

**IDST 190. Health and Happiness
Spring, 2020**

SYLLABUS

Professors:

**Claudio Battaglini (Exercise and Sports Science)
Barbara Fredrickson (Psychology and Neuroscience)
Arne Kalleberg (Sociology)**

Class Times: 2:30-3:20 Monday/Wednesday/Friday, 109 Fetzer

January 8, 2020

COURSE DESCRIPTION

This course is designed to expose students to diverse approaches in the scientific study of health and happiness. In addition to introducing students to the scientific literature on these topics, the course will also teach students a variety of life skills, such as teamwork, developing social connections and “belongingness” at UNC, being physically active, and becoming confident that they can deploy evidence-based skills to increase their health and happiness, both in college and beyond. This is also a research-exposure course that aims to develop students' data literacy to enable them to conduct their own scientific research. The three professors combine their intellectual resources and distinct disciplinary methods around topics related to the scientific study of happiness, assessed as both subjective and physical well-being.

Claudio Battaglini is an expert in exercise physiology and provides insight on how physical activity can improve health and its potential relationships to happiness and well-being. Barbara Fredrickson has made important contributions to advancing positive psychology, particularly the science of positive emotions. Arne Kalleberg has studied how happiness differs among social categories of people and national differences in institutions and cultures.

TARGET AUDIENCE

This seminar is designed for First Year undergraduate students and transfer students although others are welcomed as well.

COURSE PREREQUISITES

This course has no prerequisites.

COORDINATING PRINCIPLES

The three professors are equally responsible for planning, teaching and evaluating students' activities and assignments. Each professor will take primary responsibility for the teaching in their subject areas, but all of them plan to participate in as many classes as they can.

We build on the notion that the UNC mascot is the ram by creating smaller (“flocks”) and larger (“herds”) groups of rams. Students will be randomized into approximately 2 groups, depending on enrollment (“herds”). Herds will then be further subdivided into groups of about 5 students (“flocks”). There will be one TA assigned to work with each of the herds. The experiences in the small group “flocks” are designed to give students intensive experiences in teamwork and bonding.

TECHNOLOGY POLICY

Our classroom is both an educational and relational space. Studies have convincingly shown that the use—*and even the visual presence*—of laptops, tablets, and smartphones significantly diminishes both learning and social connection. Evidence also shows that taking handwritten notes leads to significantly better retention and learning and that devoting your full attention to the here-and-now improves people's well-being and interpersonal connections. Our class policy is that technology shall be used sparingly and only for designated purposes. When not in use, all technology (e.g., laptops, tablets, smartphones) should be out of view, tucked away in your backpack. Here's what you'll need and when: Unless otherwise indicated, laptops may only be used for assessments (i.e., tests and comprehension checks). Likewise, smartphones may only be used for in-class polls. Violations will be noted and reflected in your participation grade. Come talk to one of us before class if this policy poses a hardship to you on any given day and we'll work out an alternative arrangement.

RESEARCH EXPOSURE & GRADUATE RESEARCH CONSULTANT (GRC)

By taking a “research exposure course” such as this, students will build their data literacy. Specifically, all students will be actively involved in the research process, in the roles of both researcher and study participant. As a study participant, students will individually complete assessments both early and late in the semester. These will involve both physical health assessments and self-report surveys. These data will become part of a anonymized class-wide dataset that students, as researchers working in “flocks,” will use to test their own flock's hypothesis about health and happiness.

To facilitate the research aspects of this course, students have the benefit of a Graduate Research Consultant (GRC), supported by the Office for Undergraduate Research (OUR). The GRC for the course will help students to create scale scores and to describe and analyze data to test their hypothesis and build a scientific poster.

Students should also be aware that they may be able to use their enrollment in this course to meet a requirement of the [Carolina Research Scholar Program](#) (CRSP). For more details, please visit the [OUR website](#) to learn about how you might engage in research, scholarship and creative

performance while at Carolina. From the OUR homepage, you can also “like” the OUR [Facebook page](#) or follow the OUR [Twitter feed](#).

