



InterHE: 201
**Belonging, Purpose &
the Ecology of Human Happiness: EcoYou**

Fall 2016

From the microbes that inhabit our guts to political revolutions sparked by a tweet, human lives are embedded in an ecology of complex, interdependent systems. Using the lens of Human Ecology and insights from research and scholarship, this course will explore opportunities and constraints for individual and shared flourishing.

Human Ecology is a systems approach to studying and understanding relationships between humans and their natural, built and social environments. It is a civic and socially conscious orientation that is committed to understanding and improving the quality of human lives. A human ecological perspective is inherently interdisciplinary, drawing on research, theories, and methods from diverse fields such as sociology, psychology, anthropology, economics, public health, biology, and art and design.

In this course you will learn about and apply this human ecological perspective to your own life by integrating academic knowledge with “real and relevant” life issues including:

- The Need to Belong and Social Power
- Purpose, Meaning and Vitality
- Stress, Mindfulness and Awareness
- Social Identities
- Space, Place and Purpose
- Democracy, Organization and Civil Society
- Prosocial Spending and the Conscious Consumer
- Environmental Well-being and Consumption

Over the course of the semester, you will address “big questions” like: Who am I? What is my passion and purpose? Where do I belong? How am I connected to others and to larger systems? And what brings well-being and works for the “greater good” in human lives?

An overarching goal of the course is to help you understand yourself as embedded in a web of ever-evolving inter-connected networks, an “EcoYou.” The course will help you integrate academic content with your own personal life and give you tools for success in college, career, and life.

Your Instructional Team		
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Seminar 301 in 1125 NNH	Seminar 304 in 2255 NNH Seminar 305 in 1125 NNH	Seminar 302 in 4198 NNH Seminar 303 in 2255 NNH

*NNH = Nancy Nicholas Hall, 1300 Linden Drive

Course Structure and Format

Lecture. Everyone in the course shares a Tuesday lecture (11:00-12:15) in room 2235 NNH.

Online Course Materials. This course is being taught as a hybrid or blended format that combines classroom and online activities to promote active and collaborative learning. The goal is to enhance your learning experience by using multiple communication channels and giving you more control of your time. We will determine what activities are best delivered face to face and what activities are best delivered online.

Seminar. We will meet in five different Seminars (“discussion sections” in the timetable) on Thursdays. Our seminars will be focused on processing and critically considering new ideas, seeing them from different perspectives, and incorporating them into our broader understanding of the world. The vitality and usefulness of the seminars will depend on your active participation, your consistent and thorough reading/viewing of the assigned material, and your willingness to share your reactions and thoughts in class. Each week you will need to have completed all of the required readings/activities, be ready to participate in class discussions, and share knowledge with one another in a respectful and exploratory manner. You will be asked to be an active learner and an engaged collaborator in not only your own learning experience, but in the experiences of your peers.

Learning Objectives

Using principles of liberal arts education and high impact educational practices, this course is designed to create an educational experience for students that meets multiple aspects of [UW Madison's Essential Learning Outcomes](#) (ELO). The course is designed to foster academic engagement, to consider ‘Big Questions,’ and to promote social scientific knowledge as well as personal, intellectual, practical and ethical skills. Overall, after taking this course, you will be able to:

- Articulate the Human Ecology perspective and critically analyze the reciprocal relationships between people and their natural, built, and social environments;
- Identify individual-level and society-level factors and mechanisms that reliably predict well-being, including social power, availability of resources and the choices we make as individuals and as a collective;
- Articulate your personal ecology, how it impacts your well-being, and how you can impact your ecology.

Course Schedule and Topics Covered

The course is divided into two units, with the first focusing on the foundations and internal opportunities and constraints for well-being, and the second exploring the external causes and constraints for well-being. A more detailed version of the schedule is available on the Canvas site. Below is a general overview.

