

HDE 131: Thriving Across the Lifespan

Spring 2023

MW 8:00-9:50 AM

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Course Description & Goals

This course introduces the topic of thriving across the lifespan. Together, we will explore the questions: What makes for happy, healthy, and thriving lives across development? How can we promote thriving across contexts?

Through a research-oriented overview of theoretical perspectives of human thriving, this course focuses on individual and contextual factors shaping people's potential for thriving, reviewing basic research on personal and contextual assets that optimize thriving in people and their communities. Basic components of the research process will be introduced.

Learning Objectives

- Understand key concepts, theories, and methods in the study of human thriving
- Interpret research on human thriving.
- Apply theories and methods to the practice

This syllabus and the content and dates therein may be modified at the instructor's discretion. Any changes will be noted in the Announcements section on Canvas. © Lindsey Partington

and study of human thriving across the lifespan and in context.

Required Materials

Required course readings and materials will be listed and available in Canvas Modules and the course schedule in this syllabus. **There is no textbook for this course.**

Course Structure

Weekly Course Components

- **1 synchronous (live) lecture**, held via Zoom on **Mondays, 8:00-9:50am** (recorded and posted to Canvas by **Tuesdays, 10am**).
- **1 asynchronous (recorded) lecture** (in place of Wednesday lecture), posted to Canvas by **Wednesdays, 8am**.
- **2 Lecture Quizzes** based on live and recorded lecture content, posted to Canvas by **Mondays, 10am** and due **Fridays, 11:59pm**.
- **1 Discussion Teams post & response** posted to Canvas discussion board by **Mondays, 10am** and due **Fridays, 11:59pm**.

Note: Some weeks may differ in structure or activities, so please check syllabus weekly.

Other Course Components

- **2 "How-To" paper-writing workshops**, held via Zoom during normal lecture times (also recorded and posted to Canvas afterwards)
- **A two-part paper assignment** (Canvas)
- **3 non-cumulative midterms** (Canvas)
- **1 cumulative final exam** (Canvas)

Student Responsibilities

Students are responsible for attending and learning from live (or recorded) class sessions and assigned readings. Students also are responsible for keeping informed about all announcements and class material. As with any upper-division college course, students should expect a challenge. To *earn* an A, students should expect to spend a considerable amount of time **reading** and **reviewing** course readings before attending lessons.

All UC Davis courses follow the Carnegie Rule. *That is, to succeed in the class, for every unit, students should plan to spend at least 2-3 hours*

outside of class time working on coursework, that is: 8-12 hours of outside work per week reading, reviewing, taking assessments, writing, etc. Students' academic experience will be greatly improved by using resources such as virtual study groups, taking notes, office hours, UC Davis tutoring/writing center, etc.

COVID-19 Flexibility

The pandemic has created an extremely difficult learning environment. We want to support you. To that end, course policy surrounding the current circumstances is as follows:

- If needed, “step out” momentarily during live lecture sessions to respond to your caregiving responsibilities or health. Remember that all live sessions are recorded so you can plan to resume reviewing the lesson’s content.
- Reserve the “missed” discussions and quizzes for unexpected health, technological, or caregiving emergencies. This flexibility is precisely for such circumstances.
- Virtual lectures may mean that you are attending class in a public or shared space. Use the “mute” button as needed to minimize distractions.
- While we maintain the same high expectations for all students regardless of parenting or caregiver status, you can schedule a meeting with the teaching team (i.e., instructor of record, TAs) to problem solve ways that make you feel supported as you strive to meet your academic goals.
- If an extensive illness, caregiving difficulty, or other hardship arises, contact the teaching team immediately to work together to support you.

Assignments and Exams

Students are required to submit assignments in Canvas. **Assignments sent over email to the teaching team will not be accepted.**

In-Class Participation (15%)

Throughout the quarter, there will be a series of in-class assignments (e.g., short quizzes, quick writes). In-class assignments will be announced in live and recorded lectures and then made available in Canvas. If students miss an in-class assignment deadline, they cannot earn these points; students have up to two missed in-class assignments without consequence to the total possible points. In-class assignments are typically due Fridays by 11:59 pm.

Discussion Teams: DT (15%)

Throughout the quarter, there will be a series of group discussions that students will engage in via Canvas. Discussion teams will be set at the beginning of the quarter. If students miss a Discussion Team post deadline, points cannot be earned; however, students have up to two missed posts without consequence to the total possible points. Discussion posts are *typically* due Fridays by 11:59 pm.

