



COURSE SYLLABUS:
The Science of Happiness in Contemporary Society

COURSE INFORMATION & KEY CONTACTS

Course Title	Course Code & Section	Credit Value
Contemporary Topics in Social, Developmental, Personality, & Clinical Psychology	PSYC _V 208 991 2024W1	3
Course Instructor	Contact Information	Office Hours
Jeffrey Sauvé, PhD	E. jeff.sauve@ubc.ca Jeff's Personal Zoom Link: https://ubc.zoom.us/j/9140843906?pwd=SFVHVjZFakRLRkd mTWtOcmNrSXZpdz09 Meeting ID: 914 084 3906 Passcode: 338367	Office hours will be held from 4:30PM to 6:00PM on most Wednesdays for the duration of the course. During this time, students can request Zoom or in-person meetings on the UBC Vancouver Campus (Kenney Room 4226).
Teaching Assistant	Contact Information	Office Hours
Jen Hyslop	E. jhyslop@psych.ubc.ca Jen's Personal Zoom Link: https://ubc.zoom.us/j/8867004228?pwd=nDQePqREFp2EpU D8dX6Y3h94aF6fNM.1 Meeting ID: 886 700 4228 Passcode: 320243	Drop-in office hours will be held via Zoom at strategic times throughout the term.

COURSE DESCRIPTION

PSYC 208 includes contemporary topics in social, developmental, personality, and clinical psychology. More specifically, this course introduces students to the science of happiness and in the context of contemporary society.



OUTCOMES & OBJECTIVES

Adopting a psychosocial approach, this course focuses on the interpretation of recent happiness research applied to contemporary society. In examining the scientific study of happiness, the course content is organized into three main themes (or units):

1. Happiness and you: An intraindiviaul approach;
2. Happiness and us: An interpersonal approach; and
3. Happiness in action: An applied approach.

It is the goal of this course that by the end, students are able to achieve the following three primary objectives:

- Critically interpret and assess contemporary research related to happiness and well-being;
- Reflect on recent happiness research findings and how they are applicable to themselves and our broader society;
- Understand the factors that support and/or thwart our individual and collective happiness.

WITHDRAWAL DATES

Last day to withdraw from this course without W standing is September 16, 2024. The last day to withdraw with a W standing (course cannot be dropped after this date) is October 25, 2024.

CLASS FORMAT

PSYC 208 is a 3-credit course provided over winter semester 1 with content delivered in an asynchronous format. The online independent nature of this course requires week-by-week dedication to engaged with course content (readings, videos, etc.) and lectures. Lectures will be posted on Mondays (see schedule below) in two formats: (1) Video file of PowerPoint with instructor voice-over; (2) PDF file of the PowerPoint. All materials for this course will be posted to the course Canvas website. This includes announcements, reading lists, lectures, rubrics, etc.



WEEKLY SCHEDULE

Description	Date	Activity
Welcome to PSYC 208	Thurs Sept 5 th	<ul style="list-style-type: none"> • Course introduction video • Preview of Lecture 1 readings
Lecture 1: Introduction to the study of happiness and well-being	Mon Sept 9 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Sept 11 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 1	Fri Sept 13 th	<ul style="list-style-type: none"> • Complete between 6am-6pm
Unit 1 – HAPPINESS & YOU – An intraindividual approach		
Lecture 2: Personality & happiness	Mon Sept 16 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Sept 18 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 2	Fri Sept 20 th	<ul style="list-style-type: none"> • Complete between 6am-6pm
Lecture 3: Happiness mind games	Mon Sept 23 rd	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Sept 25 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 3	Fri Sept 27 th	<ul style="list-style-type: none"> • Complete between 6am-6pm
Lecture 4: (Im)perfectionism, self-compassion, and your happiness	Mon Sept 30 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Oct 2 nd	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 4	Fri Oct 4 th	<ul style="list-style-type: none"> • Complete between 6am-6pm



