WREL 299, Perspective on Happiness
COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
  1. Attend every class session. Be on time.
  2. Obtain the required course materials prior to the first class session.
  3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
  4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
**Course No. & Title:** WREL 299 RB3, Perspective on Happiness  
**Semester and Term:** Spring 2016  
**Day and Dates:** Tuesdays, 3/22/2016 – 4/19/2016  
**Time:** 6pm – 10pm  
**Campus Location:** Stamford

**Course Description:**
What exactly is "happiness"? How do the great philosophers and psychologists envision it? Are we born with a fixed amount of it, due to our genetic makeup? Or are we able to change ourselves somehow and become happier? And can we measure how happy or satisfied people are? These are some of the questions we will ask while examining the work of philosophers and psychologists from both East and West who have exerted great influence on perceptions of happiness. In doing so, we will conduct not only intercultural comparisons, but comparisons between the intuitive, experience-based ideas of the philosophers and the more empirically based ideas of modern psychologists.  
**Prerequisite Courses:** ENGL 101  
**Course Code:** HUM, LA, SsC

**Instructor & contact information:**
Donna Miller MS, CIPP  
**Email:** donnam@bridgeport.edu


To order textbooks, go to the bookstore website atubcampusstore.com

**Learning Outcomes:**
Upon completion of this course the student should be able to:
1) Through deep critical readings of seminal texts that treat the subject of happiness, students will become acquainted with both ancient and modern theories on happiness.  
2) Students will be able to compare, contrast, and critically analyze various theories on happiness with attention to the problems and solutions that each theory entails.  
3) Students will examine the relationship between individual and community in the pursuit of happiness, and the relationship between civilization and happiness.  
4) Students will examine the ethical and moral implications of these various theories on happiness.  
5) Students will be able to engage in reasonable, polite debate.  
6) Students will engage in thoughtful, analytical writing throughout the course.
First Assignment Prior to the First Class:

Week 1 Assignment: To be completed at home and brought to the first session.

Write a brief essay titled: The Pursuit of Happiness
In your essay, state and answer the following questions:
What exactly is "happiness"? Are we born with a fixed amount of it due to our genetic makeup, or are we able to change ourselves somehow and become happier? (2-3pages)

MUST follow Instructions below: (Essay can be completed without use of the class text)

- Structure your essay into paragraphs using subtitles.
  Explain or justify the validity of your conclusions on the topic.

Assignments: Late papers or assignments will be docked 10% per day.

All assignments should be typed, double spaced, 12” fonts.

5 Assignments/Grading Value
- Session 1: Do at Home Essay due First Session (2-3 pages) 10%
- Sessions 2/3 Weekly Reading Reaction Papers (2-3 pages) 20%
- Session 4: Research Paper (5-7 pages cover/bibliography) 30%
- Session 5: Final Wrap up Paper (3 pages) 20%
- Other: Attendance and Class Participation 20%

Description of Weekly Sessions:

Week 1: General introduction – What is Happiness?

Readings: Chapters 1-3
Assignment due:
Week 1 Assignment: To be completed at home and brought to the first session.
- The IDEAL self-exercise, done in class...
- How to meditate, current research on benefits.
- Gratitude / mindsets

Week 2
- Can we make ourselves lastingly Happier?
Readings: Chapters 4, 5, 6.

**Assignment due:** Reaction Paper on the Readings for week 2 (2-3 pages)

**Format for Reaction papers:**
Section 1: Overview of the major ideas from the reading (What is the author saying/What are the issues)
Section 2: Analysis of what the author is saying or the major issues.
Section 3: Questions, personal evaluation and conclusions

- Habits and happiness
- Concentric circles / finding the link between meaning and purpose and behaviors
- Evaluating where one is on the hedonic treadmill of life. Discovering how to behave in a way today that will enable you to reach your desired, fantastic future.

**Week 3** (homework, complete the via character strengths test on line, print out results and bring to class 3.)

- Renewing Strength and Virtue
- Discovering ways to utilize the top signature strengths

Reading: Chapters 7, 8, 9

**Assignment:** Reaction Paper on the Readings for week 3 (2-3 pages)

**Format for Reaction papers:**
Section 1: Overview of the major ideas from the reading (What is the author saying/What are the issues)
Section 2: Analysis of what the author is saying or the major issues.
Section 3: Questions, personal evaluation and conclusions

**Week 4**

- Take personal notes from the readings for this week.

