

Consuming Happiness

CNSR SCI 173/RELIG ST 173

Lectures: Tuesdays and Thursdays, 8:50 – 9:40 a.m.

BIOCHEM 1125

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Discussion Sections	301: Mondays, 12:05-12:55pm, Nancy Nicholas Hall 2255 302: Mondays, 1:20-2:10pm, Nancy Nicholas Hall 2255 303: Wednesdays, 1:20-2:10pm, Nancy Nicholas Hall 2255 304: Tuesdays, 1:20-2:10pm, Nancy Nicholas Hall 2255	

Overview

As the saying goes, money can't buy happiness—but in modern America, we certainly try. We buy things, experiences, services, and, increasingly, advice on how to improve our happiness. The self-improvement industry is a more-than \$12 billion business each year, and nearly half of all Americans will purchase a self-help book in their lifetime. Often derided as frivolous, these texts are invaluable windows into the social history and social psychology of our country. This course will provide an overview of the study of happiness and well-being, examine how consumers engage in consumption in pursuit of happiness, as well as explore the emergence of the experience economy, and the intersection of money and wellbeing.

Students will read a range of self-help advice, from *The Power of Positive Thinking* and *How to Win Friends and Influence People* to *Men Are from Mars, Women Are from Venus* and *The Secret*. By reading these fascinating, culturally powerful books—and academic and popular critiques surrounding them—students will engage in thought-provoking discussions about the quest to purchase happiness. Students will read academic and popular articles on positive psychology, prosocial spending and explore the psychology of persuasion in the promises associated with this industry. In addition to integrating visual media, students will have the opportunity to experience first-hand whether the advice works in their own lives.

Course Materials

Course materials and resources will be posted on Canvas. In the few cases where we are requesting that you buy a book to read in its entirety, we have chosen books that can be purchased used on Amazon.com to keep costs down. All of these are widely available in paperback, new and used, online, most for as little as \$5 each. You may use any edition you can find.

- Ehrenreich, Barbara. *Bright Sided: How Positive Thinking is Undermining America*.
- Dunn, Elizabeth and Michael Norton. *Happy Money: The Science of Happier Spending*.
- (**Optional**) Formsma, Brad. *I Like Giving: The Transforming Power of a Generous Life*.

Class Requirements

My bet is that you'll be happy with an A in this course. And guess what? We have great news: We are happy to award you an A.

Here's what you need to do:

1. **Come to lecture and discussion sections.** We're going to cover a lot of material, have some impressive guest lectures, and roll with current events as they unfold. You need to be at lecture. Discussion sections are where you'll process and apply the information from the readings and lecture. You need to be at discussion sections, too, which is why **we take attendance**. We're happy people, but we get sad when you're absent.
2. **Participate.** Lectures and discussions will be a mix of straight-up lecturing interspersed with video clips, Socratic method style question-and-answer, and a few interactive group activities. Please come to class having done your readings and having thought about the takeaway ideas outlined in this syllabus. Everyone's voice will be heard in discussion sections, so being prepared is important. Each week, discussion sections will cover material from the previous week's lectures.
3. **Do the reading.** We are going to present readings that conflict with each other, popular guides that might change your life, and advice manuals that have no basis in scientific fact. It will be up to you to decide which is which. To do so, you've got to do the reading, engage with it and be an open-minded, critical thinker. And by "readings," we mean articles, podcasts and short videos, available on Canvas, and books, listed above, for purchase online.
4. **Engage in thoughtful written reflections.** Whether you are conscious of it or not, you are already a consumer of happiness. We challenge you to do so with a reflective and critical researcher's eye going forward. What works and what doesn't? Where is the research? Applied testing of the course material means spending time on your written and group work. Ask the tough questions about your own behavior – and share your findings with us and your peers.

Assignments

We're happiest when you can demonstrate your knowledge of this material, and to do that, we've designed a variety of different assessments. Your grade will be based on attendance and participation, reflection papers, quizzes, an experiential reflection, a group project and a midterm and a final.

For each assessment, we'll explain what we're looking for and how to do well. If you are attending lectures and doing the readings, we anticipate you'll excel at these assessments, too. Before the midterm and the final, we'll do a review in class. Below are more details on these assignments and assessments.