Unit 2 – HAPPINESS & US – An interpersonal approach

Lecture 5: A global happiness report	Mon Oct 14 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Oct 16 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 5	Fri Oct 18 th	<ul style="list-style-type: none"> • Complete between 6am-6pm
Lecture 6: Happier together	Mon Oct 21 st	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Oct 23 rd	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 6	Fri Oct 25 th	<ul style="list-style-type: none"> • Complete between 6am-6pm
Lecture 7: (Anti)social media and a new global health threat	Mon Oct 28 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Oct 30 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 7	Fri Nov 1 st	<ul style="list-style-type: none"> • Complete between 6am-6pm

Unit 2 – HAPPINESS IN ACTION – An applied approach

Lecture 8: Putting happiness to the test	Mon Nov 4 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Nov 6 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 8	Fri Nov 8 th	<ul style="list-style-type: none"> • Complete between 6am-6pm
Lecture 9: Freudenfreude versus schadenfreude	Mon Nov 18 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Nov 20 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 9	Fri Nov 22 nd	<ul style="list-style-type: none"> • Complete between 6am-6pm
Lecture 10: Factors supporting happiness	Mon Nov 25 th	<ul style="list-style-type: none"> • Complete weekly course content • Review lecture
Office Hours	Wed Nov 27 th	<ul style="list-style-type: none"> • Pre-scheduled from 4:30-6:00pm
Quiz 10	Fri Nov 29 th	<ul style="list-style-type: none"> • Complete between 6am-6pm



COURSE ASSESSMENT AND GRADING

Online Quizzes	
Format	Quizzes will be completed through the course Canvas website. All quizzes will be accessible on the left-hand menu under “Quizzes”.
Details and Dates	<p>Students are required to complete ten (10) quizzes. Each quiz consists of 10 multiple choice or true and false questions which will need to be answered in 15 minutes. All quizzes are open book. Students will have between 6:00AM to 6:00PM to complete the quiz on the following days:</p> <ul style="list-style-type: none">• Quiz 1 = Friday September 13th• Quiz 2 = Friday September 20th• Quiz 3 = Friday September 27th• Quiz 4 = Friday October 4th• Quiz 5 = Friday October 18th• Quiz 6 = Friday October 25th• Quiz 7 = Friday November 1st• Quiz 8 = Friday November 8th• Quiz 9 = Friday November 22nd• Quiz 10 = Friday November 29th
Weighting	20% in total (2% for each of the ten[10] quizzes).

Application Assignment – Unit 1: An Intraindividual Perspective	
Format	Submit a PDF document in APA format, uploaded to Canvas.
Details	The purpose of this assignment is to discuss a topic of interest from the respective unit and apply to a contemporary theme, all of which is supported by recent research. The assignment is 500 words maximum.
Due Date	Friday, October 11 th
Weighting	15% in total



Application Assignment – Unit 2: An Interpersonal Perspective

Format	Submit a PDF document in APA format, uploaded to Canvas.
Details	The purpose of this assignment is to discuss a topic of interest from the respective unit and apply to a contemporary theme, all of which is supported by recent research. The assignment is 500 words maximum.
Due Date	Friday, November 8 th
Weighting	15% in total

Application Assignment – Unit 3: An Applied Perspective

Format	Submit a PDF document, uploaded to the course Canvas website.
Details	The purpose of this assignment is to discuss a topic of interest from the respective unit and apply to a contemporary theme, all of which is supported by recent research. The assignment is 500 words maximum.
Due Date	Friday, December 6 th
Weighting	15% in total

Final Exam

Format	Completed and submitted electronically via the course Canvas website.
Details	The final exam is cumulative and will consist of both multiple choice and short answer questions. The three course units will be evenly represented on the exam. The exam will be open book and you can refer to your notes and slides. Any recording of questions, consulting with others during the exam time, or sharing exam content is strictly prohibited.
Due Date	During university exam period
Weighting	35% in total

Note: The schedule outlined in the syllabus may be subject to change, as needed, to best realize the educational goals of the course. Revisions will be announced in class and posted to Canvas.



