

**Department of Psychology****PSY 4020-2****Pursuing Goodness:
The Science of Moral Change
4 Units**

Spring, 2020

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| Meeting days: Tuesday & Thursday | Instructor: Dr. Ross Oakes Mueller |
| Meeting times: 10:00-11:45am | Phone: (619) 849-2905 |
| Meeting location: Evans Hall – Room 121 | E-mail: RossOakesMueller@pointloma.edu |
| Credit Hours: 4 Units | Office hours: Click Here to Schedule |
| Final Exam: Tuesday, May 5 th , at 10:30am | Office Location: Culbertson 213 |

**PLNU Mission
To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This course surveys some of the latest findings in positive and moral psychology that concern how we live a good life in the world with others. It addresses three perennial questions about psychological and relational well-being: What makes a “good life” *good*? How do persons “change” for *good*? And: What makes a “good relationship” *good*? It examines theory and research in two rapidly expanding psychological literatures: the science of a meaningful life and the science of love and virtue. Beyond that, the class is designed to provide you with the opportunity to actually practice some of the habits that can induce character growth.

The purpose of each class session is to highlight selected topics from the required readings, to supplement this material with related ideas, and to provide a chance for practical in-class application. *Students are responsible for all assigned readings, whether or not discussed in class. Each student is expected to have read the assigned reading for class discussion (course Schedule below), and be prepared to think together about the reading in class.*

COURSE LEARNING OUTCOMES

Students will be able to . . .

- Summarize various models of well-being that vie for attention in popular and religious culture;
- Describe key ingredients of a meaningful life as discussed in contemporary positive and moral psychology;
- Describe some of the principles and practices of character change as offered in contemporary psychology;
- Describe four essential virtues that facilitate mature love as understood in the new science of love and virtue;
- Describe the meaning of moral maturity in light of the Judeo-Christian concept of love, especially as envisioned in the Wesleyan theological tradition

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS/MATERIALS*Primary Texts*

Haidt, J. (2006). *The Happiness Hypothesis*. New York: Basic Books.

Lewis, T., Amini, F., & Lannon, R. (2007). *A general theory of love*. New York: Vintage.

Supplemental Articles

University Reader (Purchased on-line or at PLNU Bookstore)

CANVAS (Course Management System)

We will be using Canvas this semester. Canvas can be accessed via <http://canvas.pointloma.edu>. You will see the welcome screen and a login button. You will need your username/password before you can proceed to log in. If you don't know your username/password, please contact the help desk for assistance. Select the login button to proceed to the login screen. At the login screen, enter your username/password.

COURSE GRADING/EVALUATION**A. Reading/Listening Quizzes (5%)**

On three days in the semester there will be a short quiz (10 pts). These quizzes are a very important portion of your grade and are designed to help you prepare for class discussion. They also provide one record of your attendance. If you miss class (unexcused absence) you may not make-up the quiz. If you miss class (excused absence), you may make-up the quiz within *three (3) days*. **No credit will be given past three days.** Lowest quiz score will be dropped.

B. Vocation Assignment (10%)*Two Part Assignment*

- **Vocational Paper:** 3 to 4 Page (double spaced) paper. The purpose of the paper is to reflect on your vocational plans after you graduate from PLNU. Discuss the following in your paper:
 - What are your career goals? Where do you see yourself in 5 years? In 10 years?
 - Choose one career to focus on.
 - Does this career require attending Graduate School? If so, what type of program are you considering? And why?
 - With the career you are choosing, what is the process to obtain a job in that field? What is the typical salary based on your expected education level?
- **Vital Engagement in a Vocation Video:** Using the assigned readings (Happiness Hypothesis, Ch. 10), readings available online (“Stop trying to ‘find meaningful work (and create it instead)’”; and “A Deceptively Simple Way to Find More Happiness at Work”) and the podcast (“The Perils of Following your Career Passion”), record a two-minute long video answering the following question: **What is one or more ways that you will create or maximize vital engagement in your chosen career path?** For this assignment, you will be graded both on the CONTENT of your video, and on your Oral Presentation Skills. See assignment description on Canvas for more details and for rubric.

C. “Good Life” Project (Senior Capstone Project) (35%)

Discussed extensively in class; Rubric distributed in class.

D. Homework (10%)

At multiple points throughout the semester, you will be asked to either read, watch, or listen to a piece of media, and then to relate it to the readings you have completed for the course. See specific descriptions of each assignment on Canvas.

