

# Faculty of Law, Humanities and the Arts

## School of Humanities and Social Inquiry

### Subject Outline

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#### CST228

#### Happiness: Investigating its causes and conditions

Number Credit Points: 8

Autumn Session 2016

Wollongong – on Campus

Pre-requisites: 36 cp at 100 Level

Co-requisites: Nil

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#### Teaching Staff

Position	Name	Room	Telephone	Email	Consultation Times
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#### Discipline Leader

Position	Name	Room	Telephone	Email	Consultation Times
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<p>LHA Central 19   Location: 19.1050 Ph: (02) 4221 3456   <a href="mailto:lha-enquiries@uow.edu.au">lha-enquiries@uow.edu.au</a></p>					
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# Subject Information

## Subject Description

We will explore what is known about the causes and conditions for happiness as individuals, in interpersonal relationships and as society. The question 'how can we be happy?' will be approached in an interdisciplinary fashion through various perspectives including cultural studies and cultural angles on psychology, economics and sociology. Students will develop skills and concepts for being informed, responsible independent learners who can solve problems, communicate effectively and use appropriate research methods of observation and questioning (interviews and surveys).

### Advice to you from previous students

- Make sure to read the weekly readings to be able to share your thoughts on them each class.
- Pick topics that interest you.
- Start early on your consultancy.
- Be happy!

This subject outline, plus information sheets and consent forms for the consultancy, are available at <http://www.bmartin.cc/classes/>.

## Subject Objectives/Learning Outcomes

On successful completion of this subject, students will be able to:

1. Think critically about happiness and its connections with personal, social, political and economic issues.
2. Develop understanding of a range of views about happiness and their relation to theories.
3. Learn ways to reflect on and think creatively about happiness and related concepts.
4. Develop research skills, including surveying and interviewing.
5. Develop and improve oral presentation and writing skills.

## Graduate Qualities

For further information on the Humanities and UOW Graduate qualities please refer to:

<http://lha.uow.edu.au/hsi/UOW162730.html>

## Attendance

*This subject requires an 80% attendance at all tutorials unless this is unavoidable on medical or compassionate grounds and evidence of this is provided through SOLS. Attendance that falls below the 80% requirement, irrespective of the cause, may require you to complete additional written work to complete the subject. If in doubt, consult the Subject Coordinator.*

*Workshop attendance is optional. We hope you will find the the workshops useful.*

## Timetable

For current timetable information please refer to the online Subject Timetable on the Current Students webpage: <http://www.uow.edu.au/student/timetables/index.html>

## Weekly Outline

### What happens in tutorials

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- Weekly 1-minute reports (weeks 1–13)
- Activities organised by Chris/Brian (weeks 1–3, 12)
- Prepare for reflective journal (weeks 1–6)
- Classroom activities (weeks 4–11)

### What happens in workshops

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The workshop in week 2 will be aimed at getting you started on your reflective journal. In week 3, we'll watch and discuss videos about a happiness-promotion programme. For weeks 5 and 7, we will consult with you about what to do.

Week / Date	Tutorial		Task Due
<b>Week 1</b> Commencing 29 February	1-minutes reports; meet-and-greet; subject overview		
<b>Week 2</b> Commencing 7 March	1-minute reports; set up classroom activity groups	Workshop	
<b>Week 3</b> Commencing 14 March	1-minute reports; model classroom activity	Workshop	
<b>Week 4</b> Commencing 21 March	1-minute reports; classroom activity		
<b>Week 5</b> Commencing 28 March	1-minute reports; classroom activity	Workshop	
<b>Week 6</b> Commencing 4 April	1-minute reports; classroom activity		
<b>Week 7</b> Commencing 11 April	1-minute reports; preparation for consultancy; classroom activity	Workshop	<i>Reflective journal due 2pm Friday</i>
<b>Week 8</b> 18 – 22 April 2015	Research Week – NO CLASSES. Please refer to your Moodle site.		
25 – 29 April 2016	Mid-Session Recess – NO CLASSES		

