

PSYD15H3 F

Current Topics in Social Psychology

Fall 2023 Syllabus

Course Meetings

PSYD15H3 F

Section	Date & Time	Delivery Mode & Location
LEC02	Friday, 11:00 AM - 1:00 PM	In Person: AC 332

Course Contacts

Instructor: Dr. Florence Huang

Email: flo.huang@utoronto.ca

Office Hours and Location: by appointment/ Zoom

Course Overview

An intensive examination of selected issues and research problems in social psychology.

Course Description

This course will introduce you to an evidence-based roadmap and practical tools you can use to gain control, live a life you aspire to and function effectively. Students will gain insight into their own well-being, and how it may impact one's life as well as others' lives and work. Well-being is not about being happy. The pursuit of happiness falls short while real contentment and well-being come from living a life that is fulfilling and meaningful. This is possible in your personal, academic and professional life.

Course Structure

This course is an advanced seminar and will consist of different levels of engagement, with a strong emphasis on reflection and application. Throughout the course, we will focus on What, Why and How in all aspects of Well-being. What are the concepts, Why are they important, and How to apply them to the self and the real world. There will be discussions, case studies and reflection papers that allow students the opportunity to learn, reflect and apply.

Course Learning Outcomes

By the end of this course, you will learn how to:

- Understand the construct of Well-being
- Distinguish the difference between Objective and Subjective well-being

- Critically examine and discuss theoretical perspectives of the Five core elements of Well-being theory
- Define the different types of Well-being
- Recognize how different types of Well-being impact individuals and groups
- Critically analyze cases of how Well-being theory is applied
- Apply concepts learned towards a successful Well-being strategy

Prerequisites: PSYB10H3 and [an additional 0.5 credit from the PSYC10-series of courses] and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Corequisites: None

Exclusions: PSY326H, PSY420H

Recommended Preparation: None

Credit Value: 0.5

Course Materials

There is no assigned textbook. Materials for the course consist of mainly peer-reviewed journal articles, book chapters, and course announcements. Other resources may also be posted on the course website on Quercus if needed. For each week of the course, students are encouraged to read the articles in advance on the selected topics of the week to gain a better understanding of the topic of discussion. Please note that, the course page on Quercus is your primary source of information. Feel free to use this platform as an extension of the classroom for any questions or clarification you may have.

List of Topics and Readings

Week 1: September 8th

What is Well-being?

- 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. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Strauser, D. R., Lustig, D. C., & Ciftci, A. (2008). Psychological well-being: Its relation to work personality, vocational identity, and career thoughts. *The Journal of Psychology*, 142(1), 21–35. DOI: [3200/JRPLP.142.1.21-36](https://doi.org/10.1037/a0012136)
- Varelius, J. J. (2004). Objective explanations of individual well-being. *Journal Of Happiness Studies*, 5(1), 73-91. doi:10.1023/B:JOHS.0000021837.28613.0e

Week 2: September 15th

Cultural variations in Subjective well-being

Positive Emotions

- Oishi, S., Diener, E. F., Lucas, R. E., & Suh, E. M. (1999). Cross-cultural variations in predictors of life satisfaction: perspectives from needs and values. *Personality and Social Psychology Bulletin*. 1999, 25, 980-990. doi: 10.1177/01461672992511006
- Suh, E. M., & Oishi, S. (2004). Culture and subjective well-being: Introduction to the Special Issue. *Journal Of Happiness Studies*, 5(3), 219-222. doi:10.1007/s10902-004-8783-y
- 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(5), 1045–1062. doi: [1037/a0013262](https://doi.org/10.1037/a0013262). Retrieve from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3156028/>

Week 3: September 22nd

Engagement

- Csikszentmihalyi, M. TED. (2004) *Flow, the secret to happiness*. Retrieved from: https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness?language=en
- Lightsey, O. R., & Boyraz, G. (2011). Do positive thinking and meaning mediate the positive affect–life satisfaction relationship? *Canadian Journal of Behavioural Science*, 43(3), p. 203–213. <http://dx.doi.org/10.1037/a0023150>

Week 4: September 29th

Relationships

- Roffey, S. (2012). Introduction to Positive Relationships: Evidence-Based Practice Across the World. In: Roffey, S. (eds) *Positive Relationships*. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-2147-0_1
- Westhues, A., Clarke, L., Watton, J. *et al.* Building Positive Relationships: An Evaluation of Process and Outcomes in a Big Sister Program. *The Journal of Primary Prevention* **21**, 477–493 (2001). <https://doi.org/10.1023/A:1007110912146>

Week 5: October 6th

Meaning

- Chalofsky, N., & Cavallaro, L. (2013). A good living versus a good life: Meaning, purpose, and HRD. *Advances in Developing Human Resources*, 15(4), 331-340. doi: 10.1177/1523422313498560.
- Halusic, M., & King, L. A. (2013). What makes life meaningful: Positive mood works in a pinch. In K. D. Markman, T. Proulx, & M. J. Lindberg (Eds.), *The Psychology of Meaning* (pp. 445-464). Washington, DC: American Psychological Association.
<https://doi.org/10.1037/14040-022>
- Schulenberg, S. E., & Melton, A. M. A. (2008). On the measurement of meaning: Logotherapy's empirical contributions to humanistic psychology. *The Humanistic Psychologist*, 36, 3144. doi: 10.1080/08873260701828870