E. Good Life Survey, or alternate assignments (5%)

At four points throughout the semester you will be asked to answer survey questions about your thoughts, experiences, and relationships. The purposes of this survey are twofold: 1) for you to track your own growth with respect to the concepts discussed in class, and 2) for me to evaluate how well the course serves to promote your growth. At the end of the semester, my hope is to give you access to the results of your surveys so that you can better understand how you have grown, and what areas to continue focusing on after the class ends. My hope is to also use this information to help me revise the class for future years. If you do complete the survey, **you have the option of either allowing me to use your responses** to see how the class performed as a whole (you would never be identified by name), **or you can choose to have your responses removed** from the bigger set of data (you would still receive the same feedback on your growth). **However, you are not required to complete these surveys. If you choose NOT to complete the survey, you can instead complete a two page reading response for each survey (for a total of four reading responses throughout the semester).** If you choose this option, still click on the link to the survey, but indicate on the survey that you are choosing NOT to answer the questions, and you will be taken to the end of the survey.

F. Attendance (10%)

Additionally, several times in the semester you will receive “credit” (points) for your attendance on non-quiz days. You are encouraged NOT to miss these points as they may have a substantial impact on your final grade (approximately 5-10%).

G. Final Exam (25 %)

Final in-class essay (TBD).

Please Note: In order to “pass” the course, the Good Life Project and Final Exam must be completed with a passing grade. In addition, you must pass the attendance requirement as outlined below.

Grading will be in accordance with the Department of Psychology's grading procedures for upper division courses (i.e., the use of z-scores). Your grade will be based on your overall percentage or your z-score: whichever is higher.

DEPARTMENT FACULTY NORMAL CURVE GUIDES

| Z Score | | | | | Percentage Score | |
|---------|--------|--------|-------|-------|------------------|--------------|
| A | 1.33 | 0.0918 | 9.2% | | A = | 93-100% |
| A- | 1 | 0.1587 | 6.7% | 15.9% | A - | 90-92% |
| B+ | 0.67 | 0.2514 | 9.3% | | B + | 88-89% |
| B | 0.33 | 0.3707 | 11.9% | | B | 84-87% |
| B- | 0 | 0.5 | 12.9% | 34.1% | B - | 80-83% |
| C+ | -0.33 | 0.6293 | 12.9% | | C + | 77-79% |
| C | -1 | 0.8413 | 21.2% | | C | 70-76% |
| C- | -1.33 | 0.9082 | 6.7% | 40.8% | C - | 65-69% |
| D+ | -1.67 | 0.9525 | 4.4% | | D + | 62-64% |
| D | -2 | 0.9772 | 2.5% | | D | 55-61% |
| D- | -2.33 | 0.9901 | 1.3% | | D - | 50-54% |
| F | <-2.33 | 1 | 1.0% | 9.2% | F | 49% or below |

A minimum of 50 % is needed to pass the course.

ATTENDANCE/MAKE-UPS/OTHER POLICIES

Please come to class. When you are not present and participating, the class dynamic changes. More than that, this course is based on the research finding that much of who we are and what we do is habitual, ingrained by habit. Indeed, much of what we will do in class involves learning and practicing these habits. As such, *the in-class exercises constitute a critical component of your learning in this class*. That is why the PLNU attendance policy will be strictly followed. This attendance policy is specified in the University Catalog. Please note the following key points and elaborations of the attendance policy.

- PLNU Attendance and Participation Policy: "Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings (2 classes or more), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (3 classes), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog."
- "There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost."
 - You are not excused for being ill. Illness does not comprise an excused absence. You are not excused from class if you have a Doctor's appointment. You are not excused from class if you have a Doctor's excuse. The University

allows you four absences for these (and other) situations outside your control.

