This course presents a review of adolescent and young adult developmental theory to provide students with a framework of the psychosocial conflicts involved during this particular moment. The psychology concepts about adolescence, identity and autonomy are brought to think on a complex way the theories and objectives of positive psychology. As we survey the contributions that positive psychology has made in helping individuals to create change in their lives, we find elevated self-esteem, improved physical well-being, and an increase in the overall sense of success to be achievable outcomes for college students. At the conclusion of the course, students are charged with synthesizing this material and creating their own project designed to improve mental health awareness.
a) Theories of development, particularly the social and emotional changes (both normative and pathological) which are relevant to young adulthood as outlined by Erikson, Kegan, Seligman, and Ben-Shahar; and
b) Current mental health treatments for college students; and
c) Theoretical models targeted at increasing success and happiness in college

**Skills**

Students will be able to:

a) Utilize theories of positive psychology to better understand human behavior and mechanisms of change; and
b) Apply basic developmental concepts to design projects that promote mental health.

**Attitudes**

Students will develop:

a) An understanding of the primary motivating forces facing college students; and
b) An appreciation of their potential for personal change.

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**Assessment Components**

**Grades:**

15% - Lecture Attendance
30% - Assignments, Participation, and Exercises
40% - 2 Response papers
15% - Final project/paper and poster presentation

**Readings -**

All readings should be done by the day of class, all articles will be found on blackboard.

**Lectures –**

This class is an exercise of practice and participation, and you must share a common knowledge to engage in productive conversation during recitation. If you disengage from this class and do not participate during recitation, it has a significant impact on the other students. Attendance will not be kept during class routinely but if attendance is below 80% (we will be assessing this by approximation), we reserve the right to have a pop quiz (we will do this whenever there is a distinct absence of students). Those not attending the class will receive a zero.

**Assignments –**

We will work on weekly assignments that set a relation within the theoretic approaches and different ways of presenting meaningful situations, either in real life or based on fiction scenarios. These exercises will be an integral part of class each week. I expect everyone to complete them and to hand them in. depending on the class dynamic and objectives, you will be expected to discuss the exercise in recitation. You will be graded on effort but the content is also subject to inspection. You will receive a “√” “√+” or “√-.”
Response Papers –
Two response papers will be due throughout the course (Week 7 and Week 13). Response papers should be 4 - 5 pages double-spaced. The response papers will involve some degree of personal examination using the material from the class.

Week 7 Response Paper: The Positive Psychology approach offers a variety of interventions based on the possibility of making changes focusing on positive emotions and strengths. On this paper, the objective is to write about positive interventions that could be held on a particular character from the movie “The Class”. You should justify the intervention based on the concepts that have been developed on the books and articles that we’ve studied and also on the particular history and present of the character that you choose to work on.

Week 13 Response Paper: Write about how positive emotions and negative emotions can impact on the human being, and try to emphasize the possible points of articulation between them as opportunities of meaningful change. Work on this paper using examples of some moments in your life that could be placed as examples of this possible articulation or use extracts of the movies presented during the course.

Final Project-

The final project is to be completed in small groups of 3 students who will be encouraged to think as a mental health team. Using the movie "The wave", the goal of the final project is to set a framework of interventions and positive information facts that could impact on the class dynamic, at the beginning of the movie (considering the characteristics of the class) and in the end (considering the problems that you think that could be changed). Students are expected to hand a brief proposal of their project the week 12, and to make a poster presentation on the week 15 for the rest of the students. A group debate will be organized after every presentation.

Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there
may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

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**Exams and Submission of work**

Final Exam dates cannot be changed under any circumstance.

Mid term exam dates will be scheduled with each professor and it must be before the break.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternate assessment component, etc.).

Written work due in class must be submitted during the class time to the professor.

**Final essays must be submitted to the professor in print and electronic copy.** If the student is not in Buenos Aires, he / she must send a printed copy via express postal mail (i.e. FedEx, DHL, UPS, etc) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.
NYU Buenos Aires has a strict policy about course attendance. Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences.