<b>Week 9</b> Commencing 2 May	1-minute reports; preparation for consultancy; classroom activity		
<b>Week 10</b> Commencing 9 May	1-minute reports; preparation for consultancy; classroom activity		
<b>Week 11</b> Commencing 16 May	1-minute reports; preparation for consultancy; classroom activity		
<b>Week 12</b> Commencing 23 May	1-minute reports; preparation for consultancy		
<b>Week 13</b> Commencing 30 May	Monday tutorials only		<i>Consultancy report due 2pm Friday</i>
<b>6 – 10 June 2016</b>	<b>Study Recess</b>		
<b>11 – 23 June 2016</b>	<b>Examination Period</b>		

\* Public holidays for this session are:

- Good Friday – Friday, 25 March
- Easter Monday – Monday 28 March
- Anzac Day – Monday 25 April
- Queen's Birthday – Monday, 13 June

## Recent Changes and Subject Improvements

Diaries must be provided online. See assessments 2 and 4.

# Assessment Information

## Assessment

The Faculty of Law, Humanities and the Arts reserves the right to scale marks in accordance with the University's *Assessment Guidelines - Scaling*. Marks are not final until declared by the Faculty Assessment Committee.

You can read Brian's views on the University of Wollongong grading system at <http://www.bmartin.cc/classes/Brian-on-grading.pdf>

The subject coordinators reserve the right to hold an additional oral assessment on any assignment; if required, passing this assessment is necessary to pass the subject.

## Referencing

Referencing is an essential component of academic writing or presentation since it enables the reader to follow up the source of ideas and information presented in your work, and to examine the interpretation you place on the material discovered in your research. Reliable referencing clearly indicates where you have drawn your own conclusions from the evidence presented. Importantly, much of the material you will use is covered by copyright which means that you must acknowledge any source of information, including books, journals, newsprint, images and the internet.

It is obligatory for students to reference all sources used in their written work including electronic material. Students should consult the University library website for a detailed explanation and examples of how to reference electronic material correctly: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

For CST228, any self-consistent referencing system is acceptable.

Clear examples of how to reference correctly, across a wide variety of source materials, can be found on the UOW Library website:

- Library Resources - Referencing and Citing  
<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

## Academic Integrity and Plagiarism Policy

The University's Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University

Students should refer to:

- Student Conduct Rules  
<http://www.uow.edu.au/about/policy/UOW058723.html>
- Academic Integrity and Plagiarism Policy

## Submission, Receipt & Collection of Assessment Tasks

Assessments are to be submitted on the due dates and via the submission method specified in each assessment task listed in this Subject Outline. Penalties apply for late submission.

For all student enquiries please go to LHA Central - located in 19.1050.

It is the responsibility of the student to keep a copy of all work submitted for assessment.

Assignments sent by fax will not be accepted unless by prior agreement between the lecturer and student.

The University's Code of Practice Teaching and Assessment requires that at least one assignment be assessed and returned before Week 9 of session.

Assignments submitted during session will be returned to you by your lecturer or tutor. LHA Central does not hold any assignments during session.

## Late Submission of Assessments

In the absence of an approved request for Academic Consideration (see the *General Advice Guide* for information about, and links to, the *Academic Consideration Policy*) in the form of an extension, assessment tasks must be submitted by the time specified in the assessment task information on the due date. Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per calendar day. The penalty is applied to the mark awarded. **Work submitted after seven calendar days will not be marked and will be given a mark of 0.**

An assessment task that is submitted after the time specified in the assessment task information on any day will be deemed to have been submitted on the next working day. Penalties accrue on each day that the assessment task is late, including Saturdays, Sundays and public holidays.

## Electronic Submission of Assessments

Where assessments must be submitted electronically (i.e. by email to your tutor) the procedures for doing so will be in accordance with the Code of Practice — Teaching and Assessment, and specified in each assessment task listed in this Subject Outline. It is important that students retain receipts of materials submitted electronically.

## Student Review of Mark / Grade

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task under the Code of Practice – Teaching and Assessment. The student should do so by contacting the Subject Coordinator or another member of the subject teaching team within TEN working days after notification to the student of the mark or grade.