GRADING

In order to reduce grade inflation and maintain equity across course sections, all psychology courses are required to comply with departmental norms for grade distributions. According to these adjusted norms, the average grade in a 200-level class is between 68-71%. This does not include HSP credits (please see memo regarding HSP Credits for PSYC 208 posted to Canvas).

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary at the end of the course. Grades are not official until they appear on your transcript. You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted to a letter grade accordingly:

A+	90-100%	A	85-89%	A-	80-84%
B+	76-79%	B	72-75%	B-	68-79%
C+	64-67%	C	60-63%	C-	55-59%
D	50-54%	F	0-49%		

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the particular grade ranges. These characteristics help put the Psychology Department grading policies into perspective. Please note that adequate performance is in the C range.

A Range: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Range: Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C-D Range: Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

F Range: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.



ATTENDANCE AND CENTRE FOR ACCESSIBILITY

In this course, material that is taught through online lectures may be different from or supplement the additional materials (e.g., weekly readings). Moreover, lecture slides are designed to provide a framework for the lecture and any discussions--thus, not everything in the lecture is in the slides.

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us as soon as possible, as well as your Faculty Academic Advising Office. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with physical and/or cognitive differences who have registered with the Centre for Accessibility (see below). The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated. Please discuss this with me before the withdrawal dates (see above).

CENTRE FOR ACCESSIBILITY

UBC is committed to equal opportunity in education for all students including those with documented physical or learning differences. If you believe you fall in this category, please visit the website for the Centre for Accessibility (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

DIVERSITY AND INCLUSION

Similar to the broader UBC community, the Psychology Department—and this course—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!).

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it can be shared with me during



office hours. If at any point you feel offended, threatened, or alienated by anything that happens during this course, please feel welcome to let me know. I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive space in our course, I encourage you to let me know.

ACADEMIC INTEGRITY

We are all—students, professors, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (i.e., we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (i.e., we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>

CITING VS. PLAGIARISM

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate sources. For guides to APA visit:

- <https://guides.library.ubc.ca/apacitationstyle>
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas. If you have questions on citing or what may constitute plagiarism, please discuss with us before any assessment is begun.

PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term



papers, lab reports, etc.) that students submit for grading may be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's [Policy 69](#).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with physical and/or cognitive differences and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#).

We participate in the Early Alert program, which helps us support students facing difficulties that are interfering with their education, their wellness or both. For answers to frequently asked questions regarding the early alert program, visit the link [here](#).

LEARNING AND WELLNESS RESOURCES

Your well-being is more important than anything going on in this course! I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, please do reach out. If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact me when you are able. We will then work with you to figure



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Department of Psychology
Faculty of Arts

out the best course of action—along with likely having you discuss with your faculty’s advising office. Additionally, you may find the following UBC resources helpful:

Academic Advising

UBC’s Students Services’ [Academic Advisors](#) provide guidance on academic progress, degree requirements, program planning, etc. They can help you apply for in-term [academic concessions](#) if you face circumstances that prevent you from completing work for your courses.

Writing Support

The [UBC Centre for Writing and Scholarly Communication](#) offers tutoring services and resources and has an amazing [collection of information and resources about writing](#).

UBC Learning Commons

[UBC’s Chapman Learning Commons](#) provides info re academic resources, from tutoring and workshops to study groups and online tech tools - on a variety of academic topics.

AMS Tutoring

Your UBC student society (AMS), offers [free group tutoring](#) covering a variety of courses.

Health and Wellbeing

It’s important to take care of your physical, mental, and emotional health as you navigate university life. Be sure to check out the resources available through the [Wellness Centre](#), [Student Counselling Services](#), and other health resources posted on the [health section of the Student Services website](#).

If you or someone you know is in crisis: <https://students.ubc.ca/health/crisis-support>

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site. I would also like to acknowledge that you are joining us during this course from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.