

University of California, Davis
HDE 131 – Thriving Across the Lifespan (4 Units)
Spring 2024

Instructor: Dr. Anne laccopucci (she/her/hers)
Course Meetings: Mondays/Wednesdays 8-9:50 am; Walker 1310
Office: Hart Hall 2329
Office Hours: Tuesdays 10:30-12:30; by appointment
Email: amiaccopucci@ucdavis.edu
Piazza: This term we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates, the TA, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email team@piazza.com. Find our class signup link at:
<https://piazza.com/ucdavis/spring2024/hde131001sq2024>

Teaching Assistant: Yushan Zhao, yszhao@ucdavis.edu

COURSE DESCRIPTION

Course Description: Positive developmental trajectories from womb to tomb. The developmental process of thriving (e.g., happiness, life satisfaction, wisdom) and the factors that support thriving. Course Prerequisites: HDE 100A or HDE 100B or HDE 100C

COURSE OBJECTIVES

1. Understand key concepts, theories, and methods in the study of human thriving.
2. Interpret research on human thriving.
3. Apply theories and methods to the practice and study of human thriving across the lifespan and in context.

COURSE FORMAT

This course will require engagement in class material prior to each scheduled meeting. For example, course readings will be completed prior to the scheduled meeting. In-class time will be used for lectures, reflection, discussions, and application-based activities. Assessments will be conducted following each lecture and module.

REQUIRED READING MATERIALS

Course readings and materials will be posted and available on Canvas.

COURSE REQUIREMENTS

1. **Lecture Quizzes (10 points):** Each week you will complete a quiz that assess understand of readings and lecture. Your two lowest quiz scores will be dropped.
2. **Discussions and Application Activities (25 points):** You will be engaged in application-based activities and discussions that will require you to apply course content to real-life

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situations. There is no make-up for these activities, however your two lowest scores will be dropped.

3. **Thriving Paper: Personal Well-being Part 1 (50 points):** You will choose one practice from Greater Good in Action <https://ggia.berkeley.edu/> website that aligns with your own personal goals of well-being. You will develop a plan to monitor your development across the quarter and submit a paper describing this plan. Additional details are available on Canvas.
4. **Thriving Paper: Part 2 Paper (350 points):** As a follow up to your Part 1 paper, you will submit a paper where you reflect on your practice, explain how it relates to concepts of thriving, track and analyze your development with the data you collected about yourself, and describe the outcome. The goal of this paper is to expand on your understanding of thriving by applying it to your own personal life and analyze data you collect about your own practice. Detailed instructions can be found on Canvas.
5. **Exams (300 points):** There will be four exams offered. Three non-cumulative and an optional, cumulative final exam. Your lowest score will be dropped, so if you choose not to take the final exam then that would be your dropped score.

COURSE EVALUATION

Assignment	Maximum Points
Lecture Quizzes	100
Discussions & Activities	200
Thriving Paper Part 1	50
Thriving Paper Part 2	350
Exams	300
Total Points Possible	1000

Letter Grade	Points	Percentage
A+	970-1000	97-100%
A	930-969	93-96%
A-	900-929	90-92%
B+	870-899	87-89%
B	830-869	83-86%
C+	770-799	77-79%
C	730-769	73-76%
C-	700-729	70-72%
D+	670-699	67-69%
D	630-669	63-66%
D-	600-629	60-62%
F	0-599	<60%

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COURSE PROCEDURES AND EXPECTATIONS

Communication Procedures. Announcements, grades, assignment documents, and supporting materials will be posted in Canvas. It is your responsibility to check Canvas regularly and to hold on to your assignments in case of any clerical errors. Please use the Piazza discussion board to pose and respond to course-related logistic and assignment questions. Should you have other questions, please email the teaching team their respective UC Davis email accounts for course correspondence. Before sending a message, review the syllabus, class announcements, Piazza, and relevant Canvas resources to make sure your question isn't answered in those resources already. Here is a resource for composing an email to the teaching team: [UNR Email Resource](#). Please note that emails will not be checked on the weekends. You can expect a response time within 48 hours.

Attendance and Participation. This course is being delivered fully in-person. It is expected that you will arrive on time, stay for the duration, and actively participate in course discussions and activities.

Student Conduct. It is expected that all students exhibit respect and integrity in their work. This includes demonstrating mutual respect and cooperation with your peers and the teaching staff. The UC Davis Principles of Community can be found here: <https://diversity.ucdavis.edu/principles-community>. Additionally, it is expected that all students act with academic integrity. Evidence of cheating, plagiarism, or misuse of instructor's materials will be reported to judicial affairs. Use of AI to generate content is not acceptable. The academic code of conduct can be found here: <https://ossja.ucdavis.edu/code-academic-conduct>.

Late Work Policy. Assignments will have a due date and time in Canvas. Assignments must be completed by the due date to receive full credit unless prior arrangements are made with the instructor. Exams and participation points cannot be made up. For credit, all assignments must be turned in as a PDF or Word document. Make up work and extra credit is not given.

Reasonable Accommodation Policy. The Student Disability Center (SDC) offers support services and accommodations to students to ensure students with disabilities equal access and opportunity to pursue their educational goals. If you have a documented disability and verification from SDC, and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to SDC and meet with a counselor to request special accommodation before classes start. For additional information visit: <https://sdc.ucdavis.edu/>

UC DAVIS RESOURCES

AB 540/Undocumented Student Center <http://undocumented.ucdavis.edu>

Academic Assistance and Tutoring Centers <https://tutoring.ucdavis.edu>

Center for Advocacy Resources and Education (CARE) <http://care.ucdavis.edu>

Counseling Services (219 North Hall) <https://shcs.ucdavis.edu/counseling-services> * For immediate mental health crisis assistance, call 530-752-2349.

