



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

Name	User ID	College	Department
DONALD WALTER BRUCKNER	dwb12	University College (UC)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

Course Designation

(PHIL 242N) Happiness and Well-Being

**Course Information**

Cross-Listed Courses:

Prerequisites:

ENGL 15; OR any PHIL course

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Well-Being  
 Discipline: General Education  
 Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

#### GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

#### Bulletin Listing

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**Minimum Credits:** 3  
**Maximum Credits:** 3  
**Repeatable:** NO  
**Department with Curricular Responsibility:** Philosophy (UPLA\_PHIL)  
**Effective Semester:** Upon Approval  
**Travel Component:** NO

#### Course Outline

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##### A brief outline or overview of the course content:

This course provides a general introduction to the topic of human happiness (also called well-being) as approached from the humanities discipline of philosophy and the behavioral and social science discipline of psychology.

##### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Unit 1: Introduction to The Psychology of Well-Being [5 weeks]  
1A: Introduction to Positive Psychology (1 ½ weeks)  
1B: Foundations: Emotion, Motivation, and the Nature of Well-Being (1 week)  
1C: Subjective Well-Being (1 ½ weeks)  
1D: Leisure, Flow, Mindfulness and Peak Performance (1 week)

Unit 2: Introduction to The Philosophy of Well-Being [4 ½ weeks]  
2A: Introduction to Philosophy of Well-Being (½ Week)  
2B: Hedonism (1 Week)  
2C: Desire Satisfaction (1 Week)  
2D: Capabilities and Human Nature (1 Week)  
2E: Pluralism (1 Week)

Unit 3: Integration of Philosophy and Psychology of Well-Being [5 ½ weeks]  
3A: Do Empirical Results Have Philosophical Implications? (2 weeks)  
3B: Do Philosophical Theories Have Implications for Empirical Research? (2 weeks)  
3C: Philosophical Presuppositions of Happiness Research (1 ½ weeks)

Please see the included syllabus for further details and reading selections.

##### Course Description:

Philosophy 242N: Happiness and Well-Being. 3 credits. (Inter-Domain), (GH), (GS), (BA). This course provides a general introduction to the topics of human happiness and well-being as these topics are both approached from the humanities discipline of philosophy and the social and behavioral science discipline of psychology. The course will introduce the distinct methods of inquiry into the topic of well-being in philosophy and psychology and highlight the disciplinary commitments of the two fields more generally. Students will understand and evaluate the empirical research into well-being and positive psychology in psychology. Students will understand and evaluate the three major theories of well-being in philosophy: hedonism, the desire satisfaction theory, and the objective theory. We will appraise whether the empirical results affect the viability of the philosophical theories. We will appraise whether the philosophical theories affect the significance of the empirical results. We will consider such questions as: What are the strengths, weaknesses, and complementarities of the philosophical and psychological approaches to well-being? Are psychologists and philosophers talking past each other, or can the two disciplines learn from each other's research results and philosophical theories? What implications do the results and theories studied have for concrete choices I should make in order to increase my well-being? Are there implications for choices of social policies aiming to increase well-being?

##### The name(s) of the faculty member(s) responsible for the development of the course:

Name: DONALD WALTER BRUCKNER (dwb12)

Title:

Phone:

Address:

Campus: NK

City:

Fax:

## Course Justification

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### **Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

By the end of the course,

1. students will understand the philosophical theories of well-being, as well as the major empirical results in psychology;
2. students will be able to apply empirical results in psychology;
3. students will evaluate philosophical theories of well-being;
4. student will appraise the relevance of the empirical results and philosophical theories to each other.

### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

While assessment methods may vary by location and instructor, a final integrative paper or other integrative project will always be included. A typical model will include frequent quizzes and three papers as follows.

1. The understanding of the philosophical theories of well-being and the empirical results in psychology will be assessed through frequent quizzes (approximately six). Quizzes will require students to state and explain these theories and empirical results, to generate applications, and to recognize their implications. Quizzes will account for 25% of each student's grade.
2. Students' ability to apply empirical results in psychology will be assessed through a 3-5 page paper requiring the students to make specific applications. The psychology paper will account for 20% of each student's grade.
3. Students' ability to evaluate philosophical theories of well-being will be assessed through a 3-5 page paper requiring students to make the evaluation. The philosophy paper will account for 20% of each student's grade.
4. Students' ability to appraise the relevance of the two fields to each other will be assessed through a 5-7 page paper requiring students to make the appraisal. The integrative paper will account for 25% of each student's grade.

The remainder of each student's grade (10%) will be based on attendance.

### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course is related to many introductory philosophy and psychology courses. For example, most Philosophy 0xx and 1xx courses introduce students to philosophical thinking generally, while Philosophy 103 (Introduction to Ethics) makes some reference to theories of well-being and the good human life, but it is not the central focus. Psychology 100 (Introductory Psychology) introduces students to the science of psychology generally. Psychology 243 (Introduction to Well-Being and Positive Psychology) is a course largely for psychology majors covering the psychology content of the proposed course more expansively and deeply. The proposed course is unique in its focused consideration of both philosophical theories of well-being and psychological studies of well-being, and the integrative examination of two approaches to the same topic.

