

**IDST 190. Health and Happiness
Spring, 2019**

SYLLABUS

Professors:

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

**Class Times: 3:30-4:45 Tuesday/Thursdays
109 Fetzer Hall**

February 21, 2019

COURSE DESCRIPTION

This course is designed to expose students to diverse approaches to studying health and happiness. An important aspect of the course is teaching 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. This is also a research-exposure course that aims to develop students' data literacy. The three professors combine their intellectual resources and distinct disciplinary methods around topics related to 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 groups of approximately 30, depending on enrollment (“herds”). Herds will then be further subdivided into groups of 5-6 students (“flocks”). There will be a TA working 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 connecting. 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, quizzes, and reading 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.

COURSE REQUIREMENTS AND GRADING

Reading Comprehension Checks (RCCs):

Students should arrive to each class on time and prepared. To support that aim, regular Reading Comprehension Checks will be administered at the start of class, as indicated on the schedule of assignments. For instance, students will complete a reading comprehension check (RCC) for the introductory material on January 15 and 17, each of which will be worth 2 points. There will also be three RCCs within each of the three main units of the course (each unit is three weeks long, led by one faculty member). These will assess your comprehension of the readings each Tuesday and will consist of 4 multiple choice questions; the total value of each RCC will be 2 points. (In the case of the unit on physiology and health, some of these RCCs will be based on class lecture/discussion—these will be announced in class.) So, the RCCs will contribute 20 points (introductory material = 2 points, 6 points x 3 units = 20 points)

Unit Quizzes:

There will be a final, cumulative quiz within each unit, which will test overall knowledge of the readings and class materials for that unit. These will be worth 8 points each (8 points x 3 units = 24 points).

Paper Assignments:

There will be a short paper assignment in each unit that is worth 4 points (4 points x 3 units = 12 points).

Scientific Posters:

Working together, each flock will create a scientific poster describing a set of empirical findings they find interesting, based on our discussions of physiological, psychological and sociological data on April 11-23. The posters will count 15 points and all flock members will receive the same grade. Posters will be displayed, discussed and graded during time allocated to the final exam (April 30, 4-7 PM).

Learning Journal Reflections Paper:

Each student will keep a semester-long Learning Journal that summarizes his or her thoughts and reflections about the course. Each journal should have 5 main entries, that describe: 1) the introductory material we discuss on January 15 and 17; 2) Unit I on physiology and health; 3) Unit II on positive psychology; 4) Unit III on sociology and happiness; and 5) a discussion of the differences and similarities in the three approaches to health and happiness (i.e., physiology, psychology and sociology) that we cover in the course. You should write 5 entries, one for each of the 5 units listed above. Each entry should be about 2 pages long (typed, double-spaced, 12-point font). So, your journal should total about 10 pages. What you write in each entry is up to you, but it should indicate that you have thought about the material for that unit. For example, you could summarize your thoughts and reflections about what you have learned in the unit, ask us questions that the information raised in your mind, tell us about something you have read in the news or seen on TV or social media that refers to the material we have covered, or any other ideas you had about the unit material. You should keep this journal in a file on your computer (make sure you back it up!) and entries should be written at the end of the unit (not at the end of the semester). This Learning Journal reflections paper is worth 10 points.

Final Exam:

The Final Exam for this course is Tuesday, April 30th from 4-7 p.m. The final will cover the entire course and be worth 15 points of your final grade.

Attendance and Class Participation:

Each class session your attendance and participation 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 and participation 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 will count 4% of your final grade

Summary of Grading Points (Total = 100):

Attendance and Participation:	4
Reading Comprehension Checks x 10	20
Learning Journal Reflections Paper:	10
Unit Short Papers x 3	12
Unit Quizzes x 3	24
Scientific Poster	15
Final Exam	15

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, Wednesday, 11-12 in 105 Fetzer

Professor Fredrickson, Monday, 4-5 in Davie 309

Professor Kalleberg, Thursday, 2-3 in Hamilton 261

TAs:

Tania Cabello-Hutt, Monday, 12-2 in 210 Hamilton Hall

Stephanie Sullivan, Wednesday, 1:30-3:30 in 039 Fetzer Hall

Chad Wagoner, Monday, 1-3 in 039 Fetzer Hall

HAPPY HOURS

We will host a reception (with snacks and refreshments) for each flock, 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). We will host ~3 flocks at a time from 5:00 – 6:00 pm on the following dates: January 31, February 7, February 28, March 7, April 4, and April 11. We will announce the schedules for the various flocks soon. These events will take place in 209 Fetzer Hall.

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).

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). The biological underpinnings of positive emotions and purpose. In R. Baumeister & J. Forgas (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”)

Kok BE, Coffey KA, Cohn MA, Catalino LI, Vacharkulksemsuk T, Algoe SB, Brantley M, Fredrickson BL. (2013). “How positive emotions build physical health: perceived positive social connections account for the upward spiral between positive emotions and vagal tone.” *Psychol Sci.* Jul 1;24(7):1123-32. doi: 10.1177/0956797612470827. Epub 2013 May 6.