Percentage Breakdown	
Attendance and Participation	15%
Quiz 1	5%
Big Picture Reflection	5%
Exam 1	20%
Quiz 2	5%
Experiential Reflection	10%
Research Participation	2%
Group Project	13%
Exam 2	25%

Grading Scale						
A	AB	B	BC	C	D	F
93-100 points	88-92 points	83-87 points	78-82 points	70-77 points	60-69 points	0-59 points

Grade Composition

- **Big Picture Reflection**

During your first discussion you will receive a copy of *The Big Picture* by Dr. Christine Whelan. Your task will be to work through the book throughout the first few weeks of class. By Thursday, February 9th, at 12 p.m. (noon) you will need to submit a 1-page single spaced reflection paper on your experience completing the book and its relation to class material. Additionally, you will turn in your completed Big Picture Reel. References don't count in the page limit. You'll submit these on Canvas, so no printing necessary.

What should I reflect on?

Your reflection should explain your experiences with the material in *The Big Picture*. What things worked, didn't work, what new ideas this sparked for you or how the material relates to other class discussions. This is intentionally left broad and open-ended to encourage thoughtful and creative reflections on the topic. Draw on the readings or class discussions (and use proper citations) and personal experience to make your points.

How will reflections be graded?

Reflections will be graded on a letter-grade scale and reflect creativity, structure, relevance to class material and proper references. You will be given feedback on your paper within one week to help guide future papers. We will deduct a third of a letter grade per day for any late submissions.

- **Experiential Reflection**

This is your chance to put what you've learned into practice. The purpose of the experiential reflection paper will be to practice a strategy or (supposed) happiness-boosting activity related to a topic we discuss in the class, for a minimum of one week, and then reflect on it in a two-page single-spaced paper. We will provide some examples of possible experiences, but you can also begin to think of your own ideas as you become familiar with the class and topic. ***Some common topics for this assignment include: spending habits, prosocial spending, conscious consuming, impression management, money and relationships, food/health/diet, or the law of attraction.***

Reflections will be graded on a letter scale, and points will be awarded based on creativity, structure, relation to class material and proper references. Papers are to be submitted via Canvas no later than Thursday, April 13th, at 12 p.m. (noon). Please use Times New Roman 12, one-inch margins. We will deduct a third of a letter grade per day for any late submissions.

- **EcoWell Group Project**

You learn best when you explain things to others. The group project challenges you to explain core concepts from this course in an easy and consumable way for others. In groups of 4-5 you will be asked to design a product, experience or event that can be used to teach the SoHE community about a topic we've covered in class and enhance their ability to increase their overall happiness and promote social justice.

You will present your idea during your last discussion section using a short (~5-7 minutes) presentation. We will provide examples in advance, and tools to create text-and-visual products. Grades will be awarded on a letter scale and be based on creativity, structure, relation to class material and proper references. A more detailed grading rubric will be provided. Some ideas may be provided an opportunity to be put into practice through the EcoWell program, so stay tuned!

- **Research Credits via Participation in Consumer Research**

Students in CS 173 are required to complete 1 hour of research over the course of the semester. There are two ways you can fulfill this requirement. The first way is to participate in 1 hour of academic research studies at the School of Human Ecology. Participating in research is a valuable way for you to receive first-hand experience with consumer research. In addition, your involvement in research will help faculty and graduate students at the School of Human Ecology continue to develop state-of-the-art consumer knowledge—which is ultimately brought back into the classroom. You will be able to sign up online to participate in these studies (using your NetID). The second way to fulfill your research participation requirement is to write a 2-page summary and critique of academic research articles. The review should be double-spaced with the article clearly referenced. You may summarize any recent article as approved by your instructor. This research requirement is worth 2% of your grade

- **Quizzes**

There will be two (2) open-book, online quizzes. You can take them wherever you are, from the Canvas website. **You must complete them yourself, not in a group.** You will have 30 minutes to take each quiz, once you start it. Quiz #1 will open after class on Thursday, February 2nd, and close on Saturday, February 4th, at 3pm. Quiz #2 will open after class on April 6th, and close on Saturday, April 8th, at 3 p.m. You will be able to complete the quizzes at any time during those periods. But once it's closed, it's closed, no exceptions.