Thriving Paper: The Starting Line (5%)

Choose 1 practice from Greater Good in Action <https://ggia.berkeley.edu/> that is intrinsically motivating, fits your schedule well, and matches your goals this quarter. You will develop a tracking plan to monitor your development across the quarter. Find more details in Canvas and during the “How-To” workshop.

Thriving Paper: The Journey (35%)

In addition to engaging in the GGIA practice you choose, you will monitor your progress and 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 final outcome. The goal of this paper is to expand on your understanding of thriving by applying it to your own life, and analyze data you collect about your own practice. Find more details in Canvas and during the “How-To” workshop.

Exams (30%)

There will be three non-cumulative **and one cumulative**, open-note exams. Each exam will cover the material presented in lecture, in-class assignments, and assigned readings since the last exam. **The final exam covers all course units.** Students should plan to take the exam during the allotted date range window. When you open the exam, the time limit starts; allot time accordingly and take the exam in one interval (i.e., one-sitting). **Of the four exams, the lowest score will be dropped. Only 3 out of 4 exams will count toward the grade.**

Grading Policies

A+	97-100 %	C+	77-79 %
A	93-96 %	C	73-76 %
A-	90-92 %	C-	70-72 % [P]
B+	87-89 %	D	60-69 % [NP]
B	83-86 %	F	< 60 %

B- 80-82 %

Note. P = Pass; NP = No Pass.

Refer to the [Office of the Registrar](https://registrar.ucdavis.edu/) for a list of add/drop and grading variance deadlines.
<https://registrar.ucdavis.edu/>

Late Paper Policy

Late papers will receive point deductions:

up to 24 hours late	- 5 %
24-48 hours late	- 10 %
48-72 hours late	- 15 %
more than 72 hours	not graded

Note. Late Discussion Team posts and In-Class Assignments will not be graded.

Grading Concerns

Students have one week after an assignment grade is posted to discuss concerns with Instructor Partington. After one week, the grade stands.

Course Procedures & Policies

Course Behavior

It is important that when you communicate with the teaching team and peers, you do so in a professional manner. Please engage in respectful exchange of ideas, as aligned with the [UC Davis Principles of Community](https://diversity.ucdavis.edu/principles-community).
<https://diversity.ucdavis.edu/principles-community>

Communication Procedures

Announcements, grades, handouts, documents 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.

Use the Canvas discussion board to pose and respond to course-related questions. The teaching team will likely request you post your question to Canvas should we receive it via email. Multiple students stand to benefit from the answer to any one student's question. Questions posted to Canvas can be responded to by other students, and will serve as a collaborative course resource.

Should you have other questions, please email the *entire* teaching team *directly* with our UC Davis email addresses. **Do not use Canvas messaging for course correspondence.** If you send an email, include "HDE 131" and a brief title in the subject line to identify the email. Before sending a message, review the syllabus,

class announcements, and relevant Canvas resources to make sure your question isn't answered in those resources already. If your message is longer than 5 lines, or if you have questions that require long responses, please plan to attend virtual Zoom office hours.

Make-up Exams and Extensions

Make-up exams and paper extensions will be allowed in extreme cases (e.g., major personal illness or that of a close family member, death in the family, major life stressor). Contact the teaching team directly as soon as possible prior to the assignment deadline. If Instructor Partington determines that your situation meets the necessary criteria, arrangements will be made; otherwise, you will receive a zero. Missed exams and assignments may not be taken or submitted late for non-excused reasons.

Course Incompletes

Incompletes are an option under rare circumstances and granted only when the student is (a) passing the class, and (b) when circumstances beyond the student's control arise, such as serious illness. Instructors cannot grant incompletes because of missed classes or exams, failing or lower than expected grades. Details provided by the [University Registrar](https://registrar.ucdavis.edu/).
<https://registrar.ucdavis.edu/>

Course Content Copyright

Course content, including lecture presentations and recordings, are copyrighted materials protected by U.S. copyright law and University policy. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (refer to [UC Davis Standards of Conduct for Students 102.23](https://ossja.ucdavis.edu/uc-davis-standards-conduct-students) <https://ossja.ucdavis.edu/uc-davis-standards-conduct-students>).

UC Davis Policies & Resources

Mandated Reporting

Please note that professors, instructors, and TAs are required to report certain information related to students' health and safety, including if we learn of sexual violence or if we suspect a student or others may be at risk of harm. Please be aware if you report anything person that falls into one of these categories during one of the assignments, when meeting with us, or in email correspondence that we will be *required* to report this information to the relevant reporting agency. If you are experiencing distress and

would like to discuss this with a confidential resource, you can ask the instructor or TAs, and we can connect you with confidential resources. The syllabus also contains links to student resources.