COURSE REQUIREMENTS & GRADING

Comprehension Checks (CCs):

Students should arrive to each class on time and keep up with the class discussions and readings. To support this aim, regular Comprehension Checks will be administered at the start of class on most Fridays, as indicated on the schedule of assignments. Each of the 10 CCs will be worth 2 percent of your Final Course Grade, for a total of 20 percent.

Paper Assignments:

There will be two short paper assignments in this class, each worth 4 percent of your Final Course Grade.

Scientific Posters:

Working together, each flock will create and record a PowerPoint (or equivalent) presentation describing a set of empirical findings they find interesting, based on our discussions of physiological, psychological and sociological data. Presentations are due on April 22, 2020. The presentations will count 15 percent toward your Final Course Grade and all flock members will receive the same grade.

Learning Journal Reflections Paper:

Each student will keep a semester-long Learning Journal that summarizes his or her thoughts and reflections about various aspects of the course. By the end of the semester, each Learning Journal should have 6 double-spaced pages that describe:

- (1) interesting stories in the news related to health and happiness (1 page; anytime);
- (2) a discussion of “seeing resilience in action” (1 page; by January 29);
- (3) your goals for physical activity (1 page; ~February 12);
- (4) reflections on your experiences with your flock-mates (1 page, ~March 16);
- (5) a discussion of the results of your flock presentation (1 page, ~ April 20); and
- (6) your views on aspects of the topic of “health and happiness” that you would have liked to have covered in more detail, as well as suggestions for ways to modify the course in the future (1 page, ~ April 24).

Each entry should be typed, double-spaced, 11-point font. You should keep your Learning Journal in a file on your computer (make sure you back it up!) and entries should be written during the semester, some on weeks indicated in the syllabus (please do not wait until the end of the semester!). This Learning Journal Reflections Paper is worth 12 percent of your Final Course Grade.

Mid-Term and Final Exams:

The Mid-Term Exam will be given in class on **Wednesday, March 4, 2020** and will be worth 15 percent of your Final Course Grade. The Final Exam for this course is **Tuesday, May 5, 2020** from 8-10 am. The final will cover the entire course and will be worth 20 percent of your Final Course Grade.

Attendance and Class Participation:

Your attendance in each class session will be reflected in your responses to in-class polls that are transmitted through the application PollEverywhere. Please download the app for PollEverywhere onto your smartphone (FYI: their logo is a *Carolina Blue* circle with a white bar-graph cartoon). To receive credit for your attendance it is vital that you login to PollEverywhere using your UNC email address (not just onyen, but full address) and your onyen password. Attendance and participation (which includes your participation in the physical and psychological activities) will count 10 percent of your Final Course Grade.

Summary of Grading Percentages (Total = 100):

Attendance and Participation	10
Comprehension Checks x 10	20
Learning Journal Reflections Paper	12
Short Papers x 2	8
Scientific Poster	15
Mid-Term Exam	15
Final Exam	20

Deadlines are firm. Late papers and exams will receive lower grades.

HONOR CODE

The UNC Student Honor Code covers all exams and assignments in this course (please read carefully the Honor Code, <https://ethicsandintegrity.unc.edu/report/academics>). With respect to the individual paper assignments, this means that what you turn in should be your own work. On the exams, you should ask the TAs or one of your professors for clarification of questions you don't understand. You must not get information from any other materials or people.