Explanation and justification of the pre-requisite: Phil 242 is intended as a 200-level course that is suitable for students with some experience and success meeting college-level expectations in 0xx and 1xx courses. The quantity and difficulty level of reading, quantity and quality of writing expectations, and expectations for engaging with course material at the upper levels of Bloom's taxonomy will all be significantly greater than in a typical 0xx or 1xx course. While a stronger pre-requisite of sophomore standing is likely excessive, students who have taken and passed Engl 015 will be prepared to continue developing their writing in this course and students who have taken and passed any philosophy course will be prepared for the necessary philosophical abstractions and analytical work. Students who have taken neither course are not likely to be prepared to meet the expectations in Phil 242.

### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

This course is aimed at students seeking to fulfill General Education GH, GS, BA, and integrative course requirements. It will appeal to students who want to be happy and live well but who also want to think very carefully about what it is to be happy and live well and how to pursue such a good human life. It will also be appealing to students who are curious about the topics addressed for their intrinsic interest. Some students who have taken and enjoyed another introductory course in philosophy or psychology will be attracted to this proposed course. Additionally, students who wish to pursue careers that aim to increase human well-being will be interested in the course and benefit from its integrative perspective. These include students seeking careers in medicine, social work, counseling, teaching, and public health.

### **A description of any special facilities:**

None

### **Frequency of Offering and Enrollment:**

Once per academic year, depending on location; 25-50 students, depending on location.

## Alignment with General Education Objectives

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

**CRITICAL AND ANALYTICAL THINKING:** Among the course components that will help students achieve this learning objective is the entire 4 ½ week unit on philosophical theories of well-being. Students will be required to understand, explore, and evaluate the philosophical theories discussed. In addition to lectures and classroom discussions designed to provide models of and practice in critical and analytical thinking, one of the activities that will help students achieve this objective will be writing a paper analyzing and evaluating one of the philosophical theories studied in the course.

**INTEGRATIVE THINKING:** A major goal of this course is for students to integrate the philosophical and psychological perspectives on well-being in the final (5 ½ week) section of the course. We will do this through the study of articles both by psychologists and by philosophers discussing the relevance of the two fields to each other and the ways they might mutually inform each other. In addition to lectures, group work, and classroom discussions emphasizing the complementarity of disciplinary insights and methodologies, one of the activities that will help students achieve this objective will be writing a paper applying their knowledge of integrative thinking from the final section of the course to some specific topic.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

**CRITICAL AND ANALYTICAL THINKING:** Students will demonstrate their understanding of the philosophical theories in quizzes, as well as through a paper that will require them to explain, analyze, and evaluate the reasoning for and against a theory of their choice.

**INTEGRATIVE THINKING:** Students will write a paper requiring them to demonstrate their ability to engage in integrative thinking by evaluating the relevance of the two fields to each other.

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

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**Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas**

**Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses**

**Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities**

**Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range**

**Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities**

**What components of the course will help students achieve the domain criteria selected above?**

• Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Part of our focus on philosophical theories of well-being will be on methodology in philosophy as distinguished from psychology. The first part of the course will cover well-being from the social and behavioral science perspective of psychology, so by the time we

come to the humanities discipline of philosophy, we will be able to make a fruitful comparison between the methodologies. An early chapter of the selected philosophy textbook takes up philosophical methodology focused on conceptual analysis as contrasted with the scientific methodology of other fields, such as in the social and behavioral sciences. In the integrative section of the course, we will compare and contrast the two methodological approaches in order to grasp more fully the complementarity of these approaches to well-being.

- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Above all else, the sort of philosophical analysis brought to bear in the course is centered on critical thinking. The evaluation of various philosophical theories of well-being will be modeled in our in-class discussions. Quizzes will call on students to recall points of positive argument and criticism and to explain strengths and weakness of arguments for and against the theories studied. The philosophy paper will require students to do these things and also to formulate novel arguments for and against a theory of their choice and come to a well-reasoned decision on the viability of the theory.

- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

The study of well-being in philosophy stems from the study of the good more generally, the traditional topic of ethics. Explicit ethical connections are made in the course when we discuss social policy issues and the philosophical theories assumed by different policy stances. Thus, part of our critical evaluation of our text and the theories presented will be explicitly connected to the ethical dimension of our topic.

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## GS Criteria

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

### What components of the course will help students achieve the domain criteria selected above?

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

A major emphasis of the early part of the introductory section of the course is on the scientific methodology used in the field of psychology as distinguished from the methodology of conceptual analysis in philosophy. The nature of the results about well-being in psychology as empirical is emphasized throughout the psychology section of the course. In the integrative section of the course, we will compare and contrast the two methodological approaches in order to grasp more fully the complementarity of these approaches to well-being.

- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

The major body of work to be identified and explained is known in psychological science broadly as well-being, or well-being and positive psychology. Various foundational theories or theoretical approaches that are relevant to understanding this body of work include subjective well-being, well-being as flourishing (authentic happiness), flow, mindfulness, life satisfaction, eudaimonia, and signature strengths. The 5 ½ week psychology component of the course will help students achieve this domain criterion.

- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences.

One thread of discussion in the psychology section of the course is the application of the empirical results to practical problems. These problems include how individuals can make choices (ranging from choices about the use of leisure time to major life choices) to increase well-being, and what social, cultural, and political changes would have to be made to allow more people to make choices conducive to maximum well-being. We continue this thread in the integrative section, where both psychologists and philosophers addressing the psychological literature discuss the theoretical and practical applicability of the empirical results.

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## Integrative Studies

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### Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The GS domain is represented by the social and behavioral science of psychology, while the GH domain is represented by the humanities discipline of philosophy. The GS domain will be explicitly addressed in the first one-third of the course devoted to studying a psychology textbook, while the GH domain will be explicitly addressed in the second one-third of the course devoted to studying a philosophy textbook. More to the point, the frameworks and methodologies of the two disciplines will be explicitly addressed as we cover the material from each discipline. Of the three papers the students will write, one will be written using the framework and methodology of psychology while one will be written using the framework and methodology of philosophy. (For somewhat more detail, see the responses above discussing the domain criteria that address the methodologies of the two disciplines.) Finally, the complementarity of the methodological approaches will be studied in the third, integrative, section of the course.

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

We will explicitly study psychology for the first one-third of the course. One of the three papers written by students will be written using the framework and methodology of psychology. We will explicitly study philosophy for the second one-third of the course. One of the three papers written by students will be written using the framework and methodology of philosophy. Five of the ten articles we will study in the integrative section of the course are authored or co-authored by psychologists. The remainder are written by philosophers and explicitly address the psychological literature. The third of the three papers written by students will simultaneously address the frameworks, methodologies, and theories or empirical results of the two disciplines.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

The proposer, who intends to teach the course in Spring 2019, is a philosophy faculty member with appropriate expertise in both domains (including five peer-reviewed publications in the field of well-being in philosophy, two of which address the empirical results in psychology). The course is designed specifically with a view to transferability and appeal to faculty at multiple locations across the University. As an introductory-level course, faculty with the usual graduate-level training in philosophy will be well-prepared to master and teach the philosophical content if they do not already have the relevant background. As well, the psychological research is highly accessible to non-specialists in psychology, as evidenced by the large number of academic/popular crossover books in the psychology of happiness. Psychology faculty with the usual graduate-level training in psychology will also be well-prepared to master and teach the psychological content if they do not already have the relevant background. The philosophical theories are often discussed in the relevant psychological research and made highly accessible in the chosen textbook and other literature. All of the proposer's course material will be made available through the Office for General Education for any faculty members who wish to consider teaching the course. In brief: a range of both philosophy and psychology faculty members will be able to develop appropriate expertise in both domains to teach the course.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

The coursework for students will culminate in the third of three papers. Students will have a choice of topics. All of the topics will ask students to apply their knowledge of integrative thinking from the third section of the course to some specific topic. For example, students could choose a philosophical theory of well-being, defend it, and then assess the implications of the empirical results for this theory. As another example, students could choose a specific cross-disciplinary conversation studied in the third part of the course and show their understanding of integrative thinking by evaluating the underlying controversy and using the tools of both philosophy and psychology to argue for a resolution of the controversy.

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## General Education Designation Requirements

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**Bachelor Of Arts Requirements:**

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course is situated in two of the six central B.A. Fields (Humanities and Social and Behavioral Sciences). I address each of the three requirements listed:

1. follow general course proposal guidelines to include documentation of support from all colleges in which the course is to be taught in the preparation of the proposal.

The proposal guidelines have been followed throughout this proposal. Documentation of consultation with all colleges in which the course is to be taught is supplied in the Integrative Studies section of this course proposal.

2. meet the criteria for designation as a GA, GH, GS, GN or GQ course (without the active learning components) or, if the course is for foreign language designation, involve a significant amount of speaking, reading and/or writing in that language (i.e. not courses taught in the English language that focus on culture, literature, civilization, etc.).

The satisfaction of the criteria for designation as a GH and GS course is discussed in the GH and GS sections of this course proposal, respectively.

3. include pertinent information on the B.A. aspects of the course in the long course description. (see item b.3. under Course Add in the Guide to Curricular Procedures).

The long course description explicitly mentions the Humanities and Social and Behavioral Sciences disciplines of philosophy and psychology, respectively. Pertinent information given there includes the emphasis on the distinct methodologies and disciplinary commitments of the two fields. As well, specific content in the course from those two B.A. fields is summarized, including various philosophical theories and empirical results in psychology.

