

Communication and The Art of Happiness – COM 494 – SLN 74860

Fall 2011 – Arizona St U-Tempe; Stauffer 440 – Tue 6:40-9:30 p.m.

Professor: **Dr. Sarah J. Tracy, Ph.D.** Email: Sarah.Tracy@asu.edu
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Office hours (Stauffer 424): Tuesday 5-6:30 p.m.; Wednesday 2-3 p.m. and by appt.



In this senior-level seminar, we will examine how communication behaviors relate to constructing happiness and wellbeing. Topics include gratitude, forgiveness, social support, appreciation, social networks and communicative contagion of mood—intersecting with issues of dyadic, group and organizational communication. Auxiliary readings come from a variety of disciplines, including psychology, management, sociology, positive organizational scholarship, and appreciative inquiry.

Weekly course activities include reading, field exercises and journal writing. The course culminates with an exam, happiness project presentation and research paper.

Classes featuring happiness and communication are very new in the discipline. We will be encountering new literatures, asking innovative questions, and challenging each other to find and co-create fresh ideas. My hope is that we will enjoy this adventure together, and also learn skills that help us optimize our own happiness and wellbeing.

Course Readings

Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin.

Additional Readings – Available via Blackboard and listed below on course schedule.

Assignments and Grading (out of 500 points total)

Outstanding – above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 299 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

Exam (up to 100 pts – 20%):

There will be one exam during Class 14 that should take about 1.5 hours to complete. The exam will be a combination of questions including those that are closed answer (e.g., T/F, multiple choice or matching), short-answer, application and essay. The exam tests your synthesis and application of concepts covered in class, as well as those covered in your text and other assigned readings. Students who are successful on exams are those who have carefully read and understood the assigned readings, taken integrative course notes, and then are able to synthesize and provide examples for concepts covered.

Participation (up to 50 pts – 10%)

You can earn points toward participation through attendance and focused attention for the full class period, thoughtful and appropriate verbal participation (more does not always = better), listening alertly, taking notes, concentrating on course material rather than external distractions, and providing enthusiastic and supportive interaction with other class members (which fosters collective focus on the course material). I will make notes about participation earned after every course session.

You can bolster participation by reading an auxiliary article related to the topic and providing the class with an overview (verbally or written). Points awarded depend on breadth of the article and quality of the overview. Assignments are explained in class, and many activities/mini-assignments are completed during class. Being present is integral to fulfilling and getting credit for these activities.

Students can miss one class (except for class #11 or #14) for any reason without penalty. After that, each absence (= missing any one class for 30+ minutes) will deduct 10 points from your final grade. Late arrivals or early departure (of less than 30 minutes) will deduct 2.5 points. These deductions can very quickly affect your overall course grade.

“Happiness Project” Reflection & Activity Journal (up to 100 pts – 20%)

A primary part of this class is journaling in response to discussion questions, readings and activities. Each response is related to a reading and/or a course activity—so reading and completing the activity *first* is integral for writing a meaningful journal response. The journal entry prompts are located in the schedule of classes, below.

Students will journal through the Blackboard journaling function (to be demonstrated and explained in the first class period). Please follow these directions for submission:

1. Draft response in a separate word-processing program (e.g. Microsoft Word) and save a copy for yourself as back-up.
2. *Copy and paste* response into Blackboard. *Do not attach* as a separate document.
3. Title entries for the class session in which they are due: E.g. “Class 3 – Reflection on Survey Results” or “Class 11 – Reflected Best Self Analysis.”
4. You *must* have access to your response in class, so either print it out or have it available on a lap-top or hand-held device.

Students should complete at least 10 of the 11 journal entries for up to 100 points. All students are required to complete the “Reflected Best Self Exercise” for Class #11. Journal entries are to be ~500 words each (fyi, this syllabus page has 532 words). Points awarded depend on the entry’s thoughtful reflection on course and reading material, specific response to the journal query, as well as evidence of your daily happiness activities and behaviors. Good responses will earn 8 pts. Responses that are late, incomplete or below average will be awarded fewer points. Journal entries that go above and beyond expectations will earn 9 or 10 points. Students are welcome and encouraged to complete all eleven journal entries as a way to earn bonus points.

Journals will be checked weekly for completeness, and you will receive global feedback via Blackboard a couple times throughout the semester. If you would like specific and immediate feedback on a certain response, feel free to be in touch.

