

# WHAT CAN SOCIAL SCIENCE TELL US ABOUT HAPPINESS AND LIVING A HAPPIER LIFE?

ADV 4930

3 CREDITS (THIS COURSE SATISFIES THE EXPERIENTIAL LEARNING REQUIREMENTS FOR ADVERTISING PERSUASIVE MESSAGING MAJORS).

SUMMER 2020

WEIMER 3064

ONLINE

**INSTRUCTOR:** Michael Weigold 3064 Weimer Hall

**OFFICE HOURS:** Live, Tuesdays, 1-3 pm, Thursday, 1-3 pm by zoom appointment or by email with 24 hr response time.

**COURSE WEBSITE:** [<http://elearning.ufl.edu> ]

**COURSE COMMUNICATIONS:** email via Canvas or at [mweigold@jou.ufl.edu](mailto:mweigold@jou.ufl.edu)

**REQUIRED TEXTBOOKS:**

Lyubormirsky, S. (2007). The How of Happiness: A Scientific Approach to Getting the Life You Want. New York: Penguin Press. REQUIRED

Your choice of a KEY TEXT from a selection of 3 related to a personal activity.

**MATERIALS AND SUPPLIES FEES:** None

**COURSE DESCRIPTION:** Social scientists from many disciplines have examined the behaviors and habits that do and do not predict long-term happiness. This course uses a multidisciplinary social science perspective to share these practices and encourages you to adopt one to incorporate in your life to live a more fulfilling life.

**PREREQUISITE KNOWLEDGE AND SKILLS:** The course takes a social science approach to understanding happiness. Your understanding of the academic readings would benefit from a beginning level statistics class although it is not required. To benefit from

the happiness exercises you should have an open mind, an interest in applying what you are learning, and the courage to try to bring about positive change in your life and those of others.

**INSTRUCTIONAL METHODS:** The objectives of the course are achieved through lectures, videos, textbook readings, original social science readings, individual activities, homework, a group project, self-reflection, and an exam.

## COURSE POLICIES:

**ATTENDANCE POLICY:** Summer A is short (6 weeks) so please plan on regular attendance and a commitment to the readings, activities, and lectures. I ask that aside from circumstances clearly described at the link below you notify me regarding any missed class or work. In general, late work is not accepted, with exceptions described in UF's attendance policies, which can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**QUIZ/EXAM DATES/POLICIES (REQUIRED):** Most modules have a quiz that you should complete by the **NOON** the following class day. Quizzes are open book and not timed. You should work on all quizzes without assistance from other students, study aids, websites, content sites such as Quizlet, etc. In other words, the quiz answers are yours and reflect what you've learned from the material. To do otherwise is a violation of the UF Honor Code. The exam covers all material in the class, including lectures and readings.

**MAKE-UP POLICY:** Students may make up work related to university-excused absences or with permission of the instructor. In the latter case, you must notify me in advance of the due date and explain the issues you are facing submitting work on time. Approved excuses are generally ones that can be documented. Under most circumstances, students should expect to submit assignments and posts on the dates listed in the syllabus.

**ASSIGNMENT POLICY:** Deadlines for assignments are listed in the syllabus. Students should submit work on the dates indicated except where university policy provides an exemption.

**COURSE TECHNOLOGY:** The class materials are in Canvas. All work should be submitted there. Check your email daily for updates on the course and announcements. Videos

and other content can be found on the Web and in LinkedIn Learning. Links to this content is in your Canvas shell.

**ONLINE COURSE EVALUATION:** Include a statement informing students of the online course evaluation process such as:

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## UF POLICIES:

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** “Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

**UNIVERSITY POLICY ON ACADEMIC CONDUCT:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**CLASS DEMEANOR OR NETIQUETTE:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Students should feel free to express their opinions but do so in a way that respects the rights of others who disagree. Behaviors that detract from an environment that promotes learning will be penalized. Help yourself to learn and help others to learn as well. Make your philosophy one of maturity, as defined by author Stephen Covey:

“Maturity is the balance between courage and consideration. If a person can express his feelings and convictions with **courage balanced with consideration** for the feelings and convictions of another person, he is mature, particularly if the issue is very important to both parties.”

## GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## GRADING POLICIES:

- For information on current UF grading policies visit:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Assignment	Points or percentage
Module quizzes 100 points	Most modules are associated with a quiz (20 quizzes @ 5 points each). Quizzes are based on reading, video, and lecture materials for that module. All quizzes are in Canvas.
Semester Activity 50 points	<p>You will choose a semester long project related to either habits, positive thinking, or communication. You will order, read and apply a <b>KEY TEXT</b> to incorporate the activity into your life. Roughly two to four times a week you will share in a <b>Activity POST</b> your experiences with incorporating the lessons.</p> <p>For your <b>KEY TEXT</b> and project you should choose one from the options below. Choose a project and text based on your own belief about what could offer you the greatest opportunity for growth and personal well-being. If you would like help in choosing based on where you score lowest, try the optional <a href="#">ACTIVITY QUESTIONNAIRE</a></p> <ol style="list-style-type: none"> <li>1. <b>Good Habits</b> (developing good ones, eliminating bad ones). Source text: James Clear, <b>Atomic Habits</b>. New York: Avery.</li> <li>2. <b>Positive thinking</b> (learning to eliminate pessimism and cultivate optimism and hope). Source text: M. E. P. Seligman, <b>Learned Optimism, How to change your mind and your life</b>, New York: Vintage Books.</li> <li>3. <b>Effective Communication</b> (learning to speak openly and effectively with others). Susan Scott, <b>Fierce conversations, Achieving success at work and in</b></li> </ol>

	<p><b>life, one conversation at a time.</b> New York: Berkeley Books.</p> <p>Week 1 posts are about mediation and week 2 posts are about</p>
Idea Posts (50 points)	<p>Post in the discussion board on a topic related to the module you are completing. 10 posts total worth up to 4 points each.</p>
<p>Activity Group Presentation</p> <p>50 points.</p>	<p>You and some of your classmates who have chosen the same semester-long <b>ACTIVITY</b> will collaborate on a presentation about that activity as well as your <b>KEY TEXT</b>.</p> <p>The goal of the presentation is to share with classmates the lessons of the book and of your experiences in adopting its recommendations. The presentation will last 30 minutes, including 10 minutes for Q &amp; A. The presentation will also include a <b>reflection</b> from each member of the group on the changes you've experienced.</p> <p>Rubric:</p> <ul style="list-style-type: none"> <li>• a) Was it interesting? Did you work hard to capture the attention of the class and to tell a powerful story? Or is it disjointed, lacking in a coherent narrative?</li> <li>• b) Was it informative: Did you offer specific examples? Did you provide insights that can help others to benefit from your activity</li> <li>• c) Was it reflective? Did you share candid and thoughtful reflections on your experiences? Or does it seem superficial</li> <li>• d) Is it polished, attractive, clear, professional, executed on time?</li> <li>• e) Does it demonstrate teamwork, that you collaborated to make this a great presentation? Or does it seem like each person submitted slides without consideration of the</li> </ul>

	contributions of others? 20 points: Peer evaluations of from group members on your contributions to the presentation.
Exam (50 pts)	1 exam worth 50 points. The exam is open-ended and deals ONLY with information from LIVE LECTURES, including the group presentations. It is meant to encourage you to pay careful attention to these.
Peer Reviews of Group Presentations	<b>Extra credit</b> of up to 2 points for posting in the discussion board a review of a team's presentation. You may do this for each presentation. The review should specify: what was good? What was helpful? What was confusing? What was done poorly? How could the presentation be improved. (up to 2 points for each review, if they are of sufficient quality. However it must be posted by midnight on the day of the presentation to receive credit. Earning 2 points requires a detailed review, wise feedback, a discussion of what was good, a kind discussion of what could be improved, and description of what you learned that was important.