## Campuses That Have Offered ( ) Over The Past 4 Years

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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**UPLOADED DOCUMENTS FOLLOW:**

Philosophy 242N: Happiness and Well-Being  
Penn State New Kensington, Spring 2019  
Meeting Times  
Room Number

Professor: Dr. Donald Bruckner  
Office: 035 ITC  
Student Hours: Student Hour Times. Other times available by appointment.  
E-mail: donald.bruckner@psu.edu (preferred and most reliable)  
Phone: 724-334-6148

Nuts and Bolts

Course Abbreviation and Number: Phil 242N

Credits: 3

Prerequisite: English 015 or 3 credits in Philosophy

Course Attributes: GH, GS, BA, Integrative Studies

General Education Learning Objectives:

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Course Description:

Philosophy 242N: Happiness and Well-Being. 3 credits. (Inter-domain), (GH), (GS), (BA). This course provides a general introduction to the topic of human happiness (also called well-being) as approached from the humanities discipline of philosophy and the behavioral and social science discipline of psychology. The course will introduce the distinct methods of inquiry into the topic of well-being in philosophy and psychology and highlight the disciplinary commitments of the two fields more generally. Students will understand and evaluate the empirical research into well-being and positive psychology in psychology. Students will understand and evaluate the three major theories of well-being in philosophy: hedonism, the

desire satisfaction theory, and the objective theory. We will appraise whether the empirical results affect the viability of the philosophical theories. We will appraise whether the philosophical theories affect the significance of the empirical results. We will consider such questions as: What are the strengths, weaknesses, and complementarities of the philosophical and psychological approaches to well-being? Are psychologists and philosophers talking past each other, or can the two disciplines learn from each other's research results and philosophical theories? What implications do the results and theories studied have for concrete choices I should make in order to increase my well-being? Are there implications for choices of social policies aiming to increase well-being?

### Course Learning Objectives

By the end of the course,

1. students will understand the philosophical theories of well-being, as well as the major empirical results in psychology;
2. students will be able to apply empirical results in psychology;
3. students will evaluate philosophical theories of well-being;
4. students will appraise the relevance of the empirical results and philosophical theories to each other.

### Required Texts

#### Psychology Textbook

Compton, William and Edward Hoffman. 2013. *Positive Psychology: The Science of Happiness and Flourishing* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

This is a standard undergraduate textbook in positive psychology.

#### Philosophy Textbook

Bradley, Ben. 2013. *Well-Being* Malden, MA: Polity.

This is an introduction to the philosophy of well-being for individuals with no background in philosophy.

These two textbooks are available for purchase in the campus bookstore, and on 2-hour reserve in the campus library.

#### Coursepack containing the following integrative readings.

Kesebir, Pelin and Ed Diener. 2008. "In Pursuit of Happiness: Empirical Answers to Philosophical Questions." *Perspectives on Psychological Science*, 3(2): 117-125.

Seligman, Martin. 2002. *Authentic Happiness*. New York: Free Press. pp. 6-7.

Seligman, Martin. 2012. *Flourish*. New York: Free Press. Chapter 1.

Feldman, Fred. 2010. "On the Philosophical Implications of Research on Happiness." *Social Research*, 77(2): 625-658.

Kashdan, T.B., Biswas-Diener, R., & King, L.A. 2008. "Reconsidering Happiness: The Costs of Distinguishing between Hedonics and Eudaimonia." *The Journal of Positive Psychology*, 3(4): 219-233.

Tiberius, Valeria and Alicia Hall. 2010 "Normative Theory and Psychological Research: Hedonism, Eudaimonism, and Why it Matters." *Journal of Positive Psychology*, 5(3): 212-225.

Keyes, C., & Annas, J. (2009). "Feeling Good and Functioning Well: Distinctive Concepts in Ancient Philosophy and Contemporary Science." *The Journal of Positive Psychology*, 4(3), 197-201.

Angner, Eric. 2010. "Subjective Well-Being." *The Journal of Socio-Economics* 39(3): 361-368.

Alexandrova. 2015. "Well-Being" in Cartwright, Nancy and Eleanora Montuschi, *Philosophy of Social Science: A New Introduction*. Oxford: Oxford University Press. pp. 9-30.

Haybron, Dan. 2007. "Do We Know How Happy We Are?" *Nous* 41(3): 394-428.

## Course Requirements

1. Attendance (10%)
2. Philosophy Paper (20%)
3. Psychology Paper (20%)
4. Integrative Paper (25%)
5. Six (6) Quizzes (lowest score dropped) (25%)

## Course Policies

- Grades will be posted periodically on Canvas. Your final grade will be determined by the weighted average of your grades on the course requirements. Letter grades will be assigned according to the following minimum scores for each grade range:

A = 92%	B- = 80%
A- = 90%	C+ = 78%
B+ = 88%	C = 70%
B = 82%	D = 60%

- Course handouts, assignments, and other supplemental material must be downloaded from Canvas.
- Students are required to check Penn State e-mail regularly for important course announcements and communications from the instructor.
- There will be no make-up quizzes, although the lowest quiz score will be dropped to allow for emergencies, sickness, and so on.
- Attendance is a required component of this course. If you are slightly tardy and miss roll call at the beginning of class, see me after class so I can consider giving you credit for attending – otherwise you will be counted as absent. Students who are tardy repeatedly will not receive this consideration. A student can miss up to one full class meeting with no penalty if the class meets once per week; a student can miss up to two class meetings with no penalty if the class meets twice per week; a student can miss up to three class meetings with no penalty if the class meets three times per week. More than this number of absences will require a verifiable excuse to avoid penalty. Please hold your written excuses until the end of the semester, and give them to me only if you have exceeded this number of absences. The exception to this is for students participating in University-sponsored events such as athletic competitions or field trips. In such cases, please notify me and supply the appropriate documentation in advance.
- Students must submit the assigned essay(s) to receive a passing grade in the course.
- Paper topics will be made available on Canvas a couple of weeks prior to the due date. A handout on writing a good paper will also be posted.
- Late papers will be downgraded one-third letter grade (3 1/3 percent) for each partial day of lateness, including weekend days. To avoid unnecessary late penalties, students submitting late papers should attach the late paper to an e-mail addressed to me, and the late paper will be counted as received at the time the e-mail was sent.
- Penn State New Kensington Printing Policy: Each semester, students are able to print 110 double-sided sheets of standard-sized (8.5x11”) paper on campus printers free of charge. Once this quota is reached, students must purchase additional sheets for printing at a cost of 5¢ per black-and-white sheet. Color copies and non-standard paper sizes are assessed at different rates. Additional sheets are purchased through LionCash (<http://newkensington.psu.edu/id-card-and-lioncash>), and students can check their usage and purchase more sheets at <https://clc.its.psu.edu/users/wa/PrintingInfo.aspx> . Since you will need to print some reading material downloaded from Canvas, this course has *printing requirements* that may result in the need to purchase additional sheets. Please plan your budget accordingly, and note that an additional 100 black-and-white sheets will cost a total of \$5.

### Expectations for Student Behavior

Students are expected to behave as good students. This means that students should:

- complete reading assignments and homework before coming to class;
- bring their books, writing material, and writing instruments to class every day;

- attend every class and take responsibility for learning the material when missing class is unavoidable;
- come to class on time and not leave early;
- raise their hands to be recognized;
- not disrupt class by talking to each other, talking out of turn, or engaging in any other behavior that distracts the attention of the instructor or other students away from the course material;
- be attentive in class and act professionally, as if this were your full-time job (e.g., not chewing tobacco, not reading newspapers or other material, not working on assignments for other classes, not listening to music, not reading or writing texts or e-mails, surfing, scrolling through Facebook, etc.).

Students whose behavior fails to meet these expectations may be asked to leave the classroom.

### Academic Integrity Policy

From Faculty Senate Policy 49-20 Academic Integrity:

<http://senate.psu.edu/policies-and-rules-for-undergraduate-students/47-00-48-00-and-49-00-grades/#49-20>

“Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.”

Such acts of dishonesty include but are not limited to copying, cheating, using unauthorized aids during evaluations, plagiarizing, submitting another person's work as one's own, using Internet or other sources without citation, fabricating field data or citations, “ghosting” (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, and facilitating other students' acts of academic dishonesty.

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### Statement on Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation. Penn State New Kensington’s Counseling Services are available in 053 Conference Center at 724-334-6744. More information is available here: <http://newkensington.psu.edu/counseling-services>.

## Due Dates

Week 3: Quiz 1 on Psychology of Well-Being material covered through that point  
Week 5: Quiz 2 on remainder of Psychology of Well-Being material  
Week 6: Paper 1 on Psychology of Well-Being (3-5 pages)  
Week 8: Quiz 3 on Philosophy of Well-Being material covered through that point  
Week 10: Quiz 4 on remainder of Philosophy of Well-Being material  
Week 11: Paper 2 on Philosophy of Well-Being (3-5 pages)  
Week 13: Quiz 5 on Integrative material covered through that point  
Week 15: Quiz 6 on remainder of Integrative material  
Finals Week: Final Integrative Paper (5-7 pages)

## Tentative Schedule

It is required to read the assigned reading prior to each day's class.

### **Unit 0: Introduction to the Course (½ week)**

Main Topics: The basics of psychology as science and philosophy as conceptual investigation.

### **Unit 1: Introduction to the Psychology of Well-Being (4 ½ weeks, 100 pages)**

**\*All readings for Unit 1 are from *Positive Psychology* (2<sup>nd</sup> ed.) by Compton and Hoffman**

#### **1A: Introduction to Positive Psychology (1 week)**

Main Topics: Basic themes of positive psychology  
History of Well-Being in the Western World

Reading: Chapter 1 (pp. 1-22)

#### **1B: Foundations: Emotion, Motivation, and the Nature of Well-Being (1 week)**

Main Topics: Components of Emotions  
Moods and Well-Being  
Positive Psychology and Motivation  
Well-Being and Positive Emotions  
Definitions of Happiness and Well-Being

Reading: Chapter 2 (pp. 23-50)

**1C: Subjective Well-Being (1 ½ weeks)**

Main Topics: Measuring Subjective Well-Being  
Top-Down and Bottom-Up Predictors of Subjective Well-Being  
Increasing Happiness and Life Satisfaction

Reading: Chapter 3 (pp. 51-78)

**1D: Leisure, Flow, Mindfulness and Peak Performance (1 week)**

Main Topics: Leisure  
Flow and Optimal Experience  
Mindfulness  
Peak Performance