- University-sponsored activities that are approved in writing by the Provost usually are for NAIA events for student athletes and occasionally field trips for other PLNU courses.
- When you are **absent** in this class **three times** (for any cause), a Notice of Deenrollment will be sent to the Vice Provost for Academic Administration. Your **fourth** absence will result in deenrollment.
- Save your absences for situations that are outside of your control. Do not consider your allowable absences as the number of times that you can miss class without being deenrolled. If you become ill after you used your allowable absences you will be deenrolled from the course.
- If you need to miss a test for any reason, you will need to notify the professor **prior** to the examination for consideration to be administered a make-up test (if you fail to do so you may receive a 0% on the test). If a make-up test is administered there will be a 10% penalty (unless the absence is associated with a University-sponsored activity that is approved in writing by the Academic Provost)
- Part of good paper-writing is effective time-management strategies. We could all write better papers if we had unlimited time to do so. However, there are certainly life situations that may prevent you from turning in your paper on time. How to balance these two conflicting issues? In order to provide you with some flexibility, and nevertheless to ensure that all of your papers are evaluated on an “even playing field,” I have created a tiered grading system for late work. If you miss a deadline to turn in a paper, for any reason, you will have until midnight on the next day to turn in the paper for a 5% deduction. After midnight, you then have up to midnight on the following day to turn it in for a 10% deduction. Following that, you will receive a 20% deduction. No papers will be accepted after the date on which the professor sends grades/feedback to the class for that paper.
- Some of the best learning opportunities occur during in-class discussions. Participating in these discussions can be immensely valuable to your learning. To acknowledge this importance, I will give some weight in your final grade to your classroom participation. **In the event a student’s final grade is within one percentage point of the next highest grade, classroom participation will be considered in assigning the final grade.**

PLNU FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site and is listed at the bottom of this syllabus. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMODATIONS POLICY

"All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester."

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

OFFICE HOURS

To schedule an appointment with me, [please click here and then click on an available appointment time that works for you](#). It will take you to my electronic calendar, where you can sign up for an appointment slot (and it will automatically reserve the time on my schedule). Just click on any of the gray boxes, enter any additional information about the meeting, and then click "save." (be sure that your Google calendar is set to Pacific Standard Time (PST) in order for our times to match up). *Making an*

appointment will ensure that you have the uninterrupted amount of time for which you wish to speak with me.

ACADEMIC ACCOMMODATIONS

“All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.”

Note: *This syllabus is not a contract. The Professor reserves the right to modify the syllabus to accomplish the learning objectives of the course.*

A Bit of Grace...in Exchange for Works...

Some of the best learning opportunities occur during in-class discussions. Participating in these discussions can be immensely valuable to your learning. To acknowledge this importance, I will give some weight in your final grade to your classroom participation. ***In the event a student's final grade is within one percentage point of the next highest grade, classroom participation will be considered in assigning the final grade.***

*Course Synopsis***PURSUING GOODNESS**
The Science of Moral Change

“If anything is going to answer to the name moral psychology, it ought to be an inquiry into how the formations (and transformations) of the psyche help one to lead a good life in a world with others.”

-J. Lear, moral philosopher, *Radical Hope*, p. 104

A Course for the Rest of Your Life . . .

The recent collection of books and articles in the social sciences reflecting on the question of “evil” might make one forget that the question of what constitutes *goodness* is no less cogent or perplexing. Nearly everyone aspires to be a good person and to “lead a Good Life in the world with others” (above). But, what does a good life look like? Are there multiple, competing possibilities for what counts as a good life? Is there a transcendent conception of “the good” that should guide and order the various goods that make up a good life? And, how do persons change for good? Further, what makes a good relationship good? Does science have anything to say about the nature of and process of becoming good? These questions are the focus of *Pursuing Goodness*.

In this second decade of the 21st century we are witnessing a revolution in the scientific understanding of human nature and moral change. In the last twenty years, the psychological sciences have joined other disciplines – moral philosophy, religious ethics, and cognitive neuroscience – in the pursuit of what constitutes a good life in a world with others. Where once science and (some) religious traditions depicted human beings as mostly selfish and violent, today thinkers of many disciplines are uncovering the deep neurobiological roots of human goodness and the capacity for compassion and generosity. While this new science certainly does not deny the existence of the selfishness we sometimes see in ourselves and in the world around us, it does offer new evidence that another kind of human being is possible. This course introduces you to three new sciences: the science of a flourishing life; the science of personal transformation; the science of love and virtue. These emerging sciences promise to offer valuable insights about how persons who aspire to goodness *live, change, and love*.

Course-at-a-Glance

Pursuing Goodness
The Science of Moral Change

Envisioning Goodness

Why Destination Makes All the Difference

Question 1: What is “good” (and why)?

Craft of Life

The Science of a Meaningful Life

Question 2: What makes a “good life” good?

Changing for “Good”

The New Science of Love and Virtue

Question 3: How do we change for good?