For more information refer to Clause 6.1 of the Coursework Student Academic Complaints Policy:  
<http://www.uow.edu.au/about/policy/UOW058653.html>

# Subject Assessment Tasks

Any extra general assessment information can be added here

## Assessment 1: Participation

Marking:	Marked out of 100 - 15%
Description:	<p>In the tutorial for each of the weeks 1 to 13, you give a verbal report to the class lasting 30 to 60 seconds. In your report, you should comment on the reading for the week and on how it connects to some relevant information about yourself or people you know or observe. <i>It is important that your report relate both to the reading and to observations about yourself or others.</i></p> <p>An important skill for you to learn and practise is to speak to the others in the class without reading. Jot down a few notes to remind you about key points, or go entirely from memory. If you get nervous, practise by yourself one or more times. One minute goes by very quickly!</p> <p>You will be marked only on whether you give a report, <i>not</i> on how well you do it. So go ahead and experiment with different forms of delivery: for example, be dramatic, or draw everyone in by starting with intriguing details.</p> <p><b>Weekly topics for 1-minute reports</b></p> <p>1. <i>How happy are you?</i> Lyubomirsky, chapters 1 and 3. Be sure to take the person-activity fit diagnostic in chapter 3.</p> <p>2. <i>Circumstances and set points</i> Lyubomirsky, chapter 2</p> <p>3. <i>Income and happiness</i> Daniel Kahneman et al., "Would you be happier if you were richer? A focusing illusion," <i>Science</i>, 30 June 2006, pp. 1908–1910. Available as an e-reading.</p> <p>4. <i>Gratitude and positive thinking</i> Lyubomirsky, chapter 4</p> <p>5. <i>Social connections</i> Lyubomirsky, chapter 5</p> <p>Due to the Easter Monday holiday, students in Monday tutorials will discuss the week 5 topic in week 6, and so on through week 13.</p> <p>6. <i>Education</i> Tal Ben-Shahar, "Happiness in education," <i>Happier</i> (New York: McGraw-Hill, 2007), pp. 83–96. Available as an e-reading.</p> <p>7. <i>Stress, hardship and trauma</i> Lyubomirsky, chapter 6</p> <p>9. <i>Flow and savouring</i></p>



	<p>Lyubomirsky, chapter 7</p> <p>10. <i>Critique of positive psychology</i> Find an article, blog or other source that discusses limitations or omissions in positive psychology, namely in the sort of research we've been discussing. The limitations or omissions could concern assumptions about the nature of happiness, the quality of research, implications of the research, or any of the methods (gratitude, flow, etc.) research shows lead to greater happiness. Be ready to give a one-minute report, as usual, about the article and how it relates to observations about yourself or others.</p> <p>11. <i>Goals</i> Lyubomirsky, chapter 8</p> <p>12. <i>Body and soul; sustainable happiness</i> Lyubomirsky, chapters 9 and 10</p> <p>For any given week you can, if you prefer, use a different reading that covers similar issues. You can also have a look at other e-readings. If you find a reading that you think is equal to or better than the one listed, be sure to tell Brian or Chris.</p>
<b>Due Date:</b>	Weeks 1–7, 9–13
<b>Graduate Quality developed:</b>	<b>Informed, Independent learners, Problem solvers, Effective communicators, Responsible</b>
<b>Format:</b>	Oral presentation in class
<b>Assessment Criteria:</b>	<p>You will be marked only on whether you give a report, <i>not</i> on how well you do it. So go ahead and experiment with different forms of delivery: for example, be dramatic, or draw everyone in by starting with intriguing details.</p> <p>Your participation mark is based on the number of 1-minute reports you give and the number of classes in which you participate. If you are absent, that means you aren't participating; if you miss part of a class, that's partial participation.</p> <p>Each tutorial or workshop you attend counts as one point. Each one-minute report you give during a tutorial counts as one point. (You must attend the tutorial to obtain a point for the one-minute report.)</p> <p>28 points, 15 marks 26 points, 14 marks 24 points, 13 marks 22 points, 12 marks 20 points, 10 marks 18 points, 8 marks 16 points, 6 marks 14 points, 4 marks 12 points, 2 marks</p> <p>CST228 classes are interactive. Part of your learning is from other students, and other students learn from you.</p>
<b>Submission Method:</b>	Oral presentation in class