“Happiness Project” Presentation & Visual Representation (up to 50 pts – 10%):

Over the term, you will engage in your own “Happiness Project” by adopting goals and resolutions related to two or more topics. Access <http://www.happinessprojecttoolbox.com/> by class two to help you do this. This website is free and you can keep your entries private or public. Read over the section on “how to use this site” and play around with it.

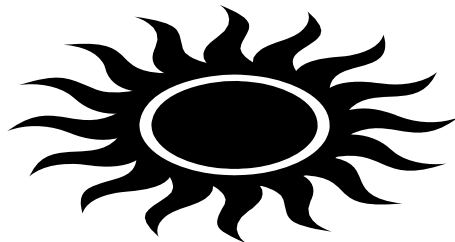
By class five, choose at least two areas to focus upon for improving happiness. Across the term, engage in activities to cultivate these areas in your own daily life. Use the happiness project website or another mechanism to track your activities.

- | | |
|---|-------------------------------|
| a. Gratitude | i. Therapeutic Writing |
| b. Optimism | j. Forgiveness |
| c. Avoiding social comparison | k. Finding Flow |
| d. Acts of kindness | l. Savoring |
| e. Nurturing relationships | m. Committing to goals |
| f. Giving affection | n. Practicing spirituality |
| g. Coping strategies that curb negativity | o. Caring for body / exercise |
| h. Tracking mood contagion (e.g., thru monitoring complaints) | p. Focusing on strengths |

Furthermore, locate 3-4 artifacts of happiness—associated with your key areas of focus. Happiness artifacts are “things” that are positively or negatively related to, instruct about, or show the value of your key happiness areas. These could include material objects, self-help books/websites, advertisements, magazine articles, television programs, recordings, photos or other popular sources that implicitly or explicitly provides advice on how to live a happier life.

You will do a 5-minute *verbal presentation* and *visual representation* of these artifacts and your own happiness project. Presentations will be scheduled for Classes 12 and 13.

Presentations should: 1) describe your personal “happiness project” and 2) explain how your experience, the artifacts, and your visual representation represent, negate or symbolize happiness research. Presentations will be graded on their creativity, organization, articulateness (remember to practice!), and *their explicit connection of happiness activities to course readings and supplemental articles.*



Journal entries and all the activities you engage with to support your happiness project presentation serve as integral data from which to base your final research paper, described next.

Interviewing Proposal and Research Paper (Up to 200 pts – 40%):

The culmination of this course will be your writing, a ~10 page research paper applying class discussions, expertise on interviewing, data from four (4) interviews, research from at least three (3) supplemental research articles (from Blackboard or elsewhere), as well as at least three (3) “pop-culture” sources (e.g., Wikipedia, self-help books, websites, advertising campaigns, etc.).

You are also welcome to work with a partner on this paper, in which case the paper should be ~15 pages and requires six (6) interviews, research from at least five (5) supplemental research articles and at least three (3) “pop-culture” sources. Co-authors will receive the same grade, so you are advised to choose a partner with care.

You will be asked to turn in a **proposal** for this project in class session #13—worth 25 points—that includes:

- 1) A one paragraph description of your personal “happiness project” activities;
- 2) A description of your target interviewees;
- 3) A list of proposed interview questions (informed by the reading on interviewing).

After getting your proposal back, carefully review the feedback (from peers and your instructor). *Keep this proposal and attach it to the final paper you turn in.*

For the final paper, conduct an interview study with four or more people (six or more for duos) in which you ask them questions about the areas of happiness you focused on for your happiness project—and analyze how their experience differs from your own and how this all relates to the empirical research. In the paper:

- 1) Summarize the research that grounds the study (~2 pages / ~3 pages for duos)
- 2) Describe your personal happiness project (~2 pages / ~3 pages for duos)
- 3) Provide a description of the interview questions and a summary of the answers (~2 pages / ~3 pages for duos)
- 4) In the heart of the paper, explain several primary lessons learned from comparing and contrasting these three points of information (the empirical research, your own experience, the interview responses). In this section, draw information directly from these three sources to support your lessons learned. (~3 pages / ~4.5 pages for duos)
- 5) Based upon all this, what advice and suggestions would you provide to people about your focus areas and happiness in general? (~1 page / ~1.5 pages for duos)