Absences due to illness must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña within one week of your return to class. A doctor note excusing your absence is mandatory. The date on the doctor’s note must be the date of the missed class or exam.

Absence requests for non-illness purposes must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña prior to the date(s) in question.

If students have more than two unexcused absences they will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade.

If students have more than four unexcused absences they will fail the course.

Intensive Languages Courses: students who have more than three unexcused absences will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. Those students who have more than five unexcused absences will fail the course.

Each class has a duration of one hour and half or two hours. Missing one class represents one absence. For those courses that meet once a week (three hours block), missing one class represents two absences.

Students are responsible for making up any work missed due to absence.

NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or earlier departures (10 minutes after the starting time or before the ending time) will be considered one absence.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Holidays’ make up classes are mandatory as regular scheduled classes.

Late work should be submitted in person to the Assistant Director for Academics Affairs during office hours (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed
extension receives a penalty of 10 points on the 100 point scale. Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

**Please note** end of semester essays must be submitted on time

**Plagiarism Policy**

The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the student follows the rules on academic honesty and intellectual integrity established by NYU University.

**Required Text(s)**


Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin, 117, 497-529. [This is a long paper, only the first 7 pages are assigned (p.497-503)]


Creed, Torrey, A; Reisweber, Jarrod; Beck, A.T. An Overview of cognitive therapy. 


Doskoch, P. *The Winning Edge.* *Psychology Today.*


Dweck, C. Messages that motivate (7 page PDF).

Dweck et al. (2007) “Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention.” *Child Development,* 78:1, 246-263.


Hutchinson, Julia. Building resources and resilience: Why we should think about positive emotions when working with children, their families and their schools. 
*Counselling psychology review*. 2010 Volume: 25 Issue: 1 Page: 20 – 27


Rashid: 340 ways to use your signature strengths.


INTRODUCTION TO “THE SCIENCE OF HAPPINESS”.
Overview of positive psychology and its main topics.
The role of positive psychology and its influence on mental health, creating meaningful personal change.

Readings:

Read chapter 1 & 2

INDENTITY AND SUBJECTIVE SENSE FROM A COMPLEX APPROACH.
From different backgrounds, we examine the concept of identity and subjectivity as a platform to approach positive interventions, their complexity and characteristics on the next weeks.

Assignment:
Write a two double space page about the main elements that build your identity.

Readings:
HAPPINESS AND POSITIVE EMOTIONS.
Please log onto Martin Seligman’s website www.authentichappiness.org, and take the SWLS, PANAS, and VIA-IS assessments (you will need to create your own account). You will not be asked to specifically share your results. After you finished them, read the statement and look for the ones that you had more difficulties to answer. Write a two page double-spaced paper about why you think that they made you think more.

Readings:


moment?

Readings:


Week 5

ADOLESCENCE AND IDENTITY.
In this week we’ll study the identity configurations that set the adolescent experiences. We’ll focus on the recursive works that the adolescent lives on different areas, creating a complex sense of identity that is affected by social, biological and historical elements.

Film:
The Class [Entre les Murs] (Dir: Laurent Cantet)

Readings:


Week 6

CONTEMPORARY ADOLESCENTS AND SENSE PRODUCTION. CLINICAL INTERVENTIONS.
After an introduction of the main symbolic works that the adolescent experiences, we approach different lines of intervention based on positive psychology concepts and lines of work.

Readings:


Week 7 SYMBOLIZATION AND INTERVENTIONS ON NON CLINICAL SPACES.

This class will articulate the previous concepts about adolescence and clinical intervention to think about other areas where positive psychology can produce meaningful changes. We’ll discuss about new ways of symbolization produced on these areas and the potential that the adolescent productions have.

PAPER DUE.