## Assessment 2: Reflective journal

Marking:	Marked out of 100 - 25 %
Description:	<p>Choose an activity that research says increases personal happiness, such as expressing gratitude, helping others, being optimistic or practising mindfulness. (See Lyubomirsky for ideas, including the person-activity fit diagnostic.) If you do an activity already, choose something else. For example, if you exercise regularly, don't choose exercise as your activity.</p> <p>Undertake this activity for at least 5 weeks, keeping a personal diary of your observations about your experience, with entries once a week or more. Your diary should be a blog or other online format that automatically inserts the date and time of each entry you make.</p> <p>During the time you undertake the activity, you should also read academic writing. In your diary, you can comment on the connection between what researchers say about the activity and your experience of it.</p> <p>Your submission is in two parts:</p> <ol style="list-style-type: none"><li>1. A 1000-word reflective journal</li><li>2. Your diary.</li></ol> <p>In the reflective journal, you should report on 5 or more pieces of academic research (e.g. journal articles) that recommend your activity as enhancing happiness. Your reflective journal should address:</p> <ul style="list-style-type: none"><li>• The evidence provided by academic sources for the benefits of the nominated activity</li><li>• Your implementation of the activity</li><li>• Your reflections (observations and assessments) about your experience</li><li>• Your evaluation of the evidence for the activity based on the sources and your experience. For example, does your experience reinforce or contradict the academic evidence?</li></ul> <p>(These dot points are not intended to be the headings for your reflective journal.)</p> <p>Restrict your account to 1000 words and provide a word count at the end of the journal. This requires focused thinking and succinct writing that are skills we are asking you to develop here. As author Mark Twain is quoted as saying; "If I'd had more time, I'd have written a shorter letter."</p> <p>Normally you should continue the same activity through the five weeks, but you may decide to change, for example because it is not a good fit for you. If so, explain your reasoning in your diary and journal.</p> <p>Provide access to your diary by giving a web address and password. We probably will not read your diary, but we will check that you've done it.</p> <p>For examples of excellent reflective journals by students in previous classes, see <a href="http://www.bmartin.cc/classes/happiness-journal-tops/">http://www.bmartin.cc/classes/happiness-journal-tops/</a>.</p>
Due Date:	2pm Friday 15 April

<b>Graduate Qualities developed:</b>	<b>Informed, Independent learners, Problem solvers, Effective communicators</b>
<b>Format:</b>	1000-word written journal plus diary
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>• Understanding of happiness research</li> <li>• Insights concerning your experience</li> <li>• Use of evidence (academic research; information about how you carried out your activity)</li> <li>• Quality of writing</li> </ul> <p><b>Further comments about how we assess the journals</b></p> <p>CST228 has a dual dimension: (1) enabling you to improve happiness-boosting skills, and (2) developing your intellectual and research skills. This creates a dilemma for us as teachers: we want to provide an opportunity for you to develop and improve life skills but we also have to satisfy formal academic requirements. We wrote about this in "Dilemmas in teaching happiness", <a href="http://www.bmartin.cc/pubs/10jutlp.pdf">http://www.bmartin.cc/pubs/10jutlp.pdf</a></p> <p>For the purposes of your life, the happiness-boosting skills are far more important. In five weeks, you can only begin what might well be an ongoing journey lasting five months, five years or five decades. What you achieve in five weeks is less important than the capacity to learn and apply skills through the rest of your life.</p> <p>For this purpose, the mark you receive on a single assignment is unimportant. In the worst scenario, it might discourage you, either by being lower than you hoped and thus dampening your enthusiasm or by being so high that you feel you don't need to strive as conscientiously in future. The ideal, we think, is to simply observe the mark mindfully, not treating it as a judgement about you or your capacities but as an indication of how much you've satisfied academic requirements. Then you can decide what to do next.</p> <p>That said, we now comment on the assessment criteria and how we will interpret them when reading the journals.</p> <p>The first assessment criterion is "understanding of happiness research". You can demonstrate this through discussing and analysing writings in the area. You show a basic level of understanding if you seemingly picked whichever articles you came across that seemed relevant and summarise ideas from them or give some quotes. You show a deeper level of understanding if you summarise ideas from the area, backing them up by referring to particular sources. You show an even deeper level if you comment on the whole field of research, noting agreements, disagreements and fundamental assumptions, using sources to illustrate your perspective on research in the field. For example, if you write about exercise and happiness and mention endorphins, have you probed deeply into research about what intensity and duration of exercise is likely to produce an endorphin effect, and when it is likely to be experienced?</p> <p>The second assessment criterion is "insights concerning your experience". We look for perceptive comments about yourself and how your activity led to change. Deeper insights involve articulating greater understanding of yourself and how you were changed, or not changed, by the activity. This includes understandings of yourself gained through receiving feedback from others around you. You need to tell about what you did. Examples help.</p> <p>Note that if you had wonderful stories in your diary but didn't include details or anecdotes in your journal, we can't take them into account. For the assessment criterion, we look only at the journal.</p>

