

*Course Syllabus*  
**Psychology 4020 Section 1**  
**Pursuing Goodness: The Science of Moral Change**

Spring 2022

Tu/Thrs 12:30-2:15, Taylor 314

Semester Units: 4

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**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.

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. *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 five components of a meaningful life as discussed in contemporary positive and moral psychology;
- Describe six essential virtues that facilitate mature love as understood in the new science of love and virtue;
- Describe five important principles and practices of character change as offered in contemporary psychology.

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

2.

## COURSE EVALUATION

### A. **Weekly Reading Reflections** (40%)

*Every week* you will complete a Reading Reflection on one of the week's readings (0-7 pts). Please follow the Syllabus. Reading Reflection questions are in your Course Packet.

These are an important part of your grade and are designed to help you prepare for class discussion. They also provide a record of your attendance (0 or 3 pts.). If you miss class (unexcused absence) you may not make-up the Reflection. If you miss class (excused absence), you may make-up the Reflection within *three (3) days*. *No credit will be given past three days*.

### B. **"Good Life" Project (Senior Capstone Project)** (35%)

Discussed in class; Rubric distributed in class.

### c. **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.

### E. **Attendance Policy and Contribution to Grade**

Please come to class. When you are not present and participating, the class dynamic changes. Inconsistent class attendance/tardiness impacts your final grade in the following way:

1. Following three unexcused absences, *beginning with the fourth unexcused absence*, 5 points will be deducted from your total points for each absence. In this class, this

deduction usually has a substantial impact on your grade.

2. In addition: "Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of classes (equivalent to one and one-half weeks of a 15-week semester course), the faculty member sends a written report to the Associate Provost for Academic Administration which may result in de-enrollment" (Catalog, p. 37). *That would be after three (3) unexcused absences in this class.*

**3. Throughout the semester you will be asked to document how many unexcused absences you may have accumulated (policy below).**

4.

## **PLNU Attendance Policy and Reporting**

### What is an "Unexcused" Absence?

1. "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" (Catalog).
2. In addition, the Professor will excuse (legitimate) illness only with MD note.

## **COURSE READING**

### *Texts*

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

Siegel, D. (2010) *Mindsight*. New York: Bantom Books.

### *Supplemental Articles*

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

## **OFFICE HOURS**

To schedule an appointment with me, please talk with me before or after class for date and time. *Making an appointment* will assure that you have the uninterrupted amount of time you wish to speak with me.

## **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. No requests for early examinations or alternative days will be approved.

### **PLNU COPYRIGHT POLICY**

PLNU, as a non-profit educational institution, is entitled by laws 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, examination, or the course, depending on the seriousness of the offense.

5.

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.

### **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.*

### **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **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 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

6.

### *Course Synopsis*

## **PURSUING GOODNESS The Science of Moral Change**

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“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 third decade of the 21<sup>st</sup> century we are witnessing a revolution in the scientific understanding of human nature and moral change. In the last thirty 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 that 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 (Haidt); the science of friendship, love and virtue; and the science of personal transformation (Siegel). These emerging sciences promise to offer valuable insights about how persons who aspire to goodness *live, love, and change*.

7.

*Course-at-a-Glance*

**Pursuing Goodness  
The Science of Moral Change**

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## **Introduction**

### ***Envisioning Goodness***

Why Destination Makes All the Difference

*Question 1: What is “good” (and why)?*

## **Part 2**

### ***Craft of Life***

The Science of a Meaningful Life

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

## **Part 3**

### ***Elevating Love***

A New Vision of Friendship, Love, and Virtue

*Question 3: What makes a “good relationship” good?*

## **Part 4**

### ***Changing for “Good”***

The Art (and Science) of Character Change

*Question 4: How do we change “for good”?*

8.

**Psychology 4020  
Reading and Course Schedule**

**Day 1 (Thursday Jan 13)**

(On-Line Orientation to the Course)

**Week 2**

**Part 1**

***Envisioning Goodness***  
**Why Destination Makes All the Difference**

“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.

