Miyazaki International College

Course Syllabus

Fall 2021

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| Course Title ( Credits ) | PSY 320 Positive Psychology (3 Credits) |
| Course Designation for TC | N/A |
| Content Teacher | |
| Instructor | Futoshi Kobayashi, Ph.D. |
| E-mail address | fkobayas@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-410/Ext. 3735 |
| Office hours | Tuesday & Thursday 15:45 - 17:15 |
| Language Teacher | |
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| Office hours | N/A |

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| Course Description: | | |
| Positive Psychology is a new subfield of Psychology that was born around the turn of the 21st century. Traditionally, psychology tried to solve psychological problems but did not pay much attention to how to make better human beings and make happier lives. This course introduces the basics of Positive Psychology. | | |
| Course Objectives: | | |
| Students will  - explain key concepts and terminology of selected topics in positive psychology.  - discuss and present selected phenomena in positive psychology.  - practice listening, reading and speaking on topics in positive psychology.  - apply the fruits of positive psychology to their life for better well-being.  Critical thinking: In this course we practice essential critical thinking skills including interpretation, analysis, evaluation, inference, and explanation. We will practice these critical thinking skills both formally through specific assignments and tests, as well as more informally during class discussions, presentations, question and answer sessions, and other active learning activities. | | |
| Teaching Methodology: | | |
| Course objectives will be achieved through a variety of active learning teaching strategies, including but not limited to:   |  |  | | --- | --- | | Active Learning Teaching Strategy | Course Schedule | | Interactive Lectures with Note Taking | Most classes | | Pair or Group Work | Most classes | | Individual Presentations | Lessons 5, 9, 17, 24 & 28 | | | |
| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introduction | Discussion of Syllabus  Explanation of Goals and Purpose of Course  Teaching Self-Enrollment of Moodle  Introduction of Learner’s Dictionary (Web) |
| 2 | Chapter 1: What is Positive Psychology? (1) | TED Talk of Daniel Kahneman: The Riddle of Experience vs. Memory (Video, 20 min.) & Group Discussions  Positive Psychology: A Very Short History With a Very Long Past (pp. 4-6)  TED Talk of Dr. Martin Seligman: The New Era of Positive Psychology (24 min.) & Group Discussions (continues) |
| 3 | Chapter 1: What is Positive Psychology? (2) | TED Talk of Dr. Martin Seligman: The New Era of Positive Psychology (24 min.) & Group Discussions (ends)  FAQs About Positive Psychology (pp. 6-20)  The Pillars of Positive Psychology (pp. 20-21)  Explanation of Exercise 1: Writing Your Own Legacy (pp. 22-23) |
| 4 | Chapter 2: Learning About Positive Psychology: Not a Spectator Sport (1) | Exercise 1 Due  Positive Self-Introduction (pp. 25-28)  Guidelines for Your Positive Self-Introduction |
| 5 | Chapter 2: Learning About Positive Psychology: Not a Spectator Sport (2) | Presentations of “Positive Self-Introduction” (5-10 min. per student) |
| 6 | Chapter 2: Learning About Positive Psychology: Not a Spectator Sport (3) | Fun Versus Philanthropy (pp. 34-36)  Explanation of Exercise 2: Fun vs. Philanthropy Experiment |
| 7 | Chapter 3: Pleasure and Positive Experience (1) | Flow (pp. 65-69)  TED Talk of Dr. Mihaly Csikszentmihalyi: Flow, The Secret to Happiness (19 min.) & Group　Discussions  Hedonic Treadmill (Video, 4 min.) & Group　Discussions |
| 8 | Chapter 3: Pleasure and Positive Experience (2) | Savoring (pp. 69-72)  Explanation of Exercise 3: Savoring Your Joy (p. 71) |
| 9 | Presentation Day (for Exercise 2) | Presentations of “Fun vs. Philanthropy Experiment” (5-10 min. per student) |
| 10 | Chapter 4: Happiness (1) | Boosting Happiness (pp. 97-100)  Watch Videos by Dr. **Sonja Lyubomirsky** & Group Discussions |
| 11 | Chapter 4: Happiness (2) | Exercise 3 Presentations  Explanation of Exercise 4: What is Your Happiness Profile? (pp. 100-103) |
| 12 | Chapter 4: Happiness (3) | Lecture: Power of imagining your alternative life  Explanation of Exercise 5: Imagining Your Alternative Life Without Current Blessings.  Start watching the assigned film |
| 13 | Chapter 4: Happiness (4) | Finish watching the film  ⇒Have a lecture & start Exercise 5 |
| 14 | Chapter 5: Positive Thinking (1) | Exercise 4 Due  Watch Pollyanna Principle Video (3 min.) & Group Discussions  The Pollyanna Principle (pp. 111-112)  What is Optimism? (pp. 114-115)  Dispositional Optimism (pp. 119-120)  Take Online Life Orientation Test  Explanation of Exercise 6: My Happiness Boosting Plan Project |
| 15 | Chapter 5: Positive Thinking (2) | Exercise 5 Due  Hope (pp. 122-123)  Watch Hope Theory Video (3.5 min.) & Group Discussions  Take Adult Hope Scale |