Academic Integrity

The [UC Davis Code of Academic Conduct](#) exists to support high standards of behavior and to ensure fair evaluation of student learning. If there is evidence of cheating or plagiarism, you will receive a zero on the assignment. Examples of academic dishonesty include submitting someone else's work under your own name, collaborating with someone else on an individual project, including another person's written words or ideas into your work without appropriate citation, or using all or part of an assignment completed from another class and submitting it for this class. Students are to complete exams and assignments individually and not discuss exam content with other students. Students who violate the [Code of Academic Conduct](#) are subject to disciplinary sanctions.

Prohibition against Discrimination, Harassment, and Retaliation

Discrimination, harassment, and retaliation are not tolerated. All instructors are mandated reporters and obligated to report any information regarding alleged acts of sexual discrimination, harassment, violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at [CARE](#). <https://care.ucdavis.edu/>

Accommodation for Religious Practices

In accord with [UC Davis Policy, Chapter 210, Section 50](#), you will not be penalized for absences due to religious practices. You do, however, need to communicate with Instructor Partington to the absence to allow for any needed accommodations. <https://ucdavispolicy.ellucid.com/documents/view/91/111>

Accommodation for Disabilities

Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If you have, or think you may have, a disability or medical condition that may affect your learning and performance in this course and feel you need accommodations, contact the [Student](#)

[Disability Center https://sdc.ucdavis.edu/](https://sdc.ucdavis.edu/).

Requests for accommodations and information regarding disabilities are kept confidential. The instructor will honor requests for accommodations stated in SDC notification letters. If you have accommodations, please contact Dr. Hernández as soon as possible to discuss your accommodations.

Inclement Weather/Circumstances

Check <https://www.ucdavis.edu> for news on inclement weather, seasonal weather, and other impacts. Official campus closures or delays will be announced there first. Notices regarding course expectations during a closure will follow once the severity of the situation is known.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food, who lacks a safe and stable place to live, or who is experiencing undue stressful life circumstances, and believes this may affect their academic performance, is urged to contact [Aggie Compass](#) for support. <https://aggiecompass.ucdavis.edu/>

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal learning. The source of symptoms might be strictly related to your course work; if so, please speak with Dr. Hernández. Problems with relationships, family worries, loss, or personal struggles or crises can also contribute to decreased academic functioning. UC Davis [Counseling Services](#) <https://shcs.ucdavis.edu/counseling-services> offers free, confidential psychological services to help you manage personal challenges that might threaten your well-being and academic success. Getting help is a smart and courageous thing to do. Please do not hesitate to reach out for help.

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/mental-emotional/resource-library>

National Child Abuse Hotline: 1-800-422-4453,
<https://www.childhelp.org/hotline/>

National Domestic Violence Hotline: 1-800-799-7233, <https://www.thehotline.org/>

National Suicide Hotline: 1-800-273-8255
<https://suicidepreventionlifeline.org/>

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

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

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

Course Calendar

Week	Date	Activity	Connection
Unit 1: Theoretical and Methodological Foundations			
1	M, April 3	<p>Welcome: Thriving, happiness, and health [1.1]</p> <p>Course syllabus</p> <p>For all live Zoom lectures: Meeting ID: 989 2144 4075 Passcode: HDE131_S23</p>	Live ZOOM lecture
1	W, April 5	<p>Thriving, happiness, and health [1.2]</p> <p>Hooker, E. & Pressman, S. (2023). 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</p> <p>Due Friday 4/7, 11:59pm: Discussion Teams (DT) Wk 1; Lecture Quiz (LC) 1.1 & 1.2</p>	<p>Fr. 4/7 DT Wk 1 LC 1.1/1.2</p> <p>Recorded lecture</p>
2	M, April 10	<p>Thriving Paper Part 1 – How-To Workshop during synchronous lecture with TA Sarah Hudson</p>	Live ZOOM lecture
2	W, April 12	<p>Theoretical foundations: Person-Context-Equitable Opportunity [1.3]</p> <p>Diener, E. (2023). 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/qnw7g32t</p> <p>Due Friday 4/14, 11:59pm: Discussion Teams (DT) Wk 2; Lecture Quiz (LC) 1.3</p> <p>Due Saturday 4/15, 11:59pm: Thriving Paper Part 1 – The Starting Line</p>	<p>Fr. 4/14 DT Wk 2 LC 1.3</p> <p>Sat. 4/15 Paper 1</p> <p>Recorded lecture</p>
3	M, April 17	<p>Thriving Paper Part 2 – How-To Workshop during synchronous lecture with TA Chase Boyer</p>	Live ZOOM lecture
3	W, April 19	<p>Developmental research methods [1.4]</p> <p>I. Smith, E. (2023). Thinking like a psychological scientist. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i>. Champaign, IL: DEF publishers. Retrieved from http://noba.to/nt3ysqcm</p> <p>Scollon, C. N. (2023). 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</p> <p>Due Friday 4/21, 11:59pm: Discussion Teams (DT) Wk 3; Lecture Quiz (LC) 1.4</p>	<p>Fr. 4/21 DT Wk 3 LC 1.4</p> <p>Recorded lecture</p>
Unit 2: Developmental Building Blocks for Thriving			
4	M, April 24	<p>Attachment and trust [2.1]</p> <p>Fraley, R. C. (2023). 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</p>	Live ZOOM lecture