EcoYou Fall 2016 Course Schedule At-a-Glance			
	Unit and Topic	Lecture	Seminar
UNIT 1: Foundations and Internal Causes of Well-Being			
Week 1	Introduction to Course	T 9/6	R 9/8
Week 2	The Science of Human Happiness: Opportunities & Constraints	T 9/13	R 9/15
Week 3	Purpose and Meaning	T 9/20	R 9/22
Week 4	SPACE, vitality, body and soul	T 9/27	R 9/29
Week 5	Stress, Coping and Awareness	T 10/4	R 10/6
Week 6	Emerging adulthood, social identities, and social power	T 10/11	R 10/13
	EXAM 1	T 10/18	
UNIT 2: External Causes of Well-being			
Week 7	Social Life on Campus: Party Aides		R 10/20
Week 8	Democracy, Organization, and Civil Society	T 10/25	R 10/27
Week 9	Human Relationships: Belonging, Attachment & Intimacy Evicted Author Matthew Desmond Speaks: Nov. 1 at 7 p.m.	T 11/1	R 11/3
Week 10	Human Relationships: Hooking Up, Sex & Sexual Politics U.S. General Election: Nov. 8 (Polls Open 7 a.m. - 8 p.m.)	T 11/8	R 11/10
Week 11	Space, Place, and Purpose: Evicted	T 11/15	R 11/17
Week 12	Gratitude (online unit - Happy Thanksgiving!)	T 11/22	
Week 13	Prosocial Spending and the Conscious Consumer	T 11/29	R 12/1
Week 14	Human Ecology and Flourishing: Your Big Picture at UW-Madison	T 12/6	R 12/8
Wrapping Up: Integrating Your Big Picture: Ecology in Action			
	EXAM 2	T 12/13	
	Final Seminar and Integration		R 12/15

Note: The course schedule is subject to change.

Class Communication and Course Management Software

Canvas through the Learn@UW will be used to deliver course materials, announcements, assignments, grades and much more. Some of the course materials that you will interact with use Google applications. You will need to access these Google apps through your UW Google apps account. If you have not activated your UW Google apps account, you can find more information in the [UW Knowledge Base Google Apps Section](#). Electronic requests to access course materials from other Google and Gmail accounts will not be granted, so please do not make them.

It is your responsibility to become familiar with the site and to follow announcements from the home page.

To assure that you receive announcements, please sign up to receive email notifications through your Canvas account in Learn@UW. You can do this by logging in to Learn@UW and navigating to EcoYou's Canvas page. Click on Account, then Notifications. On that page, choose how often you would like to receive the specified notifications.

All course tools are supported by UW-Madison Division of Instructional Technology (DoIT). If you are having problems with any aspect of the course software, call the help desk for assistance at 264-HELP, email help@doit.wisc.edu or use the [chat feature](#). If there is a problem they cannot resolve, then please contact your seminar instructor.

Readings and Other Course Materials

Required books are available for purchase at the University Bookstore and on reserve at College Library in Helen C. White.

- Lyubomirsky, S. (2008). *The How of Happiness: A New Approach to Getting the Life You Want*. Penguin Books.
- Strecher, V.J. (2013). *On Purpose: Lessons in Life and Health From the Frog, The Dung Beetle, And Julia*. Dung Beetle Press.
- Whelan, C. B. (2016). *The Big Picture: A Guide to Finding Your Purpose in Life*. Templeton Press.

Additional readings and multimedia resources will be available through course content on the Canvas site.

Course Requirements and Learning Assessments

Attendance and Participation: You are expected to attend every lecture and every seminar for the entire period. If you must miss a lecture or seminar or leave early, please contact your seminar instructor as soon as you are aware of your need to be absent. Missing more than a couple of meetings during the semester will be acceptable only in cases of extended, sustained, hardships that you have communicated to your instructor. If you must miss lecture or seminar, it is your responsibility to get updates and notes from a classmate.

You are also expected to actively and respectfully participate in discussions and activities in lecture and seminar. The vitality of the class depends on your active, engaged participation. We expect thoughtful, well-organized contributions to class dialogue that demonstrate evidence of your engagement with course material and the ideas of your classmates. This includes demonstrating that you have read the required readings prior to lecture and seminar. It also includes demonstrating the ability to understand and evaluate different or opposing perspectives

respectfully and dispassionately. Additionally, points may be subtracted for a pattern of disengagement and for unexcused absences.