- **Exams**

Exams will be held during class time and include multiple-choice, definition-based and short answer questions. Exam 1 is scheduled for Thursday, March 2nd. Exam 2 is scheduled for Thursday, May 4th.

- **Participation**

Participation is a big part of your grade and we want everyone to have a voice in both lecture and discussion. Engaging in these participatory activities is an important tool for processing the information we're learning. Participation can involve sharing personal experiences, material we've read, current events related to what we're learning or contribute to group activities. We hope to provide a variety of activities in class that can accommodate students with all levels of comfort when it comes to participating. The best way to ensure you're prepared is coming to class having done the readings and thought about the prompts/takeaway points.

McBurney Disability Resource Center Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Integrity Statement

Academic integrity is an expectation in all classes. Academic integrity requires that the work a student presents to an instructor honestly and accurately indicates the student's own academic efforts. Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Please refer to the University's [website](#) for complete information and policies regarding academic misconduct.

Classroom Climate and Incidents of Hate/Bias


My intention is to be inclusive and welcoming so that all students feel comfortable in the classroom while also being challenged to learn and grow. If a class topic or discussion makes you feel unwelcome or unsafe please talk to me about your concerns. If you are not comfortable speaking directly to me, you can contact SoHE's Senior Assistant Dean, Annette McDaniel, amcdaniel@wisc.edu.

Please intervene in incidents of hate and bias when you can, and report incidents to me—if you feel comfortable—and/or to the UW-Madison hate and bias reporting system: students.wisc.edu/repothate. The University and I are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or microaggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.



"What would you suggest to fill the dark, empty spaces in my soul?"

Lecture Topics & Assignments

- **Readings:** Each week has a set list of readings that you should complete prior to lectures. The content will be covered throughout the week during lectures and discussions. Readings are divided into **REQUIRED** and **SUGGESTED** readings. Do as many as you can, but prioritize required.
- **Guest lectures:** We'll have lots of awesome people visiting our class. Guest lecture names/dates will be listed in bold under the topic for the week.
- **Guiding Questions:** For each week we've provided some guiding questions for you to consider as you do the readings and listen to lectures. These guiding questions will help you process the material, as well as come to discussion prepared to share your own ideas and thoughts. While you don't formally have to turn the answers in, it will be to your benefit to have thought about these questions each week. These questions will be under the assigned readings, and annotated with a  symbol.
- **Assignments:** Any assignments, quizzes, or exams (basically anything you need to DO for a grade) will be highlighted at the end of that week's information.

Week 1: Introduction & The Good Life

Tuesday, January 17 and Thursday, January 19

Required Readings:

- Selections from *Happiness: Classic and Contemporary Readings in Philosophy*
Daniel Nettle, "Introduction;" Aristotle, "The Nicomachean Ethics;" Augustine, "The Happy Life;" Thomas Aquinas, "Summa Contra Gentiles" in *Happiness: Classic and Contemporary Readings in Philosophy* (2008) (35 pp)
- Listen: Ted Radio Hour, February 14, 2014: Simply Happy
<http://www.npr.org/programs/ted-radio-hour/267185371/simply-happy>

Suggested Readings:

- Watch: The Last Lecture by Randy Pausch
https://www.youtube.com/watch?v=jj5_MqicxSo
- Listen: Ted Radio Hour, April 17, 2015: Maslow's Hierarchy of Needs
<http://www.npr.org/programs/ted-radio-hour/399796647/maslows-human-needs>

Happiness is about more than individual pleasure. Other-focused happiness and purpose-based well-being is important for living a meaningful life.



1. How do different philosophers, psychologists, and scientists define happiness?
2. What is the good life for you? How does scarcity impact what matters to our happiness?
3. What is purpose and how does it relate to different conceptualizations of happiness?