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).

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

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		
January 10	Introductions and Expectations	Connect with your Flock
January 15	Defining Happiness and the "Good Life"	Read: Layard (2005), pp. 11-27
January 17	Explaining Happiness and the "Good Life"	Read: Haidt (2006), Chapter 5 Reading Comprehension Check (RCC) on Readings on Jan 15 and 17
January 22	Assessment of Fitness (Fetzer Hall)	(On January 17, 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 22 nd class. Students will also receive instructions on where to meet for the Jan. 22 nd Fitness Assessment).
January 24	Working with Quantitative Data in Psychology; Introduction to Semester-long Empirical Project	Read: Lyubomirsky & Layous (2013); Complete Baseline Survey on Qualtrics; Read DLP Manual.
UNIT 1: PHYSIOLOGY AND HEALTH		
January 29	Khoá Follows Up on Statistical Instruction	RCC I.1--Fitness Assessment

January 31	Physical Activity and Health	Read: Morris JN, Heady JA, Raffle PA, et al. (1953) Myers J, Prakash M, Froelicher V et al. (2002) Gulati M, Black HR, Shaw LJ et al. (2005)
February 5	Goal Setting: Determining Physical Activity Goals and Determine Your Fitness Level	Read: Belanger-Gravel, Godin, Amireault (2011) RCC I.2--Physical Activity and Health
February 7	Guest Speaker--How Fitness Improved Health and Happiness	Paper Assignment 1--Goal setting (Due 02/14/19 @ 8 a.m)
February 12	Physiology of Health	Read: Fredrickson (2018) RCC I.3--Determining your fitness goals
February 14	Latest Topics (Trends) on Physical Activity and Health	Quiz I – Unit Final Quiz
UNIT 2: POSITIVE PSYCHOLOGY		
February 19	Broaden-and-Build Theory	Read: Fredrickson et al., 2008 (with emphasis on 1 assigned section); Compute scale scores for Positive Emotions and Negative Emotions; RCC II.1
February 21	Resilience	Compute scale scores on Resilience, Prioritizing Positivity, and Valuing Happiness; Write 1-page observation of resilience in self and others
February 26	Positive Resonance Theory	Read: Fredrickson (2016); Observe and identify own experiences of "positivity resonance" for 1 day; Compute scale scores for Perceived Positivity Resonance RCC II.2

February 28	Positive Resonance in Daily Life	Change own experiences of "positivity resonance" for 1 day; Paper Assignment # 2--Write reflection essay on Positive Resonance (Due 03/04/19 @ 8 a.m.)
March 5	Upward Spirral Theory of Lifestyle Change	Read: Van Cappellen et al. (2017); Compute scale scores for Obsessive and Harmonious Passion for Physical Activity; Correlate each with Pleasantness of Spontaneous Thoughts about Physical Activity; RCC III.3
March 7	Review and Assessment of Unit II	Quiz II – Unit Final Quiz
March 12	SPRING BREAK	
March 14	SPRING BREAK	
UNIT 3: SOCIOLOGY OF HAPPINESS		
March 19	Happiness Around the World	Read: "Country Differences in Happiness"; Radcliff, pp. 96-99, 104-108 RCC III.1
March 21	Culture and Happiness	Read: Ono and Lee (2016), Chapter 3: "Marriage and Happiness in the United States and Japan"
March 26	Money and Happiness	Read: Layard (2005), pp. 41-53 RCC # III.2
March 28	Work and Happiness	Read: David Myers, "'Flow' in Work and Play"
Aprl 2	Demography of Happiness: Gender and Social Relations	Read: Radcliff, pp. 99-104, Brody (2017), Well-Being Team, Fowler and Christakis (2008) RCC III.3

April 4	Demography of Happiness: Age	Read: Rauch (2014); Paper Assignment # 3--Age and Happiness (Due 4/4/19 @ 8 a.m.) Quiz III – Unit Final Quiz
STUDYING HEALTH AND HAPPINESS		
April 9	Re-Assessment of Fitness (Fetzer Hall)	Students will be reminded to follow pre-assessment guidelines before coming to the April 9 th class.
April 11	Understanding Psychological Data	Complete Follow-up Survey on Qualtrics; Compute Remaining Scale Scores for Baseline Data
April 16	Poster session of empirical findings	Instruction on how to create posters
April 18	Understanding Changes in Psychological Attributes and Correlations with Fitness Levels	Create bar charts to depict the class' change/stability across the semester
April 23	Understanding Plausible Sociological Moderators of Psychological Attributes	Create bar charts to depict group differences in change/stability across the semester
April 25	Presentation Practice, Exam Review, and Reflections	Posters Due at 3:30 pm
April 30	FINAL EXAM (4-7 pm)	Final Exam (4-5); Poster Session (5-7)