Psychology 4020
Reading and Exam Schedule

| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|---|-------------|------------|--|--------------------------------------|--|
| <u>Introduction -</u> <i>Envisioning Goodness</i> Why Destination Makes All the Difference | | | | | |
| <p>“How shall we live?” is, for Socrates, the fundamental question of human existence – and the attempt to answer that question is, for him, what makes human life worthwhile. And it is Plato and Shakespeare, Proust, Nietzsche, and most recently, Freud, who complicated the issue by insisting that there are deep currents of meaning, often cross-currents, running through the human soul which can at best be glimpsed through a glass darkly. This if anything, is the Western tradition: not a specific set of values, but a belief that the human soul is too deep for there to be any easy answer to the question of how to live.</p> <p style="text-align: center;">-J. Lear, moral philosopher, <i>Open Minded: Working Out the Logic of the Soul</i></p> <p><i>Unit Description:</i> In this Introduction Unit we look at contrasting conceptions of a Good Life that vie for attention in contemporary culture: happiness (subjective well-being style), psychological maturity, and the more ancient concept of flourishing or eudaimonic well-being. We'll consider how these maps and models of well-being are not exactly the same things, and why your conception of goodness makes all the difference in how you practice the art of living.</p> | | | | | |
| Week 1 | 1/16/20 | Th | Syllabus | "May I Ask You a (Good) Question?" | A Course for the Rest of Your Life |
| Week 2 | 1/21/20 | T | Read Before Class: (Text) Haidt, <i>The Happiness Hypothesis</i> , Introduction (pp. ix-xiii) AND Ch. 1 (pp. 1-5; 13-17) AND (Handout) Frattaroli, <i>The Swimming Pool and the Quest</i> ; Watch <i>The Truman Show</i> and respond (Canvas Assignment) | "The End is in the Beginning" | Life as Swimming Pool or Quest |
| | 1/23/20 | Th | Read before class: (Text) Haidt, <i>The Happiness Hypothesis</i> , Ch. 5 (pp. 81-90) AND (Handout) O'Toole, J., <i>Creating the Good Life</i> (Ch. 2) | Searching for "the End" of Existence | Aristotle's Advice: Don't Leave College Without It - |
| | | | Distribution of Good Life Paper Rubric | | |
| | | | "Good Life" Paper Due: Monday, February 18th, 2019 | | |

| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|---|-------------|------------|--|-----------------------------|---|
| <p style="text-align: center;">Part 1 <i>Craft of Life</i> The Science of a Meaningful Life</p> <p>Let us return once again to the good we are looking for, and consider just what it could be, since it is apparently one thing in one action or craft, and another thing in another; for it is one thing in medicine, another in generalship, and so on for the rest.</p> <p>What, then, is the good in each of these cases? Surely, it is that for the sake of which the other things are done; and in medicine this is health, in generalship victory, in house-building a house, in another case something else, but in every action and decision it is the end, since it is for the of the end that everyone does the other things.</p> <p>And so, if there is some end of everything that is pursued in action, this will be the [highest] good. <i>What, then, is the highest good of the craft of life?</i></p> <p style="text-align: center;">-Aristotle, <i>Nicomachean Ethics</i>, 1. 51</p> <p><i>Unit Description:</i> When it comes to understanding how human beings grow and thrive, it turns out that people are a lot like plants: If you get the conditions right, they will usually flourish. So what are those conditions? Having considered a preliminary conception of human goodness (<i>eudaimonia</i>), here's our second big question: <i>What makes a "good life" good?</i> In this Unit we will explore recent research in positive and moral psychology concerning the optimal conditions of a good life. We'll look at an <i>ancient, new formula for flourishing</i> that commends five essential "goods" of a well-lived life: positive emotionality, social connection and love, virtues of care, vital engagement (meaningful activities), and transcendent meaning (spirituality). Our goal is a state-of-the-art ancient, new guide to the Good Life that we can use as a blueprint for "crafting" a good life in the world with others.</p> | | | | | |
| Week 3 | 1/28/20 | T | Read: (Text) <i>The Happiness Hypothesis</i> , Ch. 5 (90-106); read the Semplica Girl Diaries and write response (see Canvas); take the Good Life Survey #1 (or alternate assignment, see Canvas) | Five 'Goods' of a Good Life | <i>Ancient, New Guide to a Flourishing Life</i> |
| | 1/30/20 | Th | Read: (Text) <i>The Happiness Hypothesis</i> , Ch. 2 | "Know Thy" Elephant | <i>More About the Happiness Factor ("H") in the Formula for Flourishing</i> |
| | | | In-class discussion of the Good Life Capstone Project | | |
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| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|-------------|-------------|------------|--|---|---|
| Week 4 | 2/4/20 | T | Read: (Text) Haidt, <i>Happiness Hypothesis</i>, Ch. 6; watch "Ralph Breaks the Internet" and respond using Haidt Ch. 6 (see Canvas assignment) | What Makes a "Good Relationship" Good? | <i>The Relationship Factor ("R") in the Formula for Flourishing</i> |
| | 2/6/20 | Th | Read: (Text) <i>The Happiness Hypothesis</i>, Ch. 8 | Why We Can't Flourish Without Arete | <i>The Arete Factor ("A") in the Formula for Flourishing</i> |
| | | | | | |
| Week 5 | 2/11/20 | T | Read: (Text) <i>The Happiness Hypothesis</i> , Ch. 10; write Vocational Paper (see Canvas assignment) | "Love Made Visible" | <i>The Vital Engagement Factor ("VE") in the Formula for Flourishing</i> |
| | 2/13/20 | Th | Read: (Text) <i>The Happiness Hypothesis</i>, Ch. 9, 181-211; Smith, <i>You Are What You Love</i>, Ch. 1, "You Are What You Love: To Worship is Human"; film Vital Engagement in a Vocation Video (see Canvas assignment) | Spirituality for Goodness Sake (Part 1) | <i>The Spirituality Factor ("S") in the Formula for Flourishing</i> |
| | | | | | |
| Week 6 | 2/18/20 | T | Read: Smith, <i>You Are What You Love</i>, Ch. 2, "You Might Not Love What You Think: Learning to Read "Secular" Liturgies"; submit Liturgical Examen (see Canvas assignment) | Spirituality for Goodness Sake (Part 2) | <i>The Moral Emotions of Awe and Elevation, and Resisting the Liturgies of "Secular" Spirituality</i> |