Week 2: Purpose, Meaning and Happiness

Tuesday, January 24 and Thursday, January 26

Required Readings:

- *The Big Picture*, Selected Chapters
Whelan, C.B. (2016). *The Big Picture: A Guide to Finding Your Purpose in Life*. West Conshohocken: Templeton Press.
- *Flourish*, Chapter 1 and Chapter 10
Seligman, M.E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being* (pp. 5-26; pp. 221-237). New York: Free.
- Watch: Ted Talk: What Makes a Good Life
http://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en
- What the Aztecs can Teach Us about The Good Life
<https://aeon.co/ideas/what-the-aztecs-can-teach-us-about-happiness-and-the-good-life>

Suggested Readings:

- The Purpose Economy
Aaron Hurst (2014), excerpts from conference proceedings.

Purpose and happiness are intertwined. Relationships and commitments are crucial to lasting well-being. Given that experiencing happiness and living a meaningful life are unique experiences for every individual, it is particularly challenging to define and measure.



1. What is purpose and how does it relate to happiness?
2. What are some of the challenges of measuring happiness?
3. What has been shown to contribute to happiness? Does money make us happier?

Week 3: The Economics of Happiness

Tuesday, January 31 and Thursday, February, 2

***Guest speaker* Dr. Sarah Halpern-Meekin on Thursday, February 2nd**

Required Readings:

- *Paradox of Choice*, Prologue and Chapters 1, 3-5
Schwartz, Barry. *The Paradox of Choice: Why More Is Less* (pp. 1-22, 47-96, 99-116). New York: Ecco, 2004.
- The class politics of decluttering
Land, S. (2016), *The New York Times*

<http://www.nytimes.com/2016/07/18/opinion/the-class-politics-of-decluttering.html?smid=tw-share>

- A hand up for lower-income families
Halpern-Meekin, S., Tach, L., Edin, K. & Sykes, J. (2016), Contexts
<https://contexts.org/articles/eitc/>
- Your brain on poverty
Thompson, D. (2013), The Atlantic
<http://www.theatlantic.com/business/archive/2013/11/your-brain-on-poverty-why-poor-people-seem-to-make-bad-decisions/281780/>

Suggested Readings:

- *The Politics of Happiness*, Introduction and Chapter 1
Bok, Derek Curtis. *The Politics of Happiness: What Government Can Learn from the New Research on Well-being* (pp. 1-31). Princeton, NJ: Princeton UP, 2010
- *Bright Sided*, Chapter 7
Ehrenreich, B. (2009). *Bright-sided: How the Relentless Promotion of Positive Thinking Has Undermined America* (pp. 177-194). New York: Metropolitan.
- *Stumbling on Happiness*, Chapter 5
Gilbert, D. (2006). *Stumbling on Happiness* (pp.106-119). New York: Vintage.
- How to pinch pennies in the right places
<http://www.nytimes.com/2016/02/14/upshot/the-rich-can-learn-from-the-poor-in-how-to-be-frugal.html?smprod=nytcore-iphone&smid=nytcore-iphone-share>
- Listen: Ted Radio Hour, April 4, 2014: The Money Paradox
<http://www.npr.org/programs/ted-radio-hour/295260995/the-money-paradox>

Individuals are bad at guessing what will make us happy in the future. Moreover, different individuals have different opportunities and capacities for making the choice to engage in happiness-boosting activities.



1. What is the paradox of choice and how can we use this information to boost our daily happiness?
2. What is the down side to positive thinking?
3. How does poverty impact one's one access to happiness-boosting activities?

Quiz 1

Opens on Canvas Thursday, February 2nd, at 10:00am and closes on Saturday, February 4th, at 3:00pm. Quizzes will draw mostly from readings, but lectures are also fair game.

Week 4: The Value(s) of Money: Thrift & Materialism

Tuesday, February 7 and Thursday, February 9

***Guest Speaker* Dr. Dee Warmath on Thursday, February 9th**

Required Readings:

- Selected Thrift Readings (On Canvas)
- *Generation WTF*, Chapter 6
Whelan, Christine B. (2011). *Generation WTF: From "What the #\$\$ &?" to a Wise, Tenacious, and Fearless You* (pp, 135-182). West Conshohocken, PA: Templeton.
- 30 ways to live more simply
<http://www.mindbodygreen.com/0-27830/30-things-ive-done-to-simplify-my-life.html>
- Why so many smart people aren't happy
Pinsker, J. (2015), *The Atlantic*
http://www.theatlantic.com/business/archive/2016/04/why-so-many-smart-people-arent-happy/479832/?utm_source=SFFB