Strong papers clearly relate experiences and the interviews to empirical research associated with communication and happiness. Furthermore, they are well-organized, beautifully written, engaging, provide strong support for claims made and uphold all aspects of academic integrity. References should be in APA format, Times New Roman 12-pt font, and double-spaced with 1-inch margins. You will be asked to turn in a copy of this paper both in hard-copy printed form as well as through “safe assignment” on Blackboard—instructions given in class. *Remember to attach your paper proposal(s) (with all its feedback) to the hard-copy paper you turn in during class.*

Course Policies

Norms of Civility:

Let's create an oasis of civility in this class by: arriving on time and staying for the entire class period, keeping an alert and enthusiastic presence, paying attention to course material rather than other distractions, listening supportively and attentively—speaking one at a time and helping others stay focused. When we speak about sensitive, personal or painful issues, I hope we can ensure a safe and supportive classroom environment by respecting each others' confidences.

To help create this environment, students should not: arrive late, leave early, sleep, use a phone or lap-top for non-course activities, eat odiferous or noisy food, or carry on side conversations. Each engagement in any of these activities is cause for deducting 2.5 points. Many of us are irresistibly drawn to our hand-held devices. If this is the case for you, make it invisible—put it away and turn off the buzzer, beeper and vibrator. If, for some reason, you are involved in an emergency situation in which you must access your hand-held device for a non-course-related reason, let me know before class.

Academic Integrity:

Assignments with integrity are written at the collegiate level, with clear and appropriate organization, full sentence structure, grammar and spelling. When referring to material from the text, class notes, or any other source (including Internet webpages), using quotation marks and appropriate citation is ethically and stylistically required.

Students are warned against cheating or plagiarizing on any assignment or exam, large or small. Plagiarizing includes copying from other students, past coursework, the Internet, the text, or other published sources without proper citation. It also includes excessive “help” or “editing” on assignments from others (if in doubt, ask me). Students found to be in violation of academic integrity guidelines will face disciplinary action which may include being suspended or expelled from the College or University, given an XE on the transcript, referred to Student Judicial Affairs and/or having his/her name kept on file. Student assignments are routinely checked against plagiarism-detection websites and files of past student papers, so do your own work and cite all sources.

Unique Academic Needs:

Students with unique academic needs who desire special accommodations should document their needs with ASU's disability resource center (<http://www.asu.edu/studentaffairs/ed/drc/lab/>) and contact me in the first couple sessions to discuss options.

Absences, Due Dates, Late or Incomplete Work:

Assignments will be marked down up to 10% each day and will not be accepted more than two weeks past their due date (and none will be accepted after December 9th). In-class work (e.g., exams, presentations and class activities) will receive credit only on the day they are due.

Incompletes are discouraged and only available if you: 1) experience serious documented illness or emergency; 2) finish more than half the coursework, 3) negotiate the incomplete before 12/6.

Students who must miss a class due to a university-excused absence (e.g., participation in an ASU athletic event or practice of a religious holiday) should alert Dr. Tracy in the first two weeks of class. If you miss class or a due date because of an unavoidable emergency and wish to be excused, notify Dr. Tracy within 24 hours, following up with documentation / explanation.