Readings:

Hutchinson, Julia. Building resources and resilience: Why we should think about positive emotions when working with children, their families and their schools. Counselling psychology review. 2010 Volume: 25 Issue: 1 Page: 20 - 27


Visitor Speaker: Dra. Silvia Schlemenson
**Week 8**

**IMAGINATION, REFLECTION AND AUTONOMY OF THE HUMAN BEING.**
This class aims to articulate the characteristic works of the human being with the contemporary conflicts around identity and potential changes.

**Film:**
*Rip: a remix manifesto.* (dir: Brett Gaylor)

**Readings**


Castoriadis, Cornelius. The state of the subject today. *American Imago.*

**Visitor Speaker:** Dra. Patricia Álvarez.

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**Week 9**

**MINDSET AND PLASTICITY**
This class presents different approaches to think plasticity and its potential on the human being. From psychology and psychoanalysis to neurology, we’ll study the mindset and the effects on the ability to face transformations.

**Readings:**

Dweck, C. Messages that motivate (7 page PDF).

Dweck et al. (2007) “Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention.” *Child Development,* 78:1, 246-263.


COGNITIVE BEHAVIORAL THERAPY. OPTIMISM.

Cognitive Behavioral Therapy, the most evidence-based psychotherapy, is reviewed in detail. We begin to discuss how, with the aid of cognitive behavioral techniques, adolescents and young adults can create change on a personal level and how this can be reflected in greater systems.

Film:
The Wave [Die welle] (Dir: Dennis Gansel)

Readings


Read chapter 5


SIGNATURE STRENGTHS & FLOW. POSITIVE EDUCATION.

Focusing on psychological strength, we’ll discuss about ways and exercises of working on the development of aptitudes that could help achieve positive changes.
Readings

Read chapter 6
Review pp. 65-69

Rashid: 340 ways to use your signature strengths


Week 12

**POSITIVE PSYCHOLOGY AND RESILIENCE.**

This class examine how people can succeed and produce meaningful changes after traumatic episodes. We’ll work on detecting barriers and opportunities, studying and articulating them with the impact of positive emotions.

**Film:** Alive (Dir: Frank Marshall)

**Reading:**


**FINAL PROJECT PROPOSAL IS DUE. ONE FOR EACH GROUP.**

Week 13

**POSITIVE CHANGE. POSITIVE RELATIONSHIPS.**

This class offers the study of how the background and the identity characteristics affect each relationship. We also focus on what makes relationships necessary and successful for an individual and how this contributes to a person’s development and growth.
Assignment:

Write a two double-spaced pages about what kind of signature strengths you can think of on the movie “Alive”, and the consequences on the development of the characters experience.

Film:

Buffalo ’66 (Dir: Vincent Gallo)

Readings:
(Read chapter 4)


Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. Psychological Bulletin, 117, 497-529. [This is a long paper, only the first 7 pages are assigned (p.497-503)]


Week 14

GOALS.

How the creation of life goals affect our development and happiness? In this class we’ll examine the impact of positive psychology on the set up of possible turning points and meaningful achievements that could lead to a happier life.

Readings


Week 15

FINAL PRESENTATIONS.

Each group will present their planned interventions. We’ll discuss about each presentation working on the strengths of each project and the potential that each intervention could have not only on the case that we are working on but also on other adolescent places of sense production.

Classroom Etiquette

The use of Blackberrys, phones and IPods in class are forbidden

Required Co-curricular Activities

TBC

Suggested Co-curricular Activities

TBC

Your Instructor

ALEJO DURÁN

Education

University BA (Licenciatura) in Psychology. University of Buenos Aires (2006)

Scholarships
2011 Scholarship/ Phd program. Combined research Project of the MINCYT-CAPES bilateral program: Proyecto (BR/09/17). “Individuals learning in current times: subjetivation processes in school learning and in the use of new technologies”. Phd courses and scientific meetings taken place on the School of Education’s Graduate Program, University of Brasilia, Brasil.


University background


Participation in Research Projects
2010-2011 MIncYT (Argentina)-CAPES (Brasil) Combined research Project: (BR/09/17). “Individuals learning in current times: subjetivation processes in school learning and in the use of new