Reading: Chapter 4 (pp. 79-100)

**Unit 2: Introduction to the Philosophy of Well-Being (4 ½ weeks, 69 pages)**

**\*All readings for Unit 2 are from *Well-Being* by Bradley.**

**2A: Introduction to Philosophy of Well-Being (½ Week)**

Main topic: The Concept of Well-Being  
Subjects of Well-Being  
Intrinsic and Instrumental Value

Reading: Chapter 1 (pp. 1-12)

**2B: Hedonism (1 Week)**

Main Topics: Pleasure  
Versions of Hedonism  
Challenges to Hedonism

Reading: Chapter 2 (pp. 13-33)

**2C: Desire Satisfaction (1 Week)**

Main Topics: Desires  
Versions of the Desire Theory  
Challenges to Desire Theories

Reading: Chapter 3 (pp. 34-46)

## **2D: Capabilities and Human Nature (1 Week)**

Main Topics: Capabilities  
Human Nature  
Versions of Perfectionism  
Challenges to Perfectionism

Reading: Chapter 4 (pp. 47-58)

## **2E: Pluralism (1 Week)**

Main Topics: Objective List Theories  
Candidate Objective Goods  
Challenges to Objective List Theories

Reading: Chapter 5 (pp. 59-69)

## **Unit 3: Integration of Philosophy and Psychology of Well-Being (5 ½ weeks) (175 pages)**

### **3A: Do Empirical Results Have Philosophical Implications? (2 weeks)**

Main Topics:

Claims of philosophical implications by psychologists and responses for and against by philosophers.

Reading:

Kesebir, Pelin and Ed Diener. 2008. "In Pursuit of Happiness: Empirical Answers to Philosophical Questions." *Perspectives on Psychological Science*, 3(2): 117-125.

Seligman, Martin. 2002. *Authentic Happiness*. New York: Free Press. pp. 6-7.

Seligman, Martin. 2012. *Flourish*. New York: Free Press. Chapter 1.

Feldman, Fred. 2010. "On the Philosophical Implications of Research on Happiness." *Social Research*, 77(2): 625-658.

Bradley, Ben. *Well-Being* Sections 6.4 (Measuring Well-Being) and 6.5 (The Causes of Well-Being) (pp. 79-85) and Conclusion (pp. 107-111) from *Well-Being* textbook above.

### **3B: Do Philosophical Theories Have Implications for Empirical Research? (2 weeks)**

Main topics:

Uses of philosophical theories by psychologists and responses by psychologists and philosophers.

Reading:

Kashdan, T.B., Biswas-Diener, R., & King, L.A. 2008. "Reconsidering Happiness: The Costs of Distinguishing between Hedonics and Eudaimonia." *The Journal of Positive Psychology*, 3(4): 219-233.

Tiberius, Valerie and Alicia Hall. 2010 "Normative Theory and Psychological Research: Hedonism, Eudaimonism, and Why it Matters." *The Journal of Positive Psychology*, 5(3): 212-225.

Keyes, C., & Annas, J. (2009). "Feeling Good and Functioning Well: Distinctive Concepts in Ancient Philosophy and Contemporary Science." *The Journal of Positive Psychology*, 4(3), 197-201.

### **3C: Philosophical Presuppositions of Happiness Research (1 ½ weeks)**

Main topics:

Various topics concerned with substantive theoretical commitments by psychologists.

Reading:

Angner, Eric. 2010. "Subjective Well-Being." *The Journal of Socio-Economics* 39(3): 361-368.

Alexandrova, Anna. 2015. "Well-Being" in Cartwright, Nancy and Eleanora Montuschi, *Philosophy of Social Science: A New Introduction*. Oxford: Oxford University Press. pp. 9-30.

Haybron, Dan. 2007. "Do We Know How Happy We Are?" *Nous* 41(3): 394-428.

Philosophy 242N: Happiness and Well-Being  
Penn State New Kensington, Spring 2019  
Meeting Times  
Room Number

Professor: Dr. Donald Bruckner  
Office: 035 ITC  
Student Hours: Student Hour Times. Other times available by appointment.  
E-mail: donald.bruckner@psu.edu (preferred and most reliable)  
Phone: 724-334-6148

Nuts and Bolts

Course Abbreviation and Number: Phil 242N

Credits: 3

Prerequisite: English 015 or any Philosophy course

Course Attributes: GH, GS, BA, Integrative Studies

General Education Learning Objectives:

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

Course Description:

Philosophy 242N: Happiness and Well-Being. 3 credits. (Inter-domain), (GH), (GS), (BA). This course provides a general introduction to the topic of human happiness (also called well-being) as approached from the humanities discipline of philosophy and the behavioral and social science discipline of psychology. The course will introduce the distinct methods of inquiry into the topic of well-being in philosophy and psychology and highlight the disciplinary commitments of the two fields more generally. Students will understand and evaluate the empirical research into well-being and positive psychology in psychology. Students will understand and evaluate the three major theories of well-being in philosophy: hedonism, the

desire satisfaction theory, and the objective theory. We will appraise whether the empirical results affect the viability of the philosophical theories. We will appraise whether the philosophical theories affect the significance of the empirical results. We will consider such questions as: What are the strengths, weaknesses, and complementarities of the philosophical and psychological approaches to well-being? Are psychologists and philosophers talking past each other, or can the two disciplines learn from each other's research results and philosophical theories? What implications do the results and theories studied have for concrete choices I should make in order to increase my well-being? Are there implications for choices of social policies aiming to increase well-being?