Learning Activities: Learning Activities (LAs) reinforce and apply course content, as well as encourage you to critically explore your identities, strengths, values, purpose in life, actions, and context you live in. There are five LAs this semester: Diversity Dialogues (Various dates), Social Identity Profile (Week 6), Op-Ed assignment (Week 8), Snoop Yourself (Week 11) and Track your Spending (Week 14). Details about these assignments will be posted on Canvas.

Exams: Each of these exams will draw from the readings, videos, lectures, and in class activities/discussions. Each exam will include multiple choice, definitions and short answer questions. Make-up exams will be held only in cases of extenuating circumstances and require prior approval.

Big Picture Paper: You will write one 5-page paper, a mix of a reflective essay and academic exercise, intended to help you develop and demonstrate your self-knowledge, as well as your application of course concepts. More information about this paper, due dates and specific grading criteria will be posted on Canvas.

Summary: Grading Weights for Course Components and Course Grading Scale

Component	Percentage of Grade
Learning Activities	10%
Quizzes	10%
Exam 1	20%
Exam 2	30%
Reflection Paper	15%
Participation	15%
TOTAL	100%

Letter Grade	Percentage of Points
A	92% or above
AB	87% -91%
B	82% -86%
BC	77% - 81%
C	65%-76%
D	55%-64%
F	less than 55%

Weekly Schedule

UNIT 1

(We will release Unit 2 prior to Exam 1.)

Week 1 – Introduction to the Course

September 6 – 9

Readings for lecture (9/6):

- Syllabus
- Readings for seminar (9/8):
- *The Big Picture*: Preface, Chapter 1, and Chapter 2 (p ix to 17)
- You will receive a copy of this book on the first day of class; in the meantime, you can access the preface and Ch. 1 [here](#).
- [Prologue to Human Ecology](#) and [Human Ecology an Evolving Discipline](#) (pp) from *Understanding Human Ecology: A systems approach to sustainability*
- Pre-survey so we can get to know you
- Complete and Retain Score from the Oxford Happiness Questionnaire, reprinted in the *How of Happiness* (pp. 84-86), [PDF version](#) or [online version](#).

Assignments:

- Practice quiz (Due Wednesday, 9/7, 10pm)

Key terms and concepts: Human ecological perspective; EcoYou; Growth vs Fixed mindset; Blended learning; Purpose mindset; Interconnectedness

Week 2 – The Science of Human Happiness: Opportunities and constraints

September 12 – 16

Readings for lecture (9/13):

- Read *The How of Happiness*, pp. 1-5, pp. 20-24 and pp. 42-68
- [Flourish](#), pp. 13-29, "What is Well-Being"
- Watch [this](#) brief video on the philosophy of the "good life."

Readings for seminar (9/15):

- Watch the Happy movie [online](#) (rent is \$2.99; also available on google play, netflix, etc.). As you watch, pay attention to what brings the main characters happiness: What role do money and material things play? Be prepared to discuss your impressions and reactions to the film in your seminar.

Assignments:

- Quiz 2 (Due Wednesday, 9/14, 10pm)

Key terms and concepts: Positive psychology; Happiness; Well0Being Theory; 40 percent solution; Happiness set point; Intentional living; Hedonic adaptation; Constructs and measuring happiness; Eudaimonic and Hedonic happiness; PERMA as the elements of well-being

Week 3 – Purpose and Meaning

September 19 – 23

Readings for lecture (9/20):

- Read and take notes on the graphic novel *On Purpose: Lessons in Life and Health from the Frog, the Dung Beetle, and Julia*.
Be sure to read the footnotes!