Mental Health Resource Library <https://healthy.ucdavis.edu/mentalemotional/resource-library>

Student Affairs <https://studentlife.ucdavis.edu>

Student Disability Center <https://sdc.ucdavis.edu>

Student Health and Wellness Center <https://shcs.ucdavis.edu/medical-services>

Basic Needs/Aggie Compass <https://aggiecompass.ucdavis.edu/>

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Week	Date	Topic	Reading	Assignments
1	4/1/24	Welcome: Thriving, happiness, and health [1.1]	Course Syllabus	Discussion Activity #1 Due 4/5/24
	4/3/24	Thriving, happiness, and health [1.2]	Hooker, E. & Pressman, S. (2019). The healthy life. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from https://noba.to/4tm85z2x	Quiz [1.2] Due 4/5/24
2	4/8/24	Thriving Paper Part 1		Due 4/8/24
	4/10/24	Theoretical foundations: Person-Context-Equitable Opportunity [1.3]	Diener, E. (2019). Happiness: The science of subjective well-being. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from https://noba.to/gnw7g32t	Quiz [1.3] Discussion Activity #2 Due 4/12/24
3	4/15/24	Developmental research methods [1.4]	Scollon, C. N. (2019). Research designs. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from https://noba.to/acxb2thy	
	4/17/24	Exam 1		Due 4/17/24
4	4/22/24	Attachment and trust [2.1]	Fraley, R. C. (2019). Attachment through the life course. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from https://noba.to/s3kj9ufv	Quiz [2.1] Due 4/26/24
	4/24/24	Emotion [2.2]	Ford, B. & Mauss, I. B. (2019). Emotion experience and well-being. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from http://noba.to/uk6dvwyf	Quiz [2.2] Discussion Activity #3 Due 4/26/24
5	4/29/24	Prosocial development and extensivity [2.3]	Hammond, S. I. & Brownell, C. A. (2015). Prosocial development across the lifespan. In R. E. Tremblay, M. Bolvin, R. Peters (Eds.). <i>Encyclopedia on Early Childhood Development</i> . http://www.child-encyclopedia.com/prosocial-behaviour/according-experts/prosocial-development-across-lifespan .	Quiz [2.3] Discussion Activity #4 Due 5/3/24
	5/1/24	Thriving Paper Part 2		Due 5/1/24
6	5/6/24	External assets: Social support and relationships [3.1]	Tan, K. & Tay, L. (2019). Relationships and well-being. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved	Quiz [3.1] Discussion Activity #5 Due 5/10/24

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			from http://noba.to/h2tu6sxn	
	5/8/24	Internal assets: Positive perspectives and coping [3.2]	Marroquín B., Tennen H., & Stanton A.L. (2017) Coping, emotion regulation, and well-being: Intrapersonal and interpersonal processes. In M. Robinson & M. Eid (Eds.), <i>The happy mind: Cognitive contributions to well-being</i> . Springer.	Quiz [3.2] Discussion Activity #6 Due 5/10/24
7	5/13/24	Internal assets: Meaning and engagement [3.3]	Esfahani-Smith, E. (2013). There's more to life than being happy. <i>The Atlantic</i> , January 9, 2013. https://www.theatlantic.com/health/archive/2013/01/theres-more-to-life-than-being-happy/266805/	Quiz [3.3] Due 5/17/24
	5/15/24	Exam 2		Due 5/15/24
8	5/20/24	Thriving in neighborhoods [4.1]	Davis, R., Cook, D., Cohen, L. (2005). A community resilience approach to reducing ethnic and racial disparities in health. <i>American Journal of Public Health</i> , 95, 2168-2173.	Quiz [4.1] Discussion Activity #7 Due 5/24/24
	5/22/24	Thriving and the built environment [4.2]	Miller, K. (2018). Health equity and the built environment. In K. Miller (Ed.), <i>Introduction to design equity</i> . Retrieved: https://open.lib.umn.edu/designequity/chapter/chapter-4-health-equity-and-the-built-environment/	Quiz [4.2] Discussion Activity #8 Due 5/24/24
9	5/27/24	Memorial Day – No Class		
	5/29/24	Thriving in schools and youth programs [4.3]	Waters, L. (2011). A review of school-based positive psychology interventions. <i>The Educational and Developmental Psychologist</i> , 28(2), 75-90.	Quiz [4.3] Discussion Activity #9 Due 5/31/24
10	6/3/24	Thriving in workplaces [4.4]	Gagné, M., & Bhave, D. (2011). Autonomy in the workplace: An essential ingredient to employee engagement and well-being in every culture. In V. I. Chirkov, R. M. Ryan, & K. M. Sheldon (Eds.), <i>Cross-cultural advancements in positive psychology: Vol. 1. Human autonomy in cross-cultural context: Perspectives on the psychology of agency, freedom, and well-being</i> (pp. 163–187). Springer Science + Business Media.	Quiz [4.4] Discussion Activity #10 Due 6/7/24
	6/5/24	Exam 3		Due 6/5/24
Finals	6/7/24	Final Exam		8:00 am – 10:00 am

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