	<p>The third assessment criterion is "use of evidence (academic research; information about how you carried out your activity)". The use of evidence could be about research articles (or books, etc.) and/or about how you related them to your activity and its outcomes. If you seemingly picked the first five articles you came across and cited them somewhere or other, this is a basic level of insight. If you explain how you chose the articles, relating this to factors relevant to your experience, this is a bonus. If you discuss how the articles relate to the entire field of study, this is a further bonus. If you comment on the quality of the articles - which ones are more authoritative or can be trusted - this is another bonus. If you discuss shortcomings, contradictions or tensions in the articles, and in the field of study, this is yet another bonus. (There's an overlap here with the first assessment criterion.)</p> <p>The fourth assessment criterion is "quality of writing". We look for a clear structure with a logical flow, engagingly written text, a well-managed connection between your experiences and research publications, and accuracy in expression and grammar. The best journals tell a story that flows easily and logically to a conclusion.</p>
<b>Submission Method:</b>	<p>Send your journal (and diary or link) to Chris or Brian by email, as an attachment. Name the attachment with your student number, e.g. 1234567.pdf or 1234567.doc. In the text of your journal, include your student number but not your name.</p> <p>In your email, give the web address and password of your diary.</p>

### Assessment 3: Classroom activity

<b>Marking:</b>	Marked out of 100 - 20 %
<b>Description:</b>	<p>Students will form teams of 2 or 3 individuals. Your team will run a learning activity within a tutorial, designed to engage other students in connecting happiness ideas with one of the following topics.</p> <ul style="list-style-type: none"> <li>advertising</li> <li>architecture</li> <li>cognition</li> <li>communication technology</li> <li>community</li> <li>competition</li> <li>diet</li> <li>economics</li> <li>ethics</li> <li>fashion</li> <li>friendship</li> <li>love</li> <li>medicine</li> <li>money</li> <li>music</li> <li>psychology</li> <li>religion</li> <li>sport</li> <li>television</li> <li>work</li> </ul>

Your activity should relate one of these topics to some aspect of happiness research and practice. You should prepare a take-away handout, with a copy for each class member, including information about the topic and happiness, and an annotated list of references on the topic.

Maximum time allocated for each classroom activity will be

- individual, 18 minutes
- team of two, 34 minutes
- team of three, 48 minutes

It's okay to take less than this amount of time.

This is an activity, *not a presentation*.

Here are some examples of activities that are effectively organised to involve the audience and use many aids (the third and fourth assessment criteria). You show understanding of the practice and the case study (the first two assessment criteria) by the content and organisation of materials used.

### Example 1

Students are put into groups of three according to the team's prearranged plan. Each group deals with a series of tasks: studying a handout and filling in a questionnaire; drawing a diagram; watching a two-minute video clip and writing a critic's summary comment; playing a game; and preparing questions for the other groups. At the end, each student answers a single probing question.