Readings for seminar (9/22):

- *The Big Picture*, Chapters 3-5 (pp 27-84); all exercises

Assignments:

- Quiz 3 (Due Wednesday, 9/21, 10pm)

Key terms and concepts: Purpose; Core values; Goals; Ego (and its walls); defensiveness and standard defensive reactions; Self-transcending and self-enhancing values; Health, Longevity, Life Satisfaction; Prosocial behavior; Talents, strengths, skills

Week 4 – SPACE: Vitality, Body, and Inner Being

September 26 – 30

Readings for lecture (9/27):

- Learn about Prof. Stretcher's idea of SPACE, and consider a free app to help you track how you're doing in these well-being categories on his [website \(Links to an external site.\)](#).
- [How Sleep Became a Social Justice Issue](#)
- [Closest Thing To a Wonder Drug? Try Exercise](#)
- 23 ½ hours [Illustrated Lecture](#)
- Listen to Elizabeth Gilbert's "Where Does Creativity Come From" segment (or, all of these segments, since they are all terrific!) in this TED RadioHour on [The Source of Creativity](#)
- [BuzzFeed List of Eating Healthy in College](#)

Readings for seminar (9/29):

- How of Happiness, Ch 9 "Taking care of your body and soul" (pp. 227-254)

Assignments:

- Quiz 4 (Due Wednesday, 9/28, 10pm)

Key terms and concepts: SPACE; Sleep poverty and its relation to inequality; Time theft; Exercise and Moderate intensity exercise; The "miracle cure", Creativity; Flow; Vitality

Week 5 – Stress, Coping, and Awareness

October 3 – 7

Readings for lecture (10/4):

- How of Happiness, Ch. 6 “Managing Stress, Hardship, and Trauma” (only pp 150-168) AND Ch. 7, “Living in the Present” (pp 180-204)
- [Definition of Mindfulness](#)
- Read and watch [My Trouble with Mindfulness](#) (this article contains 5 videos, but only the first TWO are required -- Kabat-Zinn: What is Mindfulness, and Goleman: Focus and Compassion)

Readings for seminar (10/6):

- [How to Make Stress Your Friend](#) TED talk

Assignments:

- Quiz 5 (Due Wednesday, 10/5, 10pm)
- Social Identity Profile (Due Friday, October 7, midnight)

Key terms and concepts: Stress; Hardship and Trauma; Problem-focused and Emotion-focused coping; Post-traumatic growth; Mindfulness; Evidence to support mindfulness; Arguments against mindfulness; Savoring; Interoception; Focus; Compassion; Resilience; Stress response

Week 6 – Emerging Adulthood, Social Identities, and Social Power

October 10 – 14

Readings for lecture (10/4):

- [Emerging Adulthood](#)
- [Who Am I? Race, Ethnicity, and Identity](#) (31 pages)
- Read and watch [My Trouble with Mindfulness](#) (this article contains 5 videos, but only the first TWO are required -- Kabat-Zinn: What is Mindfulness, and Goleman: Focus and Compassion)
- [Noba Module: Prejudice, Stereotyping and Discrimination](#)

Readings for seminar (10/6):

- Watch [What is privilege?](#)
- Review this complete list of [Questions used in the privilege exercise](#). As the video illustrates, some people experience a great deal more privilege than others. Our social world and social selves are complex, and privilege, when you have it, is often unconscious. This video documents an exercise that makes privilege explicit.)
Privilege: Unearned advantages, access, or protection from experiencing hardships in life.

Assignments:

- Quiz 6 (Due Wednesday, 10/5, 10pm)

- Snoop Yourself (Due Thursday, 10/13, midnight)

Key terms and concepts: Power to tell the/a story of someone else; Emerging adulthood; Identities (Social/Personal, Dynamic/Fixed, Race/Ethnicity); Affluence; “Doing Race”; Schemas; Social-Identity-Behavior cycle; Independent versus Interdependent model of self; Stereotype threat; Different kinds of bias; Social identity theory; Privilege (awareness of yours and others’); Passions, interests, career aspirations; Purpose-based commitments; Vision and purpose; Identity claims; Behavioral residue; Feeling regulators; Impression management

(We will release Unit 2 prior to Exam 1.)

“Ground Rules” and Policies

Late Submissions: Partial points may be earned for late Learning Assessments up to 2 weeks after their due date. However, usually no more than 50% of the possible points for the assignment can be earned (an exception is being made for the first assignment, “Meet Your Seminar Mates” and first quiz).