Suggested Readings:

- *It's Not About the Money*, Intro and Chapters 1 & 2
Kessel, Brent. *It's Not about the Money: Unlock Your Money Type to Achieve Spiritual and Financial Abundance*. New York: HarperOne, 2008. pp 1-38.
- *168 Hours*, Intro & Chapter 1
Vanderkam, Laura (2010). *168 Hours: You Have More Time than You Think* (pp. 1-29). New York: Portfolio
- Yearning for Balance, *Selections*



We've learned that money and material goods don't always add up to more happiness. On the contrary, sometimes slowing down and living more simply can create the space to live well.

1. How have different people conceptualized the idea of thrift?
2. How do your individual values relate to thrift?
3. What is materialism – and how does that relate to well-being?
4. How can you apply ideas of thrift to your daily life?

The Big Picture Reflection

Due Thursday, February 9th by 12:00pm (noon)

Week 5: The Experience Economy

Tuesday, February 14 and February 16


***Guest Speaker* David Hilsheimer on Tuesday, February 14th**

Required Readings:

- The Experience Economy
Pine II, B.J. & Gilmore, J.H. (1998). Welcome to the experience economy. *Harvard Business Review*, 97-105.

- Designing Happiness
Wilson, M. (2016), Fast Code Design
<http://www.fastcodesign.com/3058237/innovation-by-design/how-to-design-happiness>
- Think Seriously about Spending for Play
Lieber, R. (2016), *The New York Times*
<http://www.nytimes.com/2016/01/02/your-money/think-seriously-about-spending-for-play.html>

Increasingly, our marketplace has started to focus on selling holistic experiences over material goods. Experiences are unique and engaging, and as such offer different benefits for our well-being than material goods.

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1. Why are experiences effective as a “product”?
 2. What is the “sweet spot” of experience – what components should quality experiences have?
 3. Is play important? Why or why not?

Week 6: The Conscious Consumer

Tuesday, February 21 and Thursday, February 23

***Guest speaker* Jerry O’Brien on Tuesday, February 21st**


Required Readings:

- *Happy Money*
Dunn, Elizabeth, and Michael Norton (2013). *Happy Money: The Science of Smarter Spending*. New York: Simon & Schuster.

Suggested Readings:

- The cheapest generation
Thompson, D. & Weissman, J. (2012), *The Atlantic*
<http://www.theatlantic.com/magazine/archive/2012/09/the-cheapest-generation/309060/>

Being a conscious consumer is more than just being thrifty – but it takes time and effort.

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1. What does it mean to be a conscious consumer?
 2. What are the 5 ways you can spend your money to maximize well-being?
 3. What is it about buying experiences that boosts happiness?
 4. What is prosocial spending and why is it important?

Week 7: Buying Happiness Online

Tuesday, February 28

- *Hacking Happiness, Chapters 1, 5 & 17*
Havens, J. C. *Hacking H(app)iness: Why Your Personal Data Counts and How Tracking It Can Change the World*. pp. 1-12, 50-66, 196-207.

- On Facebook Depression
Tracey, J. (2015), *Outer Places*
<https://www.outerplaces.com/science/item/10376-facebook-makes-you-unhappy-according-to-science>
- Clicks to Bricks: Online Retailers Find the Lure of a Store
Tim McKeough
http://www.nytimes.com/2016/11/11/style/clicks-to-bricks-online-retailers-find-the-lure-of-a-store.html?_r=2

Technology is increasingly being used to boost our mood. Think of happiness apps, feel-good videos, etc. But technology can also get in the way of our own happiness. It's also not particularly effective compared to other approaches for enhancing well-being.



1. How do you use technology in your daily lives to boost your happiness? Can you think of any examples?
2. What are some pitfalls of using technology, particularly to boost your happiness?
3. How does technology contribute to/take away from the things we've already learned as contributing to happiness and well-being?