| 16 | Chapter 6: Character Strength (1) | Identification of Character Strength (pp. 141-142)  The VIA Classification of Character Strengths and Virtues (pp. 142-145) |
| 17 | Presentation Day (for Exercise 6) | “My Happiness Boosting Plan” Project (Exercise 6) Presentations & Class Discussions |
| 18 | Chapter 6: Character Strength (2) | Assessment of Character Strength (pp. 148-152)  Take Online VIA Survey  Explanation of Exercise 7: Using Signature Strengths in New Ways (pp. 158-162) |
| 19 | Chapter 7: Values (1) | What Are Values? (pp. 170-173)  Continue Exercise 7 |
| 20 | Chapter 7: Values (2) | A Universal Structure of Human Values (pp. 181-184)  Explanation of Exercise 8: Values Assessment  ⇒Start watching the assigned film |
| 21 | Chapter 7: Values (3) | Finish watching the film  ⇒Have a lecture & start Exercise 8 |
| 22 | Chapter 8: Interests, Abilities, and Accomplishments (1) | Vocational Interests (pp. 206-209)  Take Online Holland Code Career Test  Explanation of Exercise 9: Holland Code Career Test |
| 23 | Chapter 8: Interests, Abilities, and Accomplishments (2) | General and Specific Intelligence (pp. 210-214)  Explanation of Exercise 10: Multiple Intelligences Assessment  Take Online Multiple Intelligence Test  ⇒Start Exercise 10 |
| 24 | Presentation Day (for Exercise 7) | Individual Report of Exercise 7 (5-10 min. per student) |
| 25 | Chapter 9: Wellness (1) | Watch Christopher Peterson Video (4.5 min.) & Group Discussions  Minds and Bodies: The Legacy of Descartes (pp. 227-229)  Watch Barbara Fredrickson Video (8.5 min.) & Group Discussions  Take Online Positivity Ratio Test |
| 26 | Chapter 9: Wellness (2) | Exercise 8 Due  Mental Health as Resilience (pp. 238-241)  Watch Erik Erikson's Theory Video (5 min.) & Group Discussions  Mental Health as Maturity (pp. 242-244) |
| 27 | Chapter 10: Positive Interpersonal Relationships (1) | Watch Harlow’s Surrogate Mothers Experiment Video (4.5 min.) & Group Discussions  Dr. Harry Harlow’s Surrogate Mothers Experiment (pp. 253-254)  Watch Imprinting Video (2 min.) & Group Discussions  Imprinting (p. 254)  Equity Theory” (pp. 255-256)  Attachment Theory (pp. 258-260)  Watch Still Face Experiment Video (3 min.) & Group Discussions |
| 28 | Presentation Day (for Exercise 9) | Individual Report of Exercise 9 (5-10 min. per student) |
| 29 | Chapter 10: Positive Interpersonal Relationships (2) | Exercise 10 Due  Watch Strange Situation Test Video (3 min.) & Group Discussions  Attachment Styles (pp. 260-261)  Watch Attachment Styles & Romantic Relationships in Adulthood Video (6.5 min.) & Group Discussions  Attachment Styles & Romantic Relationships in Adulthood (pp. 261-263)  Self-Reflection Exercise |
| 30 | Final Project | Explanations for Final Project |
|  | Final Exam | Submission of Final Project |
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| Required Materials: | | |
| Assigned Text  Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.  Bring a highlighter, a red pen, a pencil, an eraser, an English-English dictionary, and an A4 binder to every class. Also, we will watch videos in this class. Thus, you must bring your earphones (or headphones) with you. Keep all the materials from this class in the binder. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson. | | |
| Course Policies (Attendance, etc.) | | |
| You are expected to be punctual and to attend all lessons. A delay or early departure will be counted as a half (0.5) day absence. However, any absence, delay, or early departure can be excused if an official document (e.g., doctor’s notes) is submitted to your instructor within 7 days of such an occurrence. When you miss a lesson, it is your responsibility to see your instructor afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should email your instructor to explain your absence at least one day in advance.    **A maximum of five and a half (5.5) absences is allowed. The sixth absence will automatically result in a grade of F (Fail).** | | |
| Class Preparation and Review | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| Grades and Grading Standards | | |
| 5% Positive Self-Introduction  80% Exercise (10 times X 8%)  15% Final Project  The final grade will be determined as below.  A: 90-100 points  B: 80-89 points  C: 70-79 points  D: 60-69 points  F: Less than 60 points  Plagiarism  Plagiarism is not acceptable at MIC. Students must submit their own work and not copy from other sources, unless they credit their sources with appropriate referencing. Students caught copying information from other sources and pretending that it is their own work will automatically result in a grade of ‘F’ or withdrawal from the course. | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  3: The ability to identify and solve problems  5: Proficiency in the use of information technology | | |
| Notes: | | |
| The schedule, policies, and procedures in this course are subject to change at the discretion of the instructor. | | |