-J. Lear, moral philosopher, *Open Minded: Working Out the Logic of the Soul*

**Unit Description:** In our first Unit we look at contrasting conceptions of a Good Life that vie for attention in contemporary culture: happiness (*subjective* well-being), personal maturity (*psychological* well-being), and the more ancient concept of flourishing (*eudaimonic* well-being). We’ll consider *how* these visions of a Good Life are not exactly the same things, and why your conception of goodness makes all the difference in how you pursue a meaningful life.

**Day 2 (Tues Jan 18)**

“May I Ask You a Good Question?”

*A Course for the Rest of Your Life*

**Day 3 (Thrs Jan 20)**

NorthStar

*“The End is in the Beginning”*

**Read before Class:** (Text) Haidt, *The Happiness Hypothesis*, Introduction AND (Reader) Frattaroli, *The Swimming Pool and the Quest*

**(All Read and Write)**

**Distribution of Good Life Paper Rubric**

**“Good Life” Paper Due: Thrs Feb 17 (bring paper copy to class)**

9.

**Part 2**



## ***Craft of Life*** **The Science of a Meaningful Life**

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.

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 sake of the end that everyone does the other things.

And so, if there is some end of everything that is pursued in action, this will be the [highest] good. *What, then, is the highest good of the craft of life?*  
-Aristotle, *Nicomachean Ethics*, 1. 51

**Unit Description:** 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 the *eudaimonic* conception of human goodness in Unit 1, here's our second big question: *What makes a "good life" good?* In this Unit we will explore recent research in positive and moral psychology that concerns the optimal conditions of a good life. We'll look at an *ancient, new formula for flourishing* that commends five essential "goods" of a well-lived life: positive emotionality, vital engagement, social connection and love, virtues of love, and 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.

### **Week 3**

#### **(Choose 1 Reading to Write about this week)**

##### **Day 4 (Tues Jan 25)**

Searching for the "End" of Existence

*Three Maps of the Good Quest*

**Read before Class:** (Reader) Fromm, *The Essential Fromm*, pp. 15-37

##### **Day 5 (Thrs Jan 27)**

"Craft of Life"

*Ancient, New Guide to a Flourishing Life*

(And, Why Happiness is So Elusive)

**Read:** (Text) *The Happiness Hypothesis*, Ch. 5

### **Week 4**

#### **(Choose 1 Reading to Write about this week)**

##### **Day 6 (Tues Feb 1)**

Why It's "Good" to Feel Good

*How Positive Emotions Make Us 'More Loving, Less Selfish'*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 2, pp. 23-34

10.

**Day 7 (Thrs Feb 3)**

“Love Made Visible”

*Crafting a Life of Vital Engagement*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 10

**Week 5**

**(Choose 1 Reading to Write about this week)**

**Day 8 (Tues Feb 8)**

Social Connection and Love

*The “Good” of Close Relationships*

**Read:** (Text) Haidt, *Happiness Hypothesis*, Ch. 6

**Day 9 (Thrs Feb 10)**

“VirtueWise”

*The Quest Approach to Good Character and Relationships*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 8

**Week 6**

**Day 10 (Tues Feb 15)**

The Secret Sacred

*“Spirituality” for Goodness Sake*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 9

**(All Read and Write)**

**Reminder: “Good Life” Paper Due Thrs (Feb 17<sup>th</sup>)  
(Please bring paper copy to class)**

**Day 11 (Thrs Feb 17)**

“The Giving Tree”

*You Call That Love?*

**Read:** (Reader) Fromm, *The Art of Loving*, pp. 1-6 (You’re welcome!)

**(All Read, no Write)**

11.