Course Schedule—Subject to Change via an announcement

Date, Class, & Topic	Readings / Assignments / Journaling / Activities L=Lyubomirsky												
<p>8/23</p> <p>Class 1</p> <p>Introduction to Course</p>	<p>Students tell a story about their happiest day and describe what they did or were motivated to do that day. Is happiness a good thing, or does it simply feel good?</p> <p>Soon after class: Buy book, navigate and figure out journaling function on blackboard, and begin thinking about what happiness means to you.</p> <p>Mood tracker assignment (to work on over next couple weeks and bring to class 4): Track your mood 3x a day. Graph the results and observe your patterns and experiences while tracking the results. You can choose your own mood tracker (on-line or on a smart-phone—e.g., “moody me”) or do free-hand. For example, rate on a scale of 1 to 10, 1 being severely sad and 10 being amazingly happy in the morning (M), afternoon (A) and night (N). Here is an example of one day:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>M</th> <th>A</th> <th>N</th> <th>Avg</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>8/5/2011</td> <td>4</td> <td>7</td> <td>7</td> <td>6.00</td> <td>Sleep is very important to my happiness.</td> </tr> </tbody> </table>		M	A	N	Avg	Notes	8/5/2011	4	7	7	6.00	Sleep is very important to my happiness.
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<p>8/30</p> <p>Class 2</p> <p>Is Happiness a Legitimate Science?</p>	<p>To read before class: L – Forward and Chapter #1</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • To you, what does it mean to be happy and how important is it to be happy? • What makes you feel good? What activities do you find fun, satisfying, or energizing? • What makes you feel bad? What are sources of anger, irritation, boredom, frustration, or anxiety in your life? • In what areas of your life do you find progress, learning, challenge, improvement, and increased mastery? • What areas of your life don't feel right? Why? <p>Soon after class: Complete subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire: http://www.authentic happiness.sas.upenn.edu/Default.aspx (you must log in to do the surveys). Calculate your scores [~ 30 minutes]. Continue mood-tracker activity.</p>												
<p>9/6</p> <p>Class 3</p> <p>Is it Possible to Become Happier?</p> <p>How Happy Are You and Why?</p>	<p>To read before class: L Chapter #2</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • What did you learn from completing the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and other diagnostic of your choosing? • Were you surprised by your scores—why or why not? • In your opinion, what is the value (or lack of value) of these various scales and knowing your score? Is one more valuable than the other? Why? • How do you think your score might change in the (near or long-term) future? <p>Soon after class: Complete Person-Activity fit diagnostic (p. 74) [~30 minutes] and continue mood tracker activity</p>												

<p>9/13</p> <p>Class 4</p> <p>How to Find Happiness Activities That Fit Your Interests, Values & Needs</p>	<p>To read before class: L Chapter #3</p> <p>Before today’s class, write a ~250 word entry motivated by the following:</p> <ul style="list-style-type: none"> • What did you learn from your person-activity fit diagnostic scores (p. 74)? • Which activity comes naturally to you (like a “signature strength”)? • Which activity is an area of low strength? How might you develop it? • What do you plan for your personal “happiness project?” [description available above in discussion of course assignments] <p>AND</p> <p>Mood tracker graph (bring to class) and a ~250 word response motivated by:</p> <p>How did you go about tracking your mood? How well did this work for you? What did you learn through the process?</p> <p>Soon after class: Begin gratitude list and letter (see below)</p>
<p>9/20</p> <p>Class 5</p> <p>Gratitude, Positive Thinking and Emotional Contagion</p>	<p>To read before class:</p> <p>L Chapter #4</p> <p>Kowalski, R. M. (1996). Complaints and complaining: functions, antecedents, and consequences. <i>Psychological Bulletin</i>, 119, 179-196</p> <p>Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1993). Emotional contagion. <i>Current Directions in Psychological Science</i>, 2, 96-100.</p> <p>Before today’s class, write journal entries that consist of the following:</p> <p>Gratitude List – List 20 things that you’re grateful or thankful for – the more specific the better (e.g., “Susie lets me use her hair products” is better than “A good hair day”).</p> <p>AND</p> <p>Gratitude Letter (see pp. 98-101)</p> <p>Soon after class: Participate in at least one pleasurable/fun activity, one philanthropic/helpful activity and one affectionate activity. Observe their effect on your happiness and how they compare to one another.</p>
<p>9/27</p> <p>Class 6</p> <p>Kindness & Social Connections</p>	<p>To read before class:</p> <p>L Chapter #5</p> <p>Floyd, K. (2002). Human affection exchange: V. Attributes of the highly affectionate. <i>Communication Quarterly</i>, 50, 135-154.</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Describe your 1) pleasurable/fun activity; 2) your philanthropic/helpful activity; and 3) your affectionate activity. • How did these activities affect your happiness, if at all? • Was one more powerful than another? Which one? How so? <p>Soon after class: Reflect on injuries or transgressions that have happened to you in the last few years where you’ve had trouble forgiving.</p>