**Assignment due:** Major Research Paper Due

5-7 pages (in text citations from at least 5 sources – 5 pages do not include cover/bibliography pages)

Use APA format (you can find one at Purdue university writing lab – see link below)
https://owl.english.purdue.edu/owl/section/2/10/

**Sample Research Topics:** more instructions to be given in class
1. Is Happiness an illusion: An Examination
2. Can Money buy lasting Happiness: An Analysis
3. Virtue and Strengths and the Pursuit of Happiness: An Examination
4. The Culture of Materialism and Happiness: An Examination
5. Happiness and Spirituality: Internal-External Analysis

Readings: Chapters 10, 11, 12. Take personal notes for readings.
- Love and connection, how it relates to personal happiness

Week 5
- Changes, the how of happiness, exercises to take home
- Meaning and purpose, living in harmony with our values

Readings: Chapters 13 and 14

Take personal notes from the readings for this week.

Assignment due: Final Wrap Up Paper (3 pages)

Final Wrap-up Paper 10%
This 3-page paper will be due on the last day of class, and I encourage you to wait until the last week of class to complete it. The focus of this assignment is an overall reflection and celebration of what the course has been for you. Thinking about the following questions may help you complete the paper:
- What meant the most to you?
- What challenged you, stretched your mind?
- What aspect touched you emotionally?
- What elements will have a lasting impact?
- Will your relationship with other religious groups be different? How?
- Are you different as person ‘in some way’? How?
- Express any emotions, insights or comments that are present as we conclude the class.

Grading Criteria:

Expectations:
Discussion and questions are encouraged. A free flow of ideas is essential to a college education. No student should hesitate to express him/herself for fear of being wrong, etc. All ideas are valuable, and all contributions are welcome.
Respect is an essential element of academic discussion and interaction: between students and between instructor and students. Prejudice, resentment and other hostilities are not a part of academic behavior. Disagreements will be mediated with the help of the instructor. Agreeing to disagree is an acceptable academic resolution.
Class attendance is expected and absences will affect your final grade. Leaving the class early will also be noted and could affect your final grade. If for some reason – legitimate or not - you miss a deadline, or are continuously absent from class but intend to continue, please notify the instructor as soon as possible. Students absent for whatever reason are responsible for all material, including announcements that they missed.
Anyone caught cheating on a test/assignment will receive a grade of zero for that assignment. Anyone guilty of plagiarism will receive a zero on that assignment. Plagiarism is copying someone else’s writing and claiming that it is your own. This includes ANY AND ALL
material from the Internet, papers of other students, material from the text or any other book.

**Late papers or assignments will be docked 10% per day.**

**Evaluation Rubric**

*What follows is a rubric that has proven to be a useful guide in evaluating your reaction, reflection and research papers.* The instructor will be using the following grading scale:

1. Papers which meet the demands of the assignment will be graded with a **B+ or A-** These assignments will include at least the following:
   - Each paper is received on time (a hard copy is brought to class each week).
   - Opinions, comments, and observations are offered in depth (avoid brief comments in telegraphic style; no "how r u, gr8" for how are you, great"). This does not mean that everything you write should be longgggg.
   - Reflection assertions on your research must relate clearly and directly to the readings (including "direct quotes" from the assigned readings to support your position).
   - Your reaction and research papers must indicate an understanding of the issues.
   - Generally, your reaction paper should seek to further the discussion on key issues.

2. Papers which go beyond the demands of the assignment will be graded with an **A or A-.** These assignments will include all of the requirements for a B or B+ above. In addition, A or A- entries and papers will:
   - Show deeper analytical or inferential thinking, demonstrating insightful understandings.
   - Offer comments that are particularly perceptive, while they are also supported with direct quotes from the readings.
   - Provide strong, precise, and thoughtfully selected support for assertions.
   - Synthesize and evaluate experiences related to course topics and/or issues of importance as described in our course objectives.
   - Propose changes and relate material to person experience demonstrating an ability to apply the material to propose solutions and/or advocate for unheard voices related to social inequities and justice issues.
   - Pose good questions (i.e., questions that further discussion and reflection).
   - Link to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.

3. Papers which do not meet the demands of the assignment will be graded with a **B- C+, C, or D.** Although it is NOT expected that these types of assignments will be created, it is likely that they would:
   - Arrive late or contain insufficient details, or
   - Not be clear or understandable, or
   - Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way [or misrepresent them], or
   - Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
   - Contain only opinion, with no descriptive details or supporting quotes from theory or research.

Please note that it is important to check your work for spelling and grammatical correctness.

*(Revised and adapted from J. Hauer by C. Phillips 3/7/04)*
Letter Grading Scale:

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<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuing-education/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).
**Cell Phones**
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

**Academic Dishonesty**
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for
the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

**Ethics Statement of Confidentiality**
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

**ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

**Obtaining a UBNet Account**
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Learning Management System (LMS) - Canvas**
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:**  https://bridgeport.instructure.com/courses/985903

**For assistance** contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu

https://bridgeport.instructure.com/courses/829447/
Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
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</tbody>
</table>
To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**. Federal Student Aid Information: 1-800-433-3243