### Course Learning Objectives

By the end of the course,

1. students will understand the philosophical theories of well-being, as well as the major empirical results in psychology;
2. students will be able to apply empirical results in psychology;
3. students will evaluate philosophical theories of well-being;
4. students will appraise the relevance of the empirical results and philosophical theories to each other.

### Required Texts

#### Psychology Textbook

Compton, William and Edward Hoffman. 2013. *Positive Psychology: The Science of Happiness and Flourishing* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth.

This is a standard undergraduate textbook in positive psychology.

#### Philosophy Textbook

Bradley, Ben. 2013. *Well-Being* Malden, MA: Polity.

This is an introduction to the philosophy of well-being for individuals with no background in philosophy.

These two textbooks are available for purchase in the campus bookstore, and on 2-hour reserve in the campus library.

#### Coursepack containing the following integrative readings.

Kesebir, Pelin and Ed Diener. 2008. "In Pursuit of Happiness: Empirical Answers to Philosophical Questions." *Perspectives on Psychological Science*, 3(2): 117-125.

Seligman, Martin. 2002. *Authentic Happiness*. New York: Free Press. pp. 6-7.

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Haybron, Dan. 2007. "Do We Know How Happy We Are?" *Nous* 41(3): 394-428.

## Course Requirements

1. Attendance and Participation (10%)
2. Philosophy Paper (20%)
3. Psychology Paper (20%)
4. Integrative Paper (25%)
5. Six (6) Quizzes (lowest score dropped) (25%)

## Course Policies

- Grades will be posted periodically on Canvas. Your final grade will be determined by the weighted average of your grades on the course requirements. Letter grades will be assigned according to the following minimum scores for each grade range:

A = 92%	B- = 80%
A- = 90%	C+ = 78%
B+ = 88%	C = 70%
B = 82%	D = 60%

- Course handouts, assignments, and other supplemental material must be downloaded from Canvas.
- Students are required to check Penn State e-mail regularly for important course announcements and communications from the instructor.
- There will be no make-up quizzes, although the lowest quiz score will be dropped to allow for emergencies, sickness, and so on.
- Attendance is a required component of this course. If you are slightly tardy and miss roll call at the beginning of class, see me after class so I can consider giving you credit for attending – otherwise you will be counted as absent. Students who are tardy repeatedly will not receive this consideration. A student can miss up to one full class meeting with no penalty if the class meets once per week; a student can miss up to two class meetings with no penalty if the class meets twice per week; a student can miss up to three class meetings with no penalty if the class meets three times per week. More than this number of absences will require a verifiable excuse to avoid penalty. Please hold your written excuses until the end of the semester, and give them to me only if you have exceeded this number of absences. The exception to this is for students participating in University-sponsored events such as athletic competitions or field trips. In such cases, please notify me and supply the appropriate documentation in advance.
- Students must submit the assigned essay(s) to receive a passing grade in the course.
- Paper topics will be made available on Canvas a couple of weeks prior to the due date. A handout on writing a good paper will also be posted.
- Late papers will be downgraded one-third letter grade (3 1/3 percent) for each partial day of lateness, including weekend days. To avoid unnecessary late penalties, students submitting late papers should attach the late paper to an e-mail addressed to me, and the late paper will be counted as received at the time the e-mail was sent.
- Penn State New Kensington Printing Policy: Each semester, students are able to print 110 double-sided sheets of standard-sized (8.5x11”) paper on campus printers free of charge. Once this quota is reached, students must purchase additional sheets for printing at a cost of 5¢ per black-and-white sheet. Color copies and non-standard paper sizes are assessed at different rates. Additional sheets are purchased through LionCash (<http://newkensington.psu.edu/id-card-and-lioncash>), and students can check their usage and purchase more sheets at <https://clc.its.psu.edu/users/wa/PrintingInfo.aspx> . Since you will need to print some reading material downloaded from Canvas, this course has *printing requirements* that may result in the need to purchase additional sheets. Please plan your budget accordingly, and note that an additional 100 black-and-white sheets will cost a total of \$5.

### Expectations for Student Behavior

Students are expected to behave as good students. This means that students should:

- complete reading assignments and homework before coming to class;
- bring their books, writing material, and writing instruments to class every day;

- attend every class and take responsibility for learning the material when missing class is unavoidable;
- come to class on time and not leave early;
- raise their hands to be recognized;
- not disrupt class by talking to each other, talking out of turn, or engaging in any other behavior that distracts the attention of the instructor or other students away from the course material;
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Week 11: Paper 2 on Philosophy of Well-Being (3-5 pages)  
Week 13: Quiz 5 on Integrative material covered through that point  
Week 15: Quiz 6 on remainder of Integrative material  
Finals Week: Final Integrative Paper (5-7 pages)

## Tentative Schedule

It is required to read the assigned reading prior to each day's class.