<p>10/4</p> <p>Class 7</p> <p>Managing Stress & Coping and Learning to Forgive</p>	<p>To read before class: L Chapter #6 Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. <i>Psychological Science</i>, 8, 162-166. Waldron, V. R., & Kelley, D. L. (2005). Forgiving communication as a response to relational transgressions. <i>Journal of Social and Personal Relationships</i>, 22, 723-742.</p> <p>Before today's class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Describe <i>two different</i> transgressions that have happened to you in the last few years where you've had trouble forgiving. • <i>Choose one</i>, and craft a letter to the person who caused the injury (you need not send this letter). • In this letter, explain why you were upset, how you moved on or what you might need in order to move on. ? <p>Soon after class: Observe your reflections on the two different transgressions and how you now feel differently about them, if at all. AND Consider 6 goals with qualities associated with the left-hand column on p. 216</p>
<p>10/11</p> <p>Class 8</p> <p>Living in the Present & Committing to Goals</p> <p>Explanation of Reflected Best Self Exercise</p>	<p>To read before class: L Chapters #7 & #8</p> <p>Before today's class, write a ~250 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Reflect upon the two different transgressions you described last time. • In what ways, if at all, do you feel differently about these two situations? How did writing about one of them make a difference, if at all? • How does this diverge with or support research on therapeutic writing? • In what ways, if at all, do you feel better equipped to deal with forgiveness? <p>AND List 6 goals and describe how they have qualities associated with the left-hand column on p. 216</p> <p>Soon after class: Practice finding flow and micro-flow through savoring communication. This means immersing ones' self into the details of communication moments (e.g., subtle pitch and tone qualities of voice, qualities of facial cues, subtle body movements, present artifacts, scents, fine details of clothing, lighting, temperature, memorable expressions, etc.) and seeking to appreciate their qualities, as if these things were part of a gourmet meal.</p> <p>Also soon after class: Send initial email for the Reflected Best Self Exercise to your 20 potential respondents</p>
<p>10/18</p> <p>Class 9</p> <p>Taking Care of Your Body and Soul: Spirituality, Meditation, Physiology, Faking it to Make it</p>	<p>To read before class: L Chapter #9</p> <p>Before today's class, write a ~500 word entry:</p> <ul style="list-style-type: none"> • describing one or more of the savored communication episodes (see description above) and its effects on... • 1) you as the listener, 2) the emerging conversation, 3) the other person, 4) the relationship. • The description should help the reader also savor the experience. • In what ways, if at all, is savoring similar to or different from your regular way of being in conversation? <p>Soon after class: Practice one or more activities related to this session's readings (e.g., a religious service, meditation session, exercise) and reflect on its effects.</p> <p>Also: Follow up on your initial email with contacts for reflected best self exercise</p>

<p>10/25</p> <p>Class 10</p> <p>Compassion and Happiness at Work</p>	<p>To read before class: Way, D., & Tracy, S. J. (Under Submission). Conceptualizing compassion as recognizing, relating and (re)acting: An ethnographic study of compassionate communication at hospice. <i>Communication Monographs</i>.</p> <p>Lutgen-Sandvik, P., Riforgiate, S., & Fletcher, C. (2011). Work as a source of positive emotional experiences and the discourses informing positive assessment, <i>Western Journal of Communication</i>, 75: 2-27.</p> <p>Before today’s class, write a ~500 word entry motivated by the following:</p> <ul style="list-style-type: none"> • Describe one or more activities related to last session’s readings (e.g., a religious service, meditation session, exercise) and reflect on its effects. • How did it make you feel during the activity? • Immediately after? Several hours later? A day later? • Do you plan to repeat the activity? Why or why not? <p>Soon after class: Take the VIA signature strengths inventory on authentic happiness website http://www.authentichappiness.sas.upenn.edu/Default.aspx (half hour) Collect & reflect upon data from 10+ respondents on reflected best self exercise</p>
<p>11/1</p> <p>Class 11</p> <p>Reflected Best Self Exercise Workshop</p> <p><i>Attendance required</i></p>	<p>Bring to Class: Score on the VIA signature strengths inventory & All the data received from 10+ respondents on reflected best self exercise (read it one time through before class)</p> <p>Class time will be devoted to analyzing your reflected best self-exercise and writing about it. Please enter what you learned and analyzed during today’s class as a journal entry for <i>Class #11</i> (this can be done any time before class #12).</p> <p>Soon after class: Read interview material on Blackboard & Prepare Happiness Project Presentation</p>
<p>11/8</p> <p>Class 12</p> <p>Happiness Presentations</p>	<p>To read before class: Interview Planning and Design (esp. p. 23-end) – Chapter on Blackboard & Conducting Interviews – Chapter on Blackboard (esp. p. 1-16)</p> <p>Class Activities: 1 hour discussion of interviews, rest for Happiness Presentations</p> <p>Soon after class: Prepare research paper proposal</p>
<p>11/15</p> <p>Class 13</p> <p>Happiness Presentations</p>	<p>Bring to Class (Typed and Printed out): Research paper proposal (25 pts)</p> <p>Class Activities: Rest of Happiness Presentations (1 hr); Class-wide analysis of presentation overlaps and possibilities for partnerships (half hr); peer feedback on research paper proposals (half hr); Q & A on exam and final research paper (half hr)</p> <p>Soon after class: Study for course exam</p>
<p>11/22</p> <p>Class 14</p> <p>Exam & Proposal Feedback</p>	<p>Class Activity: Research proposal feedback and Q & A on final papers (half hour)</p> <p>Exam (designed to take 1 to 1.5 hours)</p> <p>Soon after class: Retake subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and the authentic happiness inventory questionnaire (http://www.authentichappiness.sas.upenn.edu/Default.aspx) and calculate your scores.</p>
<p>11/29</p> <p>Class 15</p>	<p>A Celebration of Happiness – activities TBA</p> <p>Soon after class: Continue interviews and analysis for final paper</p>