Scheduling, activities, and keeping up with changes: The class schedule is subject to change; any changes will be announced in class and posted to Canvas. It is your responsibility to follow all class communications. If observance of a religious holiday conflicts with the required exercises/exams, contact your instructor as early as possible but at least 2 weeks prior to the conflict so that accommodations can be made.

Workload Expectation: As expected for any 3 credit class, you should count on committing 3 hours per week to in-class and instructor supervised activities and an additional 6 hours on your own (completing assignments, meeting with classmates, reading material, writing etc.).

Our classroom learning environment: Much of what you learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct collectively. Each student is a valued member of the course and is expected to attend each class and actively engage in discussions. Please be respectful of other people’s opinions and be prepared to share your knowledge with us. We expect everyone to listen respectfully and attentively while others are talking. Some of the topics covered in this class may spark strong opinions and challenge your or your classmates’ values. We encourage all students to share their thoughts and opinions, regardless of how “popular” they may be. As such, it is important that we all respect each others’ ideas, and that we respect each other as diverse and unique individuals.

Seminar Group Agreements: Sharing thoughts and reflections can feel like a big risk, particularly regarding the sorts of topics we will be covering in this class. As such we will be taking time to set the tone and expectations for productive community learning. Baseline expectations we invite in all seminar groups include: (1) finding a balance between taking chances at sharing your opinions and making space for others to do so; (2) showing compassionate respect for other opinions, even if they run counter to yours; and (3) holding personal information shared in the discussion confidential.

Accommodations 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

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://www.students.wisc.edu/doso/academic-integrity/>.

The University takes plagiarism and all forms of misconduct seriously, and penalties can be severe. When writing at the college level, including for assignments in this class, you must take responsibility for [avoiding plagiarism](#) and properly paraphrasing and crediting source material. For an overview, see http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf

Each instance of academic misconduct will be investigated following University procedures. Appropriate penalties may range from a reduced grade on a redone assignment to suspension or expulsion from the University. Detailed procedures are found at <http://students.wisc.edu/saja/misconduct/misconduct.html>

Student Success

Success in college is about both academic and personal and interpersonal success. We care about your success in college and beyond and have prepared a guide to [Campus Resources for Student Success](#) covering personal/emotional health and wellness resources to resources for academic skills and careers. Over the course of the semester, we will focus on some of these skills more explicitly in relationship to our course content.

This course material can get "personal." Some of the material in this class may provoke feelings about your life, your family, your intimate relationships. And many students experience stress during the first year of college. Stuff happens. If you are having any non-academic problems (e.g., financial, individual, relational) that are interfering with your work as a student, remember that there are many resources available both on and off campus to help you. The [Dean of Students Office](#) is available to assist UW-Madison students. In addition, [University Health Services](#) provides extensive support, including [counseling](#) for mental health and relationship concerns. Your instructor is of course there to help you-- contact them and they will try to find you the right kind of support for your issue. If you'd like to get support off-campus, consider [Journey Mental Health Center](#).

Our statement of commitment to student success: If you are struggling with any aspect of this course, please let one of us know. We will do everything we can to try and help you be successful in this class. We are readily available by email and encourage you to email us for clarification on anything. We are also available to meet with you, just contact us to schedule an appointment.

If you are having any non-academic problems (e.g., financial, individual, relational) that are interfering with your work as a student, remember that there are many resources available both on and off campus to help you --and that we are there for you too. See [Campus Resources for Student Success](#) and don't hesitate to contact your instructor for additional help or referral.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. UHS is here to help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Sexual Assault

Experiences of sexual assault, dating/domestic violence, sexual harassment, and stalking can undermine students' academic success. UW-Madison is committed to fostering a safe, productive learning environment and offers a variety of resources and options for students impacted by violence. Students can contact University Health Services End Violence on Campus (EVO) for confidential support and information about resources and options. Learn about the free, confidential services available on campus and in the community by visiting www.evoc.wisc.edu.

Hate and Bias Incidents

We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

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/reporthate. 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.

For more information, support, and resources regarding addressing hate and bias on campus, please visit www.students.wisc.edu/reporthate.

Welcome to EcoYou

We sincerely hope that this class will be an exciting, engaging, challenging, and rewarding intellectual experience for you!