OFFICE HOURS

Our office hours for this semester are:

Professor Battaglini (claudio@email.unc.edu), Mondays, 11-12 am in 105 Fetzer

Professor Fredrickson (blf@unc.edu), Wednesdays, 1-2 pm in Davie 309

Professor Kalleberg (arnekal@email.unc.edu), Wednesdays, 1:15-2:15 pm in Hamilton 261

TAs:

George Hayward (georgemh@live.unc.edu), Mondays, 1-2 pm in 210 Hamilton

Jake Diana (jakecd@live.unc.edu), Tuesdays, 4:30-5:30 pm in 026 Fetzer

Graduate Research Consultant (GRC): Khoa Le Nguyen (khoaln@live.unc.edu), 1:00-1:45 pm
in 308 Davie

HAPPINESS HOURS

We will host small groups of students at the Yogurt Pump (or someplace similar) at 4 times during the semester, so the professors and TAs can get to know students better (and students can become better acquainted with each other, especially those in other flocks). These “Happiness Hours” will take place after class on January 15, February 12, March 25 and April 15. Details on sign-ups to come.

SYLLABUS CHANGE DISCLAIMER

We reserve the right to make changes to the syllabus, including due dates. If such changes are necessary, we will announce them as early as possible.

READINGS

(All readings can be found on Sakai, under “Resources”)

Brody, J. (2017). “Social Interaction is Critical for Mental and Physical Health.” *New York Times* (June 12).

“Country Differences in Happiness”

Fowler, James and Nicholas Christakis. (2008). “Dynamic spread of happiness in a large social network: Longitudinal analysis over 20 years in the Framingham Heart Study.” 2008 *BMJ*: 337: a 2338

Fredrickson, Cohn, Coffey, Pek & Finkel (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.

Fredrickson, B. L. (2016). “Love: Positivity resonance as a fresh, evidence-based perspective on an age-old topic.” In L. F. Barrett, M. Lewis, & J. M. Haviland-Jones (Eds.), *Handbook of Emotions*, 4th Edition. (847-858). New York: Guilford Press.

Fredrickson, B. L. (2018). Biological underpinnings of positive emotions and purpose. In J. P. Forgas & R. F. Baumeister & (Eds.) *The Social Psychology of Living Well*. New York: Routledge.

Gulati M, Black HR, Shaw LJ et al. (2005) “The prognostic value of a nomogram for exercise capacity in women.” *N Engl J Med* 353:468 – 475.

Haidt, J. (2006). *The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom*. New York: Basic Books.

Harkin B, Webb TL, Chang BP, Prestwich A, Conner M, Kellar I, Benn Y, Sheeran P. (2016). “Does monitoring goal progress promote goal attainment? A meta-analysis of the experimental evidence.” *Psychol Bull.* Feb;142(2):198-229. doi: 10.1037/bul0000025. Epub 2015 Oct 19.

Helliwell, J., Layard, R., Sachs, J. (editors), *2018 World Happiness Report* (excerpt: “Country Differences in Happiness”)

Layard, R. (2005). “What is Happiness?” Pp. 11-27 in *Happiness: Lessons from a New Science*. New York: Penguin Press.

Layard, R. (2005). “If You’re so Rich, Why Aren’t You Happy?” Pp. 41-53 in *Happiness: Lessons from a New Science*. New York: Penguin Press.

Lyubomirsky, S. & Layous, K. (2013). How do simple positive activities increase well-being? *Current Directions in Psychological Science*, 22, 57-62.

Morris JN, Heady JA, Raffle PA, et al. “Coronary heart disease and physical activity of work.” (1953). *Lancet* 1953, 265:1111–1120; concl.; Morris JN, Heady JA, Raffle PA, et al. “Coronary heart disease and physical activity of work.” *Lancet* 1953, 265:1053–1057; cont’d

Myers, D.G. 1992. “‘Flow’ in Work and Play,” Pp. 127-141 in D.G. Myers, *The Pursuit of Happiness: Who is Happy—And Why*. NY: William Morrow and Company.

Myers J, Prakash M, Froelicher V et al. (2002) “Exercise capacity and mortality among men referred for exercise testing.” *N Engl J Med* 346:793– 801.