4	W, April 26	Exam #1 (Opens: Wed., Apr. 26; Closes: Sat., Apr. 29) Due Friday 4/28, 11:59pm: Lecture Quiz (LC) 2.1 Due Saturday, 4/29, 11:59pm: Exam 1	<u>Fr. 4/28</u> LC 2.1 <u>Sat. 4/29</u> Exam 1	Canvas
April 28 is the 20 Day Course Drop Deadline				
5	M, May 1	Emotion [2.2] Ford, B. & Mauss, I. B. (2023). 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 Cohn, M. A. & Fredrickson, B. L. (2009) Broaden-and-build theory of positive emotions. In S. J. Lopez (Ed.), <i>Encyclopedia of Positive Psychology</i> . Blackwell Publishing, Ltd.		Live ZOOM lecture
5	W, May 3	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 . Due Friday, 5/5, 11:59pm: Discussion Teams (DT) Wk 5; Lecture Quiz (LC) 2.2, 2.3	<u>Fr. 5/5</u> DT Wk 5 LC 2.2, 2.3	Recorded lecture
Unit 3: Promoting Thriving				
6	M, May 8	External assets: Social support and relationships [3.1] Tan, K. & Tay, L. (2023). Relationships 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/h2tu6sxn Lambert, N. M. (2023). Positive relationships. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i> . Champaign, IL: DEF publishers. Retrieved from http://noba.to/z7bf68n5		Live ZOOM lecture
6	W, May 10	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. Due Friday, 5/12, 11:59pm: Discussion Teams (DT) Wk 6; Lecture Quiz (LC) 3.1, 3.2	<u>Fr. 5/12</u> DT Wk 6 LC 3.1, 3.2	Recorded lecture
7	M, May 15	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/		Live ZOOM lecture
7	W, May 17	Exam #2 (Opens: Wed., May 17; Closes: Sat., May 20) Due Friday, 5/19, 11:59pm: Lecture Quiz (LC) 3.3 Due Saturday, 5/20, 11:59pm: Exam 2	<u>Fr. 5/19</u> LC 3.3 <u>Sat. 5/20</u> Exam 2	Canvas
Unit 4: Thriving in Context				

8	M, May 22	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.		Live ZOOM lecture
8	W, May 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/ Due Friday, 5/26, 11:59pm: Lecture Quiz (LC) 4.1, 4.2. Due Saturday, 5/27, 11:59pm: Thriving Paper (Part 2) – The Finish Line	Fr. 5/26 LC 4.1, 4.2 Sat, 5/27: Paper 2	Recorded lecture
9	M, May 29	Memorial Day – No Class		
9	W, May 31	Exam #3 (Opens: Wed., June 2; Closes: Sat., June 5) Due Friday, 6/9, 11:59pm: DT Wk 9; In-Class Lecture Quiz (LC) 4.3 Due Saturday, 6/19, 11:59pm: Exam 3	Fr. 6/2 DT Wk 9 LC 4.3	Recorded lecture
10	M, June 5	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.		Live ZOOM lecture
10	W, June 7	Exam #3 (Opens: Wed., June 2; Closes: Sat., June 5) Due Friday, 6/9, 11:59pm: In-Class Lecture Quiz (LC) 4.4 Due Saturday, 6/10, 11:59pm: Exam 3	Fr. 6/9 LC 4.4 Sat, 6/10 Exam 3	Canvas
11	T, June 13	Finals Week Keep thriving! Tuesday, June 13 Opens: 8 AM Closes: 11:59 PM Check Canvas Announcements for more details.		Canvas

Note. In-class assignments will be announced during class and due in Canvas throughout the quarter. These are not specifically listed in this syllabus course schedule. You can find more details in Canvas.

Last updated: March 30, 2023