotting*, which can help you more easily recognize character strengths in yourself and in others); (3) the movie's effect of elevation and admiration on you; and (4) any film effects on how you were inspired toward self-improvement.

Paper 8: Posttraumatic Growth

In the face of trauma, a person can adapt in ways that launches him/her into a better sense of well-being. This is done through renegotiating personal goals and life priorities in meaningful ways. This change in perspective is known as posttraumatic growth, a concept explored in more detail on pages 256 to 257 of your textbook.

For this assignment, please write about a time of significant adversity or loss. I will be reading these papers, so choose a story you feel comfortable sharing with me. Begin by talking about the initial hardships that came as a result of this adversity or loss. Think about what you lost and what changes were initially made for the worse. Then, reflect on the positive changes that you underwent as time went on. Start this reflection internally, focusing on any changes in priority, thinking, goals, or outlook on life. Follow that with how those changes poured into your daily life. Some good examples of external changes include, but are not limited to, relationships, routine, and health.

Paper 9: Humility

Despite the biggest egos stealing the spotlight in public life, such as politics, business, and sports, research reveals that humility is a strength that benefits the self and the society. Humble people tend to be more successful in numerous regards, especially in relationships.

Humility is both intellectual and relational. Intellectual humility refers to an accurate view of the self – not too self-aggrandizing and too self-deprecating. Relational humility is interpersonal in nature, encompassing respect, empathy, open-mindedness, and modesty. Pages 321 and 322 of your textbook present an explanation of humility.

For this exercise, think of a person who you believe is humble. Listed here is an abridged version of the Relational Humility Scale (Davis et. al., 2011). Kindly rate the humble person on each of these items from 1 to 5, 1 being completely disagree and 5 being completely agree.

He/she is truly a humble person (GH)

His/her close friends would consider him/her humble (GH)

Even strangers would consider him/her humble (GH)

He/she has a big ego (S)

Certain tasks are beneath him/her (S)

I feel inferior when I am with him/her (S)

He/she knows his/her strengths (SA)

He/she knows his/her weaknesses (SA)

He/she is self-aware (SA)

GH: global humility. S: superiority (reverse scoring). SA: self-awareness.

The point of this exercise is to generate a **more** complete picture of the humble person you selected and the three dimensions of humility (global, reverse superiority, and self-awareness). Please write your paper on how specifically your chosen person embodies humility. What particular examples of their behavior struck you as humble? Does this person lean more towards intellectual humility or relational humility? What specific qualities does this person possess that you desire? Is humility something this person works to have or is it fundamental to their character? (Adapted from an exercise by Robert A. Emmons.)

Paper 10: Gratitude Letter (only for students who have not previously written one)

A gratitude letter is a popular, research-supported method of positive psychology. This method entails writing letters of gratitude to people who have been especially kind to you but who have never been properly thanked. Research indicates that a gratitude letter or visit can temporarily increase your happiness.

For this assignment, read pages 316 to 318 in the textbook. Then identify a living individual who has been especially kind to you but who has never been properly thanked. This person should not be psychology professors, college roommates, fellow students, or romantic interests.

Word process (single-space) a gratitude letter of at least 700 words. Format the assignment as a letter with the date, your return address, the recipient's address, salutation, body, closing, and your name/signature.

The letter should describe your grateful feelings and the reasons for your gratitude. Begin the letters with the reasons you are expressing gratitude now (e.g., In our Positive Psychology course, we are studying gratitude letter). Provide specific examples of the person's assistance or contribution to you. Discuss the consequences of the person's kindness on your functioning and future. Detail your gratitude; avoid general and diffuse praise in favor of the specific and concrete. Please do *not* include general news about your life, your job, or your hot friends; the gratitude letter is exclusively about thanking somebody for their kindness. Sign your name to the letter.

Provide me with a draft of the letter, deleting (if you like) the name of the recipients and any overly personal details. I will treat the content of the letters as confidential and will return it to you (for mailing) once graded.

After revising the letter based on my feedback, put it in the mail. Mail the letter to the intended recipient; that is part of the assignment and part of the beneficial effect of the gratitude letter. By selecting this writing assignment, you are ethically committing to mailing the letters.

Paper 11: Positive Psychology Critique

For all the strengths of positive psychology, it does not come without its criticism. There is no shortage in the literature of articles highlighting the weaknesses and limitations of positive psychology. We hope that at this point in your psychology career, you can critique with nuance, appreciating the contributions of positive psychology while recognizing its imperfections.

Please secure 2 peer-reviewed articles that critique positive psychology. Briefly summarize the articles' main points. Decide how valid and supported by research each criticism is. Then, take your own stance and support it with specific examples from the articles, class material, and the textbooks. We request originality in your viewpoint; kindly avoid regurgitating what the articles said or what you learned in class. Word count for this paper is 500 to 800.

Paper 12: Meta Reflection

Over the course of the semester, you have delved into all that positive psychology has to offer. You undoubtedly were aware of some concepts presented in this class, but you should have many takeaways from this semester.

To celebrate that, please reflect on how your well-being and flourishing have changed, if at all, this semester. Reflect on what changes occurred or did not occur. Explore if your engagement with