### Example 2

Each student, on entering the classroom, is given an animal token and a questionnaire. After filling out the questionnaire and depositing it in a box, students go to one of four groups according to their token. Each group spends 12 minutes at each of four stations around the room. At each station, one of the team members runs an activity: a video followed by discussion, a game, a set of handouts followed by a quiz, and construction of a diagram. At the end, students fill out the same questionnaire in order to see how much they learned.

### Example 3

Each student is given a workbook, with text, pictures, cut-outs and quizzes. Slides are automatically projected on the screen; posters are on the walls; music is playing; a pile of cards is on a table. Some of the workbook exercises require use of information or clues from the slides, posters, songs and cards. Team members are available to answer individual queries. At the end, the team collects the pages of the workbooks filled out by students, leaving the main content of the workbooks for students to take away.

### Guidelines

- *Don't* talk to the class about the case study or theory.

*Why not?* Because it's low on audience involvement, and it's inefficient.

*Instead*, use a handout with the same information. People can read text in a fraction of the time it takes to say it out loud.

- *Don't* rely on verbal instructions.

	<p><i>Why not?</i> Because half the class won't be listening and some people won't hear them correctly.  <i>Instead</i>, provide written instructions in a handout, on a poster or a slide show. Only give instructions verbally, if necessary, to explain or reinforce written instructions.</p> <ul style="list-style-type: none"> <li>• <i>Don't</i> show a video for more than a minute or two at a time.  <i>Why not?</i> Because it's low on audience involvement. Viewers quickly switch into passive entertainment mode.  <i>Instead</i>, have a quiz or other exercise to fill out during the video, or show a minute's worth of the video, have a break for discussion, then show another minute, etc.</li> <li>• <i>Don't</i> tell the class to "get into groups."  <i>Why not?</i> Because self-selected groups may not be the size or composition that you want.  <i>Instead</i>, decide in advance the size of groups and — possibly — who you want in each one. You can allocate people to groups by some arbitrary criterion, such as birthdays, height or random numbers. Or you can allocate people according to their views about specific issues, such as about money or love. Or you can select the groups in advance, to get a desired mix of personality types. For example, to foster balanced participation, you might put the most talkative students in a group together.</li> </ul> <p>A few specific points:</p> <ul style="list-style-type: none"> <li>• Identify sources for any quotes, for example in handouts.</li> <li>• Plan every detail. For example, if you want responses to a question, you might display the instruction "Everyone write down a response on a slip of paper" rather than "What do you think?" Planning details will make your workshop more engaging.</li> <li>• Practise in advance to iron out difficulties and check that you can stay within the allotted time. Keeping to time can be a big challenge.</li> </ul>
<b>Due Date:</b>	In tutorial time in weeks 5 to 11 The week for your activity will be decided in class.
<b>Graduate Quality developed:</b>	<b>Informed, Independent learners, Problem solvers, Effective communicators, Responsible</b>
<b>Format:</b>	Activity organised and run for other class members
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>• understanding of happiness-related practice (including research in the area)</li> <li>• understanding of case study</li> <li>• audience involvement</li> <li>• aids (handouts, slides, posters, videos, costumes, props, music)</li> </ul>
<b>Submission Method:</b>	In-class activity organised and run for other class members