Ono, H. & Lee, K.L, (2016). “Marriage and Happiness in the United States and Japan,” Pp. 49-62 in *Redistributing Happiness: How Social Policies Shape Life Satisfaction* (Praeger)

Radcliff, B. (2013). *The Political Economy of Human Happiness* (New York: Cambridge University Press)

Rauch, J. (2014). “The Real Roots of Midlife Crisis.” *The Atlantic Monthly* (December).

Sandstrom G. M. & Dunn, E. W. (2014). Social interactions and well-being: The surprising power of weak ties. *Personality and Social Psychology Bulletin*, 40, 910-922.

Sheeran P, & Webb, T. L.(2016). “The intention–behavior gap.” *Soc Personal Psychol Compass*. 10(9):503-18.

Tugade, M. M. & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86, 320-333.

Van Cappellen, P., Catalino, L. I., & Fredrickson, B. L. (2019). A new micro-intervention to increase the enjoyment and continued practice of meditation. *Emotion*, Online DOI: <http://dx.doi.org/10.1037/emo0000684>

Van Cappellen, P., Rice, E. L., Catalino, L. I., & Fredrickson, B. L. (2018). "Positive affective processes underlying positive health behaviour change." *Psychology and Health*, 33, 77-97.

Well-Being Team (2018). "Does Gender Affect How we Experience Happiness?" (January 9) <https://www.wellbeing.com.au/mind-spirit/mind/Men-women-and-happiness.html>

COURSE CALENDAR (Any changes to this course calendar will be announced on Sakai)

Date	Topic	Assignment
INTRODUCTON		
Wed, Jan 8	Introductions and Expectations	
Fri, Jan 10	Build Your Social Capital	Connect with your Flock using Assigned Activity
Mon, Jan 13	Defining Happiness and the "Good Life"	Read: Layard (2005), pp. 11-27; Read: Haidt (2006), Chapter 5
Wed, Jan 15	Explaining Happiness and the "Good Life"	Read Lyubomirsky & Layous (2013); Complete Baseline Survey on Qualtrics; Happiness Hour # 1
Fri, Jan 17	Initiate <i>Positive</i> Activities: Flock-chosen Activity #1	Comprehension Check (CC#1)
Mon, Jan 20	MLK DAY -- No Class Session	
Wed, Jan 22	Introduction to Research & Semester-long Data Literacy Project	READ: DLP Manual; Complete Baseline Survey on Qualtrics (all Psych and Soc measures, plus PAR-Q).

Fri, Jan 24	Assessment of Fitness (Fetzer Hall)	(On January 22, end of class, students will be reminded to fill out a health-related questionnaire, a physical activity readiness questionnaire (Par-Q) that will be posted on Sakai and will be provided with pre-assessment guidelines to be followed before coming to the January 24th class. Students will also receive instructions on where to meet for the Jan. 24th Fitness Assessment).
Mon, Jan 27	Broaden-and-Build Theory of Positive Emotions	Read: Fredrickson et al., 2008 (with emphasis on 1 assigned section). Announce Paper # 1
Wed, Jan 29	Resilience & Mindfulness (Guest Instructor: Mary Brantley)	Read: Tugade & Fredrickson, 2004 (again, with emphasis on 1 assigned section); Complete Learning Journal Page #2
Fri, Jan 31	Initiate <i>Fitness</i> Activities: Flock-chosen Activity #2	Comprehension Check (CC#2)
Mon, Feb 3	Money and Happiness	Read: Layard (2005), pp. 41-53
Wed, Feb 5	Ageing & Happiness	Read: Rauch (2014); Paper # 1 Due
Fri, Feb 7	Flock-chosen Activity #3	Comprehension Check (CC#3)