Reading Week: No class on October 13th

Week 6: October 20th

Accomplishment

- Steger, M. F., Littman-Ovadia, H., Miller, M., Menger, L., & Rothmann, S. (2012). Engaging in work even when it is meaningless: positive affective disposition and meaningful work interact in relation to work engagement. *Journal of Career Assessment*, 21(2), 348-361. doi: 10.1177/1069072712471517

Week 7: October 27th

Benefits of well-being

- Diener, E. *et al.* (2009). New Measures of Well-Being. In: Diener, E. (eds) *Assessing Well-Being. Social Indicators Research Series*, vol 39. Springer, Dordrecht.
https://doi.org/10.1007/978-90-481-2354-4_12

Week 8: November 3rd

Career well-being / Purpose

- Chalofsky, N., & Cavallaro, L. (2013). A good living versus a good life: Meaning, purpose, and HRD. *Advances in Developing Human Resources*, 15(4), 331-340. doi: 10.1177/1523422313498560.
- Dik, B. J., & Hansen, J. C. (2008). Following passionate interests to well-being. *Journal of Career Assessment*, 16(1), 86-100. doi: 10.1177/1069072707305773

Week 9: November 10th

Social well-being and Financial well-being

- Layard, R., Mayraz, G., & Nickell, S. (2010). Does relative income matter? Are the critics right? In Diener, E., Helliwell, J.F., & Kahneman, D. (2010). *International differences in wellbeing*, (pp. 139–165). New York, NY: Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780199732739.003.0006>
- Optional*: review readings from Week 5

Week 10: November 17th

Physical well-being and Community well-being

- Lu, L., & Gilmour, R. (2004). Culture and conceptions of happiness: Individual oriented and social oriented SWB. *Journal Of Happiness Studies*, 5(3), 269-291.
doi:10.1007/s10902004-8789-5
- Kemmelmeier, M., Jambor, E. E., & Letner, J. (2006). Individualism and good works: Cultural variation in giving and volunteering across the United States. *Journal of Cross-Cultural Psychology*. 37(3), 327-344. doi: 10.1177/0022022106286927

Week 11: November 24th

Group Presentation Day 1

Week 12: December 1st

Group Presentation Day 2

Marking Scheme

Assessment	Percent	Details	Due Date
Reflection Papers	30%	<p>You are expected to submit 6 reflection papers. Note that it is up to you to choose any 6 weeks in which you wish to submit, following content from Week 1 to 10. Reaction papers are worth 30% of your final grade. If you choose to submit a reflection for any particular week, the paper is due 72 hours after each class. If you will be submitting a reflection paper for content from Week 5, you will submit after Reading week on October 18th.</p> <p>Reaction papers should be submitted online, via Quercus.</p> <p>Your reflection papers (1-2 double-spaced pages) should include the following:</p> <ul style="list-style-type: none"> - What is the topic you are reflecting on? - Why is it important? / What is the significance? - How are you planning to incorporate this into your own development? 	No Specific Date
Case Study	20%	<p>The case study is worth 20% towards your final grade and should be submitted online via Quercus. In no more than 4 pages, your case study analysis should reflect on:</p> <ul style="list-style-type: none"> - What is the background of the organization? - What is the issue that needs to be addressed? - What was the situation prior to the program and what has been implemented? - What went well? (or what did not go well?) - In your opinion, what could have been done better (is there still room to improve)? 	2023-11-10

Assessment	Percent	Details	Due Date
Participation and Attendance	15%	<p>This course is an advanced seminar, attendance is expected and participation is essential. It is important to pay attention to the collective effort where each student has a part to play to ensure that everyone has a positive learning experience.</p> <p>Participation and attendance is worth 15% of your grade respectively. Your participation grade will depend on quality as well as quantity of participation. Good participation includes punctuality, eagerness to participate, respecting and supporting others' contributions, facilitating discussion, thoughtful reflections, and providing constructive feedback and comments.</p>	No Specific Date
Final Paper and Presentation	35%	<p>You will form into groups of two and each group will submit a proposal paper, typed, double-spaced, in APA format and no more than 6 pages in length. You are also expected to present this paper during the last two weeks of the course. Details of the final paper can be found on the course page of Quercus. Please reach out to me no later than Week 6 of the formation of the team members in your respective groups.</p> <p>This paper is due on November 22nd, two working days before the first presentation day. The papers will contribute to 20% of your final grade and the presentations are worth 15%.</p>	2023-11-22

Grading Summary

Reflection Papers: 30%

Class Attendance and Participation: 15%

Case study: 20%

(Group) Final Paper: 20%

(Group) Presentation: 15%

Late Assessment Submissions Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Note:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

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The email address to submit missed term work accommodation requests in **PSYD15** is:
flo.huang@utoronto.ca

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ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **within 2 business days** of the missed work:
 - the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - a screenshot of your Self-Declared Absence on ACORN

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

Course Schedule

Week	Description
Week 1 September 8th	What is Well-being?
Week 2 September 15th	Cultural variations in Subjective well-being Positive Emotions
Week 3 September 22nd	Engagement
Week 4 September 29th	Relationships
Week 5 October 6th	Meaning
Week 6 October 7th	Accomplishment
Week 7 October 27th	Benefits of well-being
Week 8 November 3rd	Career well-being / Purpose
Week 9 November 10th	Social well-being and Financial well-being
Week 10 November 17th	Physical well-being and Community well-being
Week 11 November 24th	Group Presentation Day 1
Week 12 December 1st	Group Presentation Day 2

Policies & Statements

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.