Thursday, March 2: Exam 1 In Class

Week 8: Buying Happiness as Self-Help

Tuesday, March 7 and Thursday, March 9

Required Readings:

- Paperback Quest for Joy
Vanderkam, L. (2012), *City Journal*
<http://www.city-journal.org/printable.php?id=8567>
- *James Ray and the Dangers of Self-Help*
Whelan, C.B. (2009), *The Washington Post*
<http://www.washingtonpost.com/wpdyn/content/article/2009/10/23/AR2009102302411.html>

Suggested Readings:

- *Oracle at the Supermarket*, Chapter 1 & 2
Starker, S. (2002). *Oracle at the Supermarket: The American Preoccupation with Self-Help* (pp. 1-26). New Brunswick: Transaction Publishers.
- *Self-Help Reading as a Thin Culture*
Lichterman, P. (1992). "Self-help reading as a thin culture." *Media, Culture and Society*, 14 (pp. 421-447). London: Sage.
- SHAM, Chapter 4
Salerno, Steve. 2006. *SHAM: How the Self-Help Movement Made America Helpless* (75-

86). New York: Crown.

- *Life Strategies*, Chapter 1: Get Real
McGraw, P. (1999). *Life Strategies: Doing What Works, Doing What Matters*, (Chapter 1, pp. 11-32). New York: Hyperion.

Self-help is a huge industry in the United States. Self-help can be a powerful tool for individuals, but we must acknowledge that anything that has the power to transform our lives for the better can also be powerful enough to harm.



1. What exactly is self-help? Why is it so popular?
2. What qualities can turn self-help dangerous?
3. Who is susceptible to “extreme” forms of self-help?

Week 9: Happiness and Social Change

Tuesday, March 14 and Thursday, March 16

***Guest speaker* David Metler of EcoWell**

Required Readings:

- Small Change: Why the Revolution will not be tweeted
Gladwell, M. (2010), *The New York Times*
<http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>
- Social Change’s Age of Enlightenment
Bornstein, D. (2012), *The New York Times*
<http://opinionator.blogs.nytimes.com/2012/10/17/social-changes-age-of-enlightenment/>

Turning inward to improve yourself may take away energy from banding together to affect social change. But it doesn’t have to be a zero-sum game: True well-being comes by doing well for yourself AND doing good for others.



1. In what ways can you participate in social change today? How does that relate to your individual happiness?
2. What is the EcoWell initiative?
3. What is the ecological perspective of well-being? How can we consume happiness in ways that will include everyone?

•••• NO CLASS SPRING BREAK March 18-26 ••••

Week 10: Happiness and Identity Claims


Tuesday, March 28 and Thursday, March 30

***Guest speaker* Jessie Flugge from Marriot on Tuesday, March 28th**

Required Readings:

- *Bright Sided*, Chapter 2
Ehrenreich, B. (2009). *Bright-sided: How the Relentless Promotion of Positive Thinking Has Undermined America* (pp. 45-74). New York: Metropolitan.
- *The Secret*, Selected Chapters: “The Secret Made Simple” and “How to Use the Secret”
Byrne, R. (2006). *The Secret* (pp. 27-43 & 45-69). New York: Atria.
- Fight ‘The Power’: The Pseudoscience of the Secret
Chabris, C.F. & Simons, D.J. (2010), *The New York Times*
<http://www.nytimes.com/2010/09/26/books/review/Chabris-t.html>

Is there a “secret” to happiness? Consuming meaningful experiences – or creating them from your own internal energies?

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1. What is The Secret? What are the persuasive strategies used to convince consumers?
 2. What is the role of work when it comes to positive thinking?
 3. How do the experiences we chose to engage in relate to our presentation of self?

Week 11: Happiness and Relationships: Money Talks

Tuesday, April 4 and Thursday, April 6

Required Readings:

- Listen: Freakonomics: Diamonds are a Marriage Counselor’s Best Friend
<http://freakonomics.com/2015/04/16/diamonds-are-a-marriage-counselors-best-friend-a-new-freakonomics-radio-podcast/>
- Maintaining Relationship Equality When Your Partner Earns More
Zimmerman, K.J. (2013), *Your Tango*
<http://www.yourtango.com/2013197284/marriage-educator-best-way-handle-finances-when-married/>
- Love and Money
Singletary, M. (2006), *The Washington Post*
<https://www.washingtonpost.com/archive/business/2006/02/05/love-and-money-span-classbankheadwell-before-for-richer-or-poorer-you-need-to-talk-about-fiscal-fidelityspan/fdc3d5e1-c9b4-480d-b655-8d210dc60851/>
- The U.S. Economy Does Not Value Caregivers
Slaughter, A.M. (2014), *The Atlantic*
<http://www.theatlantic.com/business/archive/2014/01/the-us-economy-does-not-value-caregivers/282887/>