**Part 3**  
***Elevating Love***  
**A New Vision of Friendship, 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 third question: *What makes a “good relationship” good?* In this Unit we explore the relationship between love and virtue, especially how virtues make love happen in friendship and romance. 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 (generative care). Certain virtues are now being revealed to be neurobiologically based “goods” of the human being that are necessary for loving, flourishing relationships. Virtue science not only shows us 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 is an *ancient, new guide* to love and virtue that could assist us in our pursuit of good relationships.

**Week 7**

**(Write BOTH Reflections this week)**

**Day 12 (Tues Feb 22)**

Love as “Capacity” for Mature Giving

*Fromm’s Virtue Vision of Loving*

**Read:** (Reader) Fromm, *The Art of Loving*, pp. 1-6 AND 19-30

**(All Read and Write)**

**Day 13 (Thrs 24)**

The Rider and Its Elephant

*(Or, Why Every Elephant Has a Secret Love Story)*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 1

**(All Read and Write)**

**Week 8**

**(All Write Day 14)**

**Day 14 (Mar 1)**

Deeply Rooted

*Moral Foundations and the Capacity to Care*

**Read:** (Reader) Matousek, *Ethical Wisdom*, Introduction  
**(All Read and Write)**

**! Pick-up Class Handout (Leffel) for next class**

**Day 15 (Mar 3)**

Who Cares?

*Re-Envisioning the Meaning of Love in Friendship and Romance*

**Read:** (Class Handout) Leffel, Who Cares? A New Model of Virtuous Caring

***Happy Spring Break!!***

12.

## **Week 9**

**(Choose 1 Reading to Write about this week)**

**Day 16 (Mar 15)**

The Virtue of Empathy

*Secret "Portal" into the Minds and Hearts of Others*

**Read:** (Text) *Mindsight*, Ch. 3, pp. 45-63

**Day 17 (Mar 17)**

The "Secure Base"

*How the Virtue of Trust Makes You Care*

**Read:** (Reader) Begley, *Train Your Mind, Change Your Brain* (Ch. 8)

## **Week 10**

**(Choose 1 Reading to Write about this week)**

**Day 18 (Mar 22)**

"Deep Compassion, Wide Altruism"

*The Body's Architecture of Caring*

**Read:** (Reader) Keltner, *Born to Be Good* (Ch. 11)

**Day 19 (Mar 24)**

"Thanks!"

*What Good is Gratitude?*

**Read:** (Reader) Emmons, *Thanks!* (Ch. 2)

## **Week 11**

**(All Write Day 20)**

**Day 20 (Mar 29)**

"Forgive for Good"

*How the Virtue of Forgiveness Makes You Care*

**Read:** (Reader) Post & Neimark, *Why Good Things Happen to Good People* (Ch. 5)

**(All Read and Write)**

**Day 21 (Mar 31)**

Truly. Madly. Deeply.  
*Keeping the Roller Coaster on the Tracks in Romantic Love*  
**Read:** (Class Notes)

13.

**Part 4**  
***Changing for “Good”***  
**Principles and Practices of Character Change**

Michelangelo is supposed to have said that his great task as a sculptor was to liberate the figure from the stone. Just so, our task is to find the impediments to . . . integration, and liberate the mind’s natural drive to heal – to integrate mind, brain, and relationships in the triangle of well-being

-D. Siegel, *Mindsight*, p. 76

**Unit Description:** Here’s our fourth and final question: *How do we change for good?* Recent advances in the study of the brain and a field known as “contemplative mind science” reveal that the brain is an organ that is continually built and re-built by one’s interactions with others. Our relationships with each other literally “sculpt” our brains, and through the brain, the goodness of our character. Likewise, new research demonstrates that various “mindful awareness practices” (MAPs) are able to sculpt the brain to make us *more loving and less selfish*. In this Unit we will study five basic principles and practices of brain-based character change – especially how and why the brain changes in response to social interactions and to mindful awareness practices.