## Assessment 4: Happiness consultancy

<b>Marking:</b>	Marked out of 100 - 40 %
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<p><b>Description:</b></p>	<p>The consultancy is a continuation of your reflective journal.</p> <ul style="list-style-type: none"> <li>• You continue with the activity you used for your journal, or a different one, and/or an additional one.</li> <li>• You recruit two or more individuals — called clients — to undertake an activity known to increase happiness, either the same activity as your own or a different one.</li> <li>• You introduce your clients to the activity, for example through a presentation, talk, workshop and/or handout.</li> <li>• You monitor their engagement with the activity on a regular basis (at least weekly) through observations, interviews, survey and/or other means.</li> <li>• You evaluate the effect of the activity on yourself and your clients using questionnaires, interviews, focus groups and/or other techniques.</li> </ul> <p><i>Note</i> Your role is to introduce, monitor and evaluate the activity. You do this by observing and talking to your clients. You are not to play the role of teacher, coach or counsellor.</p> <p>In tutorials, you will be part of a team to help find suitable individuals for your consultancy. At most one of your individuals can be a student (but not a student in CST228 or a previous happiness class). You can recruit individuals from anywhere in the world, and use email, Skype and other techniques for monitoring and evaluation. If you do this, you should comment on the advantages and disadvantages of this option.</p> <p>To satisfy the ethics requirements covering this assignment, the individuals you recruit must be competent adults who are not in a vulnerable category (unemployed, in prison, Indigenous or under 18).</p> <p>You should submit a consultancy report telling about your experience and what you learned about and from the individuals in your programme. You should use findings from happiness research.</p> <p>Your report should include</p> <ul style="list-style-type: none"> <li>• how you chose the activity</li> <li>• how you recruited individuals</li> <li>• how you introduced them to the activity</li> <li>• how you monitored their involvement with the activity</li> <li>• how you evaluated your own and their experiences</li> <li>• how your and their experiences relate to academic research about the activity and happiness</li> <li>• benefits and disadvantages of the activity</li> <li>• recommendations for helping people to continue with the activity (or choose a better one).</li> </ul> <p>(Don't use these dot points as your headings.)</p> <p>Supplement your report with a link to your diary (as with the journal).</p> <p><b>Interview protocol</b></p> <p>Participant information sheets, interview consent forms and sample questions will be provided, and ethical and practical aspects of interviewing covered in class. You must obtain signed consent forms from any person that you interview and you must hand in any recording of an interview to Chris or Brian at the end of the subject.</p> <p>Information sheets and consent forms for the consultancy are available at <a href="http://www.bmartin.cc/classes/">http://www.bmartin.cc/classes/</a>.</p>
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	<b>Examples</b> For some outstanding consultancy reports from last year's class, see <a href="http://www.bmartin.cc/classes/happiness-consultancy-tops/">http://www.bmartin.cc/classes/happiness-consultancy-tops/</a> .
<b>Due Date:</b>	2pm Friday 3 June
<b>Graduate Quality developed:</b>	<b>Informed, Independent learners, Problem solvers, Effective communicators, Responsible</b>
<b>Format:</b>	2500-word written report plus diary
<b>Assessment Criteria:</b>	<ul style="list-style-type: none"> <li>• Understanding of research on happiness, especially in relation to your chosen activity</li> <li>• Understanding of the individuals you recruited and the causes and conditions of their happiness</li> <li>• Use of sources about happiness generally and the activity in particular, and the use of interviews, observations and other methods to introduce, monitor and evaluate the activity</li> <li>• Expression and appearance</li> </ul>
<b>Submission Method:</b>	Send your consultancy report (and diary or link) to Chris or Brian by email, as an attachment. Name the attachment with your student number, e.g. 1234567.pdf or 1234567.doc. In the text of your report, include your student number but not your name.

### Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made. Students who satisfactorily complete a supplementary assessment will be awarded a grade of 50% (Pass Supplementary)

The subject coordinators reserve the right to hold a supplementary oral examination concerning any piece of assessment; passing the subject is contingent on satisfactory performance in any such examination.

## Subject Resources and Materials

### Set Text

Sonja Lyubomirsky, *The how of happiness: a new approach to getting the life you want* (New York: Penguin, 2008)

### Recommended Reading / Viewing / Listening

Some e-readings are available on the library website.

These resources are recommended and are not intended to be exhaustive. Students are encouraged to use the Library catalogue and databases to locate additional resources and supplement the recommendations with resources you discover through your own research, both online and in hard copy.

- UOW Library website  
<http://www.library.uow.edu.au/index.html>



## Materials Fee

Subject materials, notably the textbook, can be purchased through the UniShop.

## General Advice Guide

Each session the Faculty of Law, Humanities and the Arts produces a guide to Faculty and University policies, programs and resources.

Students are encouraged to access a copy of the General Advice Guide at the start of each session.

The General Advice Guide can be accessed from the website at <http://lha.uow.edu.au/hsi/current-students/UOW061165.html>