Reminder: "Good Life" Paper Due Next Week: Mon, February 24th, 2020

| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|-------------|-------------|------------|-------------------------------|--------------|--------------|
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Part 2
Changing for “Good”
The New Science of Love and Virtue

For one human being to love another, that is perhaps the most difficult of our tasks; the ultimate, the last test and proof, the work for which all other work is but preparation.
 –R. Maria Rilke

Unit Description: Here’s our next question: *How do we change for good?* In this section of our course we will explore the relationship between love and virtue, especially as it relates to those people closest to you. An emerging new psychological science of virtue suggests that in order to craft good relationships, we must cultivate “excellences” (arete) of character, especially those that motivate and enable the capacity to love (aka: generative care). Specifically, the virtues of gratitude, trust, compassion, and forgiveness, once believed – by (some) religious traditions – to be aberrations from “real” human nature, are now being revealed as innate neurological “goods” of the human being. These virtues are psychological resources believed to be necessary for loving and flourishing relationships. Virtue science is beginning to show us not only the benefits of virtue, but also how to mindfully practice these virtues in order to enlarge our capacity to love. Our goal in this Unit, as before, is an *ancient, new guide* to love and virtue that could assist us in our pursuit of good relationships – a model of virtuous caring.

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|--------|---------|----|--|--------------------------------------|---|
| | 2/20/20 | Th | Read: (Reader) Fromm, <i>The Art of Loving</i> , pp. 1-6 | “The Giving Tree” | <i>You Call That Love?</i> |
| | | | | | |
| Week 7 | 2/25/20 | T | Read: (Reader) Fromm, <i>The Art of Loving</i>, pp. 19-30 | Love as “Capacity” for Mature Giving | <i>Fromm’s Virtue Model of Love-ing</i> |

| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|---|-------------|------------|--|---|--|
| | 2/27/20 | Th | Read: (Reading Handout) "Moral Sprouts"; take the Good Life Survey #2 (or alternate assignment, see Canvas) | Virtues and the "Michelangelo Project" | <i>A New Model of Virtuous Caring</i> |
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| | | | | | |
| Week 8 | 3/3/20 | T | Read: A General Theory of Love, Ch. 2, "Kits, Cats, Sacks, and Uncertainty: How the Brian's Basic Structure Poses Problems for Love" | Let Your Inner Reptile be Still. | <i>Triune Ethics Theory</i> |
| | 3/5/20 | Th | Read: (Reader) Germer, Ch. 4, What's Self-Compassion? | "Stop Beating Yourself Up!" | <i>Why the Virtue of Self-Compassion Makes You 'More Loving, Less Selfish'</i> |
| <i>Spring Break!!! No Classes!!!</i> | | | | | |
| Week 9 | 3/17/20 | T | Read: "Complete Guide to Working with Your Shadow" | Shadows in the Dark. | <i>Questing Through the Dark Night of the Soul.</i> |
| | 3/19/20 | Th | Read: (Reader) Siegel, Siegel (2010) <i>Mindsight</i>, Ch 5 - A roller-coaster mind - Strengthening the hub of awareness | "Please Mind the Gap" | <i>Mindsight: Focusing the Brain</i> |
| | | | | | |
| Week 10 | 3/24/20 | T | Read: (Reader) Nouwen, McNeill, & Morrison, Compassion, Ch. 7, "Patience"; listen to the sermon "The Ruthless Elimination of Hurry" and respond using Siegel, Nowen, and Smith articles | Mindfulness and Empathy | <i>Attuning to the Self and to the Other</i> |
| | 3/26/20 | Th | Read: (Text) A General Theory of Love, Ch. 3, "Archimedes Principle: How We Sense the Inner World of Other Hearts" | Empathy | <i>Limbic Resonance and the Cognitive Leap of Empathy</i> |
| | | | | | |
| Week 11 | 3/31/20 | T | Read: (Reader) Keltner, "Compassion"; take the Good Life Survey #3 (or alternate assignment, see Canvas) | Don't Just Feel My Pain, Do Something About It! | <i>The Movement from "Mere Empathy" to Empathic Compassion</i> |

| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|-------------|-------------|------------|--|--|---|
| | 4/2/20 | Th | Read: (Reading Handout) "Moral Sprouts"; (Text) <i>General Theory of Love</i> , Ch. 4, "A Fiercer Sea: How Relationships Permeate the Human Body, mind, and Soul" | Trust and Attachment Security | <i>Trusting Compassion vs. Defensive Morality</i> |
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| Week 12 | 4/7/20 | T | Psychology Senior Assessment (in class) | | |
| | 4/9/20 | Th | No Class!!! Easter Break!!! | | |
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| Week 13 | 4/14/20 | T | Read: (Text) A General Theory of Love, Ch. 6, "A Bend in the Road: How Love Changes Who We Are and Who We Can Become"; watch "Moana" and write a response using Lewis, Amini, and Lannon Chs. 4 & 6 (see Canvas Assignment) | How we Learn to Trust and Mistrust | <i>Navigating the Symphony of Limbic Attractors</i> |
| | 4/16/20 | Th | Read: (Reader) Emmons & Crumpler, <i>Gratitude as a Human Strength</i> | Gratitude | <i>Recognizing Debt without Becoming Indebted</i> |
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| Week 14 | 4/21/20 | T | Read: Sood, <i>The Mayo Clinic Guide to Stress-Free Living</i> , "Gratitude" (online, Canvas) | Grateful Hearts Look Down-Stream | <i>How Gratitude Promotes Love</i> |
| | 4/23/20 | Th | Read: (Reader) Post & Neimark, "The Way of Forgiveness: Set Yourself Free" | What Do I Do, Now that I've Turned My Other Cheek? | <i>How Forgiveness Can Heal Wounds without Burying Them</i> |
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| Week 15 | 4/28/20 | T | Read: (Text) A General Theory of Love, Ch. 8, "Between Stone and Sky: What Can be Done to Heal Hearts Gone Astray" | So, What Can I Do to Spread the Love? | <i>Being the Change</i> |
| | 4/30/20 | Th | <u>Psychology Senior Assessment (in class)</u> ; take the Good Life Survey #4 (or alternate assignment, see Canvas) | | |
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| Final Exam | 5/5/20 | T | <u>Final Written Examination at 10:30am</u> | | |

| <u>Week</u> | <u>Date</u> | <u>Day</u> | <u>Assigned Reading (Due)</u> | <u>Title</u> | <u>Topic</u> |
|-------------|-------------|------------|--|--------------|--------------|
| | | | NOTE: THIS IS THE <u>TUESDAY</u> OF FINALS WEEK ... DO NOT PURCHASE A TICKET HOME BEFORE THIS DATE. THIS IS THE ONLY TIME YOU CAN TAKE THIS EXAM. | | |