12/6 Class 16 Sustaining Happiness for the Long Term Final Course Paper Due	<p>To read before class: L Chapter 10 – The 5 Hows of Happiness, Afterword and Postscript</p> <p>Bring to Class: A ~500 word response answering:</p> <ul style="list-style-type: none"> • What did you learn from retaking the subjective happiness scale (p. 33), Oxford Happiness Questionnaire (pp. 84-86) and & the authentic happiness inventory questionnaire (http://www.authentichappiness.sas.upenn.edu/Default.aspx)? • How did your score change (if at all) from when you took it 3 months ago? • Why do you think it changed or didn't change? <p>Due: Final Course Paper (two versions): 1) hard copy version printed out with proposal attached and 2) electronic version uploaded to Blackboard's "safe assignment"</p>
12/13 Final Time	Activities TBA

Supplemental Readings (Even more resources available on Blackboard website)

Topic	Supplemental Resources
Happiness a science?	Norrish, J. M., & Vella-Brodrick, D. A. (2008). Is the Study of Happiness a Worthy Scientific Pursuit? <i>Social Indicators Research</i> , 87, 393-407.
Gratitude & Positive Thinking	Emmons, R. A., McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. <i>Journal of Personality and Social Psychology</i> , 84, 377-389. MacLeod, A. I.K., & Moore, R. (2000). Positive thinking revisited: Positive cognitions, well-being, and mental health. <i>Clinical Psychology and Psychotherapy</i> , 7, 1-10.
Kindness & Social Connections	Otake, K., Shimai, S., Tanaka-Matsumi, J., Otsui, K., & Fredrickson, B. (2006). Happy people become happier through kindness: A counting kindnesses intervention. <i>7</i> (3), 361-375. Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? <i>Journal of health & social behavior</i> , 35, 53-79. Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of facebook 'friends': Social capital and college students' use of online social network sites. <i>Journal of computer-mediated communication</i> , 12, 1143-1168. Helliwell, J. F. Putnam, R. D. (2004). The social context of well-being. <i>Philosophical transactions of the Royal Society of London</i> , 359, 1435-1446.
Caring for your body & soul	Bartlett, S. J., Piedmont, R., Bilderback, A., Matsumoto, A. K. Bathon, J. M. (2003). Spirituality, well-being, and quality of life in people with rheumatoid arthritis. <i>Arthritis and rheumatism</i> , 49, 778-783. Andréasson, P., & Dimberg, U. (2008). Emotional empathy and facial feedback. <i>Nonverbal Behavior</i> , 32, 215-224.
Happiness at Work	Gavin, J. H., & Mason, R. O. (2004). The virtuous organization: The value of happiness in the workplace. <i>Organizational Dynamics</i> , 33, 379-392. Barge, J. K. & Oliver, C. (2003). Working with appreciation in managerial practice. <i>Academy of Management Review</i> , 28, 124-142. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i> , 33, 137-162. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. <i>Academy of Management Review</i> , 33, 137-162. Ledford, G. E., Jr. (1999). Comment: Happiness and productivity revisited. <i>Journal of organizational behavior</i> , 20, 25-30.