**Week 12**

**(Choose 1 Reading to Write about this week)**

**Day 22 (Apr 5)**

Michelangelo’s Workshop

*The Mindful Approach to Character Change*

**Read:** (Text) Siegel, INTRODUCTION AND Ch. 1 (including pp. 14-22 on “Minding the Brain”)

**Day 23 (Apr 7)**

“Crepes of Wrath”

*How the Past Makes You Lose Your Moral Mind*

**Read:** (Text) Siegel, *Mindsight*, “Crepes of Wrath” (Ch. 2, pp. 23-44)

**Week 13**

Apr 12        **Senior Assessment Day (Required Attendance – to be discussed)**

Apr 14        *Easter Recess*

### **Week 14**

**(Choose 1 Reading to Write about this week)**

**Day 24 (Apr 19)**

The Basic MAPs (MAPs 1 and 2)

*Strengthening the Hub of Awareness*

**Read:** (Text) Siegel, *Mindsight*, Ch. 5

**Day 25 (Apr 21)**

“Stop Beating Yourself Up!” (MAP 3)

*Building a New Relationship with Your Multiple “Selves”*

**Read:** (Reader) Germer, *What’s Self-Compassion?* (Ch. 4)

14.

### **Week 15**

**(Choose 1 Reading to Write about this week)**

**Day 26 (Apr 26)**

“Taking in the Good” (MAP 4)

*Internalizing Positive Experiences to Sculpt the Brain for Good*

**Read:** (Reader) Hanson, *Hardwiring Happiness*, Ch. 4

**Day 27 (Apr 28)**

“Stay With That” (MAP 5)

*Widening the Window of Tolerance for Painful States of Mind*

**Read:** (Text) Siegel, *Mindsight*, Ch. 7

**Final Exam Week**

**Day 15 (Mar 3)**

Who Cares? (Part 2)

*Virtuous Caring and the Michelangelo Phenomenon*

**Read:** (Class Handout) Leffel (Part 2), Who Cares? A New Model of Virtuous Caring

**Edits OLD**

**Tues Jan 18**

*“The End is in the Beginning”*

Life as Swimming Pool or Quest

**Read Before Class:** (Text) Haidt, *The Happiness Hypothesis*, Introduction (pp. ix-xiii) **AND** Ch. 1 (pp. 1-5; 13-17) **AND** (Handout) Frattaroli, *The Swimming Pool and the Quest*

**Thrs Jan 20**

*Searching for “the End” of Existence*

Aristotle’s Advice: Don’t Leave College Without It -

**Read before class:** (Text) Haidt, *The Happiness Hypothesis*, Ch. 5 (pp. 81-90) **AND** (Handout) O’Toole, J., *Creating the Good Life* (Ch. 2)

**Distribution of Good Life Paper Rubric**

**“Good Life” Paper Due: Wed, Feb 20**

**OMIT**

“Know Thy” Elephant

*More About the Happiness Factor (“H”) in the Formula for Flourishing*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 2

**In-class discussion of the Good Life Capstone Project**

**Thrs Feb 17**

*Spirituality for Goodness Sake (Part 2)*

*The Moral Emotions of Awe and Elevation*

**Read:** (Text) *The Happiness Hypothesis*, Ch. 9

**Re-locate to Unit 3**

“Stop Beating Yourself Up!”

*Why the Virtue of Self-Compassion Makes You ‘More Loving, Less Selfish’*

**Read:** (Reader) Germer, Ch. 4, *What’s Self-Compassion?*

**Feb 22**

“The Giving Tree”

*You Call That Love?*

**Read:** (Reader) Fromm, *The Art of Loving*, pp. 1-6

**Feb 24**

Love as “Capacity” for Mature Giving

*Fromm’s Virtue Model of Love-ing*

**Read:** (Reader) Fromm, *The Art of Loving*, pp. 19-30

**\*Moral Sprouts Handout for next class**

Virtues and the “Michelangelo Project”

*A New Model of Virtuous Caring*

**Read:** (Reading Handout) “Moral Sprouts”



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**Part 3**  
***Michelangelo's Workshop***  
**Principles and Practices of Character Change**