**GRADING SCALE** GRADES ARE BASED ON 300 AVAILABLE POINTS (SEE GRADING POLICIES [here](#))

Passing Grade	Grade Points
A = 300 - 277	4.0
A- = 276 - 270	3.67
B+ = 269 - 261	3.33
B = 260 - 249	3.0
B- = 248 - 240	2.67
C+ = 239 - 231	2.33
C = 230 - 219	2.0

Passing Grade	Grade Points
C- = 218 - 210	1.67
D = 209 - 180	1.0
S = 230 or greater	0

## COURSE SCHEDULE:

<ul style="list-style-type: none"> <li>▶ Module 1: Introduction and Overview of the Course--Monday, May 11</li> </ul>	Complete All Items	✓	+	⋮	
<ul style="list-style-type: none"> <li>▶ Module 2: How Happy am I?--Tuesday, May 11</li> </ul>	Prerequisites: Module 1: Introduction and Overview of the Course--Monday, May 11	Complete All Items	✓	+	⋮
<ul style="list-style-type: none"> <li>▶ Module 3: What is happiness?--Wednesday May 12</li> </ul>	Prerequisites: Module 2: How Happy am I?--Tuesday, May 11	Complete All Items	✓	+	⋮
<ul style="list-style-type: none"> <li>▶ Module 4: Choosing activities that make you happy--Thursday May 13</li> </ul>	Prerequisites: Module 3: What is happiness?--Wednesday May 12	✓	+	⋮	
<ul style="list-style-type: none"> <li>▶ Module 5: Global Happiness--Friday May 15</li> </ul>		⊖	+	⋮	
<ul style="list-style-type: none"> <li>▶ Module 6: Happiness and focusing on the positive--Monday May 18--Welcome to Week 2!</li> </ul>		✓	+	⋮	

☰ ▶ Module 7: Investing in social connections--May 19 ○ + ⋮

☰ ▶ Module 8: Me, Part 1-- May 20 ○ + ⋮

☰ ▶ Module 9: Me, Part 2--May 21 ○ + ⋮

☰ ▶ Module 10: Past, present, future--May 22 ○ + ⋮

☰ ▶ Module 11: Managing stress, hardship and trauma--May 25 ○ + ⋮

☰ ▶ Module 12: Luck, money, and fortune--May 26 ○ + ⋮

☰ ▶ Module 13: Happiness in the present--May 27 ○ + ⋮

☰ ▶ Module 14: Purpose, part 1--May 28 ○ + ⋮

- ☰ ▶ Module 15: Purpose, Part 2--May 29 ⊖ + ⋮
  
- ☰ ▶ Module 16: Goals, Commitment, Perseverance--June 1 ⊖ + ⋮
  
- ☰ ▶ Module 17: Taking care of mind, body, and soul--June 2 ⊖ + ⋮
  
- ☰ ▶ Module 18: Forgiving and letting go--June 3 ⊖ + ⋮
  
- ☰ ▶ Module 18: Sustaining happiness Part 1--POSITIVE EMOTION--June 4 ⊖ + ⋮
  
- ☰ ▶ Module 19: Sustaining happiness Part 2--OPTIMAL TIMING AND VARIETY--June 5 ⊖ + ⋮
  
- ☰ ▶ Module 20: Sustaining happiness Part 3--SOCIAL SUPPORT--June 8 ⊖ + ⋮

- ☰ ▶ Module 21: Sustaining happiness Part 4--MOTIVATION EFFORT COMMITMENT--June 9 ○ + ⋮
  
- ☰ ▶ Module 22: Sustaining happiness Part 5--HABIT--June 10 ○ + ⋮
  
- ☰ ▶ Module 23: Final Thoughts--June 11 ○ + ⋮
  
- ☰ ▶ Module 24: Class presentations June 12 ○ + ⋮
  
- ☰ ▶ Module 25: Class Presentations--June 15 ○ + ⋮
  
- ☰ ▶ Module 26: Class presentations--June 16 ○ + ⋮
  
- ☰ ▶ Module 28: Class presentations--June 17 ○ + ⋮
  
- ☰ ▶ Module 29 Class presentations (if needed) June 18 ○ + ⋮

*June 19 Final Exam*