- The Plight of Single Moms – and the Policies That Would Help
Khazan, O. (2014), *The Atlantic*
<http://www.theatlantic.com/business/archive/2014/01/the-plight-of-single-moms-and-the-policies-that-would-help/283037/>

Suggested Readings:

- *Two Classes in America, Divided by 'I Do'*
DeParle, J. (2012), *The New York Times*
http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html?_r=0
- *The Politics of Happiness, ch. 8*
Bok, D.C. (2010). *The Politics of Happiness: What Government Can Learn from the New Research on Well-being* (pp.139-55). Princeton, NJ: Princeton UP.
- It Isn't About the Trash Can
Whelan, C.B. (2008), *The Washington Post*
<http://www.washingtonpost.com/wp-dyn/content/story/2008/11/10/ST2008111002423.html>
- *Men are from Mars, Women are from Venus*, Chapters 1, 2 & 3
Gray, J. (1992). *Men are from Mars, Women are from Venus* (pp. 9-41). New York: Harper Collins.
- *The Rules*, select chapters
Fein, E. & Schneider, S. (1995). *The Rules: Time-Tested Secrets for Capturing the Heart of Mr. Right*. New York: Warner Books.
- *The Code*, select chapters
Penn, N. & LaRose, L. (1996). *The Code: Time Tested Secrets for Getting What You Want From Women Without Marrying Them!* (pp. 31-59). New York: Fireside.
- Financial Harmony: A key component of successful marriage relationships
Washburn, C. & Christensen, D. (2008). *The Forum for Family and Consumer Issues*, 13(1).
<https://ncsu.edu/ffci/publications/2008/v13-n1-2008-spring/Washburn-Christensen.php>

Money is one of the leading causes of enduring conflict in relationships, particularly because it's not solely about the money but the meaning behind what money represents. In order to avoid conflict, communication is essential.



1. How does your personal history with money impact your relationships? Examples?
2. Money is related to power. How has the influence of money within relationships and dating changed over time?
3. How do your values align with your spending?

Quiz 2

Opens on Canvas Thursday, April 6th, at 10:00am and closes on Saturday, April 8th, at 3:00pm.
Quizzes will draw mostly from readings, but lectures are also fair game.

Week 12: Selling Faith

Tuesday, April 11 and Thursday, April 13

***Guest speaker* from Thrivent Financial on Tuesday, April 11th**

Required Readings:

- The Power of Positive Thinking, *Selections: Introduction and Chapter 1*
Peale, N.V. (1952). *The Power of Positive Thinking* (pp. vii-19). New York: Simon & Schuster (1967 British Edition).
- *Bright Sided*, Chapter 5
Ehrenreich, B. (2009). *Bright-sided: How the Relentless Promotion of Positive Thinking Has Undermined America* (pp. 123-146). New York: Metropolitan.
- *The Purpose Driven Life, Selections: Introduction and Days 1, 2 & R*
Warren, R. 2002. *The Purpose Driven Life* (pp. 9-35). Grand Rapids, Mich.: Zondervan.
- Death, The Prosperity Gospel and Me
Bowler, K. (2016), *The New York Times*
<http://www.nytimes.com/2016/02/14/opinion/sunday/death-the-prosperity-gospel-and-me.html>

Religion is a very natural extension of self-help, as we are often seeking to understand things outside of ourselves as we look for purpose and meaning. However, religious self-help can very easily slip into extremism, particularly when it targets those who are already struggling.



1. Do you buy the messages in “The Power of Positive Thinking”? Why or why not?
2. What are the prosperity gospels? Why are they problematic?
3. How does positive attitude, religious belief, and a desire to improve relate to one another?