Michelangelo is supposed to have said that his great task as a sculptor was to liberate the figure from the stone. Just so, our task is to find the impediments to . . . integration, and liberate the mind's natural drive to heal – to integrate mind, brain, and relationships in the triangle of well-being

D. Siegel, *Mindsight*, p. 76

***Unit Description:*** Here's our fourth and final question: *How do we change for good?* Recent advances in the study of the brain and in a field of study known as “contemplative mind science” reveal the brain to be an organ that is continually built and re-built by one's social experiences. Our interactions with each other literally “sculpt” our brains, and through the brain the goodness of our character (virtue). Likewise, new research demonstrates that various “mindful awareness practices” (MAPs) are able to sculpt the brain to make us *more loving and less selfish*. In this Unit we will study six basic principles of the social brain – especially how and why the brain changes in response to social interactions and to mindful awareness practices. We will study six MAPs that can help us change for good.

In this section we **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.

Again, here's how I've done Part 2 (Change) and Part 3 (Virtues) in the past.

11.

**Part 2**  
***Changing for "Good"***  
**Principles and Practices of Moral Change**

**Unit Description:** Here's our next *good* question: *How does a person change for good?* Recent theoretical and empirical advances in the study of the brain and in a field of study known as "contemplative mind science" reveal the brain to be an organ that is continually built and re-built by one's social experiences. Our interactions with each other literally "sculpt" our brains, and through the brain the goodness of our character (virtue). Likewise, new research demonstrates that various "mindful awareness practices" (MAPs) are able to sculpt the brain to make us *more loving and less selfish*. In Part 2 of our course, we'll study basic processes of the social brain – especially how and why the brain changes in response to social interactions and to mindful awareness practices. We will study six MAPs that can help us change for good.

**Unit Project: Mindful Awareness Practices (MAPs) Description**  
**Due: Monday, Nov 7 (Paper copy in my Box in Culbertson)**

**Week 7**

**Tues Oct 11**

*Psychology Major Senior Assessment*

**Wed Oct 12:** Good Life Paper Due (Paper copy in my box in Culbertson Hall)

**Thrs Oct 13**

The Science of Mindfulness

*Ancient Practices for Modern Times*

**Read:** (Text) Siegel, INTRODUCTION AND Ch. 1 (including pp. 14-22 on "Minding the Brain")

**Week 8**

**Tu Oct 18**

"Crepes of Wrath"

*How the Past Makes You Lose Your Moral Mind*

**Read:** (Text) Siegel, *Mindsight*, "Crepes of Wrath" (Ch. 2, pp. 23-44)

**Distribution of MAPs Project**

**Thrs Oct 20**

The Basic MAPs (MAPs 1 and 2)

*Strengthening the Hub of Awareness*

**Read:** (Text) Siegel, *Mindsight*, “Roller Coaster Mind” (Ch. 5, pp. 79-101)

12.

## **Week 9**

### **Tu Oct 25**

“Taking in the Good” (MAP 3)

*Internalizing Positive Experiences to Sculpt the Brain for Good*

**Read:** (Reader) Hanson, *Hardwiring Happiness*, Ch. 4

### **Thrs Oct 27**

“Stay With That” (MAP 4)

*Widening the Window of Tolerance for Negative States of Mind*

**Read:** (Text) Siegel, *Mindsight*, Ch. 7, pp. 120-144

## **Week 10**

### **Tuus Nov 1**

*Shame on the Brain*

“Inquiry” or Mindful Remembering (MAP 5)

**Read:** (Text) Siegel, *Mindsight*, Ch. 10 (pp. 190-209; O.K. to skip 201-204)

### **Thrs Nov 3**

Embodying Virtue (MAP 6)

*A Mindful Approach to Crafting the Virtue of Gratitude*

**Read:** (Reader) Emmons, *Gratitude*

**Mindful Awareness Practices (MAPs) Description**

**Due: Monday, Nov 7 (in my Box in Culbertson)**