### **Unit 1: Introduction to the Psychology of Well-Being (5 weeks, 100 pages)**

**\*All readings for Unit 1 are from *Positive Psychology* (2<sup>nd</sup> ed.) by Compton and Hoffman**

#### **1A: Introduction to Positive Psychology (1 ½ weeks)**

Main Topics: Basic themes of positive psychology  
History of Well-Being in the Western World

Reading: Chapter 1 (pp. 1-22)

#### **1B: Foundations: Emotion, Motivation, and the Nature of Well-Being (1 week)**

Main Topics: Components of Emotions  
Moods and Well-Being  
Positive Psychology and Motivation  
Well-Being and Positive Emotions  
Definitions of Happiness and Well-Being

Reading: Chapter 2 (pp. 23-50)

#### **1C: Subjective Well-Being (1 ½ weeks)**

Main Topics: Measuring Subjective Well-Being

Top-Down and Bottom-Up Predictors of Subjective Well-Being  
Increasing Happiness and Life Satisfaction

Reading: Chapter 3 (pp. 51-78)

**1D: Leisure, Flow, Mindfulness and Peak Performance (1 week)**

Main Topics: Leisure  
Flow and Optimal Experience  
Mindfulness  
Peak Performance

Reading: Chapter 4 (pp. 79-100)

**Unit 2: Introduction to the Philosophy of Well-Being (4 ½ weeks, 69 pages)**

**\*All readings for Unit 2 are from *Well-Being* by Bradley.**

**2A: Introduction to Philosophy of Well-Being (½ Week)**

Main topic: The Concept of Well-Being  
Subjects of Well-Being  
Intrinsic and Instrumental Value

Reading: Chapter 1 (pp. 1-12)

**2B: Hedonism (1 Week)**

Main Topics: Pleasure  
Versions of Hedonism  
Challenges to Hedonism

Reading: Chapter 2 (pp. 13-33)

**2C: Desire Satisfaction (1 Week)**

Main Topics: Desires  
Versions of the Desire Theory  
Challenges to Desire Theories

Reading: Chapter 3 (pp. 34-46)

## **2D: Capabilities and Human Nature (1 Week)**

Main Topics: Capabilities  
Human Nature  
Versions of Perfectionism  
Challenges to Perfectionism

Reading: Chapter 4 (pp. 47-58)

## **2E: Pluralism (1 Week)**

Main Topics: Objective List Theories  
Candidate Objective Goods  
Challenges to Objective List Theories

Reading: Chapter 5 (pp. 59-69)

## **Unit 3: Integration of Philosophy and Psychology of Well-Being (5 ½ weeks) (175 pages)**

### **3A: Do Empirical Results Have Philosophical Implications? (2 weeks)**

Main Topics:

Claims of philosophical implications by psychologists and responses for and against by philosophers.

Reading:

Kesebir, Pelin and Ed Diener. 2008. "In Pursuit of Happiness: Empirical Answers to Philosophical Questions." *Perspectives on Psychological Science*, 3(2): 117-125.

Seligman, Martin. 2002. *Authentic Happiness*. New York: Free Press. pp. 6-7.

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Bradley, Ben. *Well-Being* Sections 6.4 (Measuring Well-Being) and 6.5 (The Causes of Well-Being) (pp. 79-85) and Conclusion (pp. 107-111) from *Well-Being* textbook above.

### **3B: Do Philosophical Theories Have Implications for Empirical Research? (2 weeks)**

Main topics:

Uses of philosophical theories by psychologists and responses by psychologists and philosophers.

Reading:

Kashdan, T.B., Biswas-Diener, R., & King, L.A. 2008. "Reconsidering Happiness: The Costs of Distinguishing between Hedonics and Eudaimonia." *The Journal of Positive Psychology*, 3(4): 219-233.

Tiberius, Valerie and Alicia Hall. 2010 "Normative Theory and Psychological Research: Hedonism, Eudaimonism, and Why it Matters." *The Journal of Positive Psychology*, 5(3): 212-225.

Keyes, C., & Annas, J. (2009). "Feeling Good and Functioning Well: Distinctive Concepts in Ancient Philosophy and Contemporary Science." *The Journal of Positive Psychology*, 4(3), 197-201.

### **3C: Philosophical Presuppositions of Happiness Research (1 ½ weeks)**

Main topics:

Various topics concerned with substantive theoretical commitments by psychologists.

Reading:

Angner, Eric. 2010. "Subjective Well-Being." *The Journal of Socio-Economics* 39(3): 361-368.

Alexandrova, Anna. 2015. "Well-Being" in Cartwright, Nancy and Eleanora Montuschi, *Philosophy of Social Science: A New Introduction*. Oxford: Oxford University Press. pp. 9-30.

Haybron, Dan. 2007. "Do We Know How Happy We Are?" *Nous* 41(3): 394-428.