Experiential Reflection

Due Thursday, April 13th by 12:00pm (noon)

Week 13: Feeding the Body & Soul

Tuesday, April 18 and Thursday, April 20

***Guest speaker* Dr. Corrie Norman on Tuesday, April 18th**

Required Readings:

****READ REFLECTION PROMPT** before Tuesday’s lecture to be prepared for the guest speaker.**

- Food and Diet
Norman, C.E. (2010). In *Encyclopedia of Religion in America* (Eds., 2; pp. 852-862). Washington, D.C.: CQ.

- *The Weigh Down Approach*
Shamblin, G. (2002). *The Weigh Down Diet* (pp. 1-11). Colorado Springs: Waterbrook.

Suggested Readings:

- *God of Thinness*, Introduction and Chapter 1
Bringle, M.L. (1992). *The God of Thinness: Gluttony and Other Weighty Matters* (pp 9-52). Nashville: Abingdon.
- *The Subtle Body*, Chapter 12
Syman, S. (2010). *The Subtle Body: The Story of Yoga in America* (pp. 256-67). New York: Farrar, Straus & Giroux.

Food is not just about food, but it is about community and the meaning behind food.



1. What are foodways and why are they important?
2. What is the connection between food and religion?
3. How have ideals about food and body image influenced the dieting self-help industry?
4. What are some of the dangers of connecting religion to consumption and dieting?
5. When health fads become popularized, what kinds of meaningful aspects can we lose along the way?

Week 14: Happiness and Success: Impression Management

Tuesday, April 25 and Thursday, April 27

***Guest speaker* Saeid Fard of Sokanu**

Required Readings:

- *How to Win Friends and Influence People*, selected chapters
Carnegie, D. (1936, 1964). *How to Win Friends and Influence People* (pp. 17-29 & 47-60). New York: Simon & Schuster.
- Self and Identity
McAdams, D.P. (2017). In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF Publishers. DOI: nobaproject.com
<http://nobaproject.com/modules/self-and-identity>
- *A Roundabout Path to Self-Help*
Whelan, C. B. (2013), *The Chronicle Review*
<http://chronicle.com/article/how-he-won-friends-and/143275>

Suggested Readings:

- *The 7 Habits of Highly Effective People*, “Inside Out”
Covey, S.R. (2005). “Inside Out” in *The 7 Habits of Highly Effective People*. London: Simon & Schuster.

- *Winning Through Intimidation, Chapter 3, “My Undergraduate Days”*
Ringer, R. (1973). “My Undergraduate Days at Screw U” in *Winning Through Intimidation* (pp. 45-62). Greenwich: Fawcett Crest

The ways in which we present ourselves to the outside world can have a huge impact on our experiences and success.



1. How does Carnegie suggest you get people to like you?
2. What are some ways that you manage your presentation in daily life?
3. How does technology impact the ways we now present ourselves to the outside world?

Week 15: Gratitude, Mindfulness & Consuming Happiness

Tuesday, May 2

Required Readings:

- The Selfish Side of Gratitude
Ehrenreich, B. (2015), *The New York Times*
<http://www.nytimes.com/2016/01/03/opinion/sunday/the-selfish-side-of-gratitude.html>
- Mindfulness articles, *Selections*
Moore, S. (2014). Mindfulness is all about the self-help. It does nothing to change an unjust world. *The Guardian*. Retrieved from:
<https://www.theguardian.com/commentisfree/2014/aug/06/mindfulness-is-self-help-nothing-to-change-unjust-world>

North, A. (2014). The mindfulness backlash. *The New York Times*. Retrieved from:
<http://op-talk.blogs.nytimes.com/2014/06/30/the-mindfulness-backlash/>



Over the course of the semester we’ve talked about happiness and the many ways in which we use the market economy successfully (and unsuccessfully) to boost our happiness. We know that purpose and meaning are prosocial – gratitude and mindfulness are important. But as those concepts have been “marketed” and popularized, critics worry we have lost the essence of true well-being.

1. What is gratitude? What is mindfulness?
2. What are the positives and negatives of “consuming” concepts of mindfulness and gratitude?
3. How can social justice approaches to mindfulness and gratitude combat the criticisms of these concepts as inward-focused personal improvement?

Ecowell Group Projects
Due in Discussion Section

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Thursday, May 4: Exam 2
In Class