Mon, Feb 10	Physical Activity and Health	Read: Read: Morris JN, Heady JA, Raffle PA, et al.: Coronary heart disease and physical activity of work. Lancet 1953, 265:1111–1120; concl.; Morris JN, Heady JA, Raffle PA, et al.: Coronary heart disease and physical activity of work. Lancet 1953, 265:1053–1057; Students will be asked to fill out a physical activity, health-related, and a physical activity readiness questionnaire before coming to class.
Wed, Feb 12	Determining Your Fitness Level & Goal-setting	Read: Fredrickson 2017, Biological underpinnings of positive emotions and purpose in preparation for February 17th class. Happiness Hour # 2 Complete Learning Journal Page #3
Fri, Feb 14	Flock-chosen Activity #4	Comprehension Check (CC#4)
Mon, Feb 17	Upward Spiral Theory of Lifestyle Change: Inner Loop	Read: Van Cappellen et al. (2017)
Wed, Feb 19	Upward Spiral Theory of Lifestyle Change: Outer Loop	Read: Van Cappellen et al., 2019 (with emphasis on 1 assigned section)
Fri, Feb 21	Flock-chosen Activity #5	Comprehension Check (CC#5)
Mon, Feb 24	Physiology of Happiness	Read: Fredrickson 2018

Wed, Feb 26	Guest Speaker (How Exercise Helped with the Rehabilitation of Cancer)	Read: Students will be provided with literature of a current topic in the area of exercise science health and wellness in preparation for March 16th class.
Fri, Feb 28		Comprehension Check (CC#6) Flock-chosen Activity #6
Mon, Mar 2	Random Error and Exam Review	Bring Qs based on Review sheet
Wed, Mar 4	MIDTERM EXAM	
Fri, Mar 6	Advance DLP	
Mar 9-14	SPRING BREAK	SPRING BREAK
Mon, Mar 16	Latest Topics on Physical Activity Health and Wellness	Read: Engaging and sustaining regular participation in physical activity; Complete Learning Journal Page #4
Wed, Mar 18	The Dangers of sedentary behavior for your health and well-being	Read: Current American College of Sport Medicine Physical Activity Guidelines
Fri, Mar 20	Advance DLP	Comprehension Check (CC#7)
Mon, Mar 23	Work and Happiness	Read: Myers, "'Flow' in Work and Play"
Wed, Mar 25	Social Relations, Gender, and Happiness	Read: Brody (2017); Well-Being Team; Fowler and Christakis (2008); Happiness Hour # 3
Friday, Mar 27	Advance DLP	Comprehension Check (CC#8)

Mon, Mar 30	Positivity Resonance Theory	Read: Fredrickson (2016); Observe and identify own experiences of "positivity resonance" for 1 day
Wed, Apr 1	Positive Resonance in Daily Life and Introduce Paper #2	Read: Sandstrom & Dunn (2014); Change own experiences of "positivity resonance" for 1 day; Paper Assignment # 2--Reflection essay on Positive Resonance (Due before class, 04/06/20)
Fri, Apr 3	Fitness Reassessment	Comprehension Check (CC#9) Meet in Fetzer Gym Complete Follow-up Survey on Qualtrics
Mon, Apr 6	Happiness Around the World	Read: "Country Differences in Happiness;" Radcliff, pp. 96-99, 104-108
Wed, Apr 8	Culture and Happiness	Read: Ono and Lee (2016), Chapter 3: "Marriage and Happiness in the United States and Japan" Comprehension Check (CC#10)
Fri, Apr 10	NO CLASS	NO CLASS
Mon, Apr 13	Flocks Work on DLP Presentation	
Wed, Apr 15	Applied Positive Psychology ; Guest Speaker: Caroline Miller	Read: TBA Happiness Hour # 4
Fri, Apr 17	Flocks Work on DLP Presentation	
Mon, Apr 20	Flock Presentations	Flock Presentations Due; Complete Learning Journal Page #5

Wed, Apr 22	Flock Presentations	
Fri, Apr 24	Flock Presentations	Complete Learning Journal Page #6
May 5	Final Exam (8:00-10:00 AM)	