



CIEE Global Institute - Copenhagen

Course name:	The Study of Scandinavian Happiness
Course number:	SOCI 2101 CPDK
Programs offering course:	Copenhagen Open Campus
Open Campus Track:	Language, Literature, and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

Course Description

According to many surveys such as the World Happiness report 2017, Scandinavians are among the happiest people in the world. They pay almost 50% in tax, yet, despite these comparatively high taxes free educations and free health and many other benefits are provided by the state.

This course looks at the unique circumstances of the Scandinavian nations, their recorded levels of happiness, how happiness is measured, and what are the determining cultural, social, economic, and political factors driving a population's happiness. The course will analyse and contrast Scandinavian countries welfare systems, as they all provide a comparatively very high degree of social security, excellent education systems, and healthy populations. The course will also examine circumstances beyond the social welfare state, and review the relationship between productivity and happiness levels.

Learning Objectives

By participating in this course, you will:

- Critically analyse Scandinavian happiness as a cultural phenomenon
- Critically analyse Scandinavian happiness as socio-economic and political phenomenon
- Review and question the metrics and methods used to measure happiness
- Examine data from qualitative and quantitative sources to present a holistic view of Scandinavian happiness
- Examine the Scandinavian welfare systems and the correlation of state social security and measurements of happiness

Course Prerequisites



Students should have completed a course in the social sciences or humanities prior to taking this course.

Methods of Instruction

Learning will involve in-class exercises, active reflection, discussion, readings, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.

Assessment and Final Grade

- Group Reflection Presentation: 15%
- Journal: 15%
- Mid-Term Exam: 20%
- Essay: 15%
- Final Project: 15%
- Class Participation: 20%

Course Requirements

Group Reflection Presentation

Students will have to make a 15 minute group presentation on happiness, which will be presented to the rest of the class. This presentation will outline a mini-ethnography of the students' encounters with Scandinavian Happiness.

Mid-Term Exam

Students will complete an essay based mid-term exam, addressing questions within two hours. These will be focused on analysing or contrasting societal issues in Scandinavian happiness based on lectures, class discussions, co-curricular activities, and guest lectures. Students will answer three essay format questions through the Canvas LMS during this session. The exam will be Open Book format, and students are expected to present clear, concise arguments in addressing the questions (as distinct from reciting information).

Essay

Students will submit a 1500 word essay examining the definition of happiness, and the reliability of quantitative approaches to measuring happiness in a society. The essay should include an analysis of public statistics and contrast these to other societies.



Journal

The students will have to submit three reflective learning journals, each 500 words and each counting 5%. The hand-in's must show evidence of reading from the course and experiences from co-curricular activities.

Final Project

Students will end the course with a presentation of what they have learned during the course and what they will take home and change in their own lives. The presentation should incorporate multimedia, and should answer questions based on the things students have learned during the course. What defines happiness on the personal and societal level, how can happiness change, what are the most important factors for a high level of happiness etc.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of



personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: the following schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Orientation

Class 1:1 Introduction to Happiness

Introducing the students to the Danish way of teaching. Talking with them about expectations for the course and what they are to learn.



Reading:
Lykken under lup

Week 2

Class 2:1 Methods of Measuring Subjective Well-being

What methods are used to measure subjective well-being and why. This class should provide the student's knowledge about survey methods, and critical discussions about their results.

Reading:
World Happiness Report 2012: Helliwell, John m.fl, 2012, *World Happiness Report 2012*, p. 1-83 (83)
World Happiness Report 2017, chapter 7:
Sachs, Jeffrey D., 2017, *Restoring American Happiness*, New York: Sustainable Development Solutions Network, p. 178-184 (16)

Class 2:2 Gathering Data

This is a practical day, where the students will gather information about Danes' happiness. They will turn these into statistics, and contrast their results. Students will also present ideas for their Final Project.

Reading:
Helliwell, J., Layard, R., & Sachs, J. (2017). *World Happiness Report 2017*, pp. 122-137, New York: Sustainable Development Solutions Network.

Class 2:3 Health and Happiness

Health and happiness are emerging as a new field of research with potential of changing the approach to health care and public policy. Today the student will learn about the correlation between health and happiness.

Reading:
Diener, E (2017). *If, Why and When Subjective Well-being Influences Health and Future Needed Research*, APPLIED PSYCHOLOGY: HEALTH AND WELL-BEING, 2017, 9 (2), 133–167
doi:10.1111/aphw.12090



❖ Group Reflection Presentations



Week 3

Class 3:1 Rethinking Inequality

Today we discuss and explore moving beyond common measures of inequality (e.g. income inequality), and instead using insights offered by research on happiness and health.

Reading:

The Happiness Research Institute and Leo Innovation Lab (2017) *World Psoriasis Happiness Report 2017, chapter 1 and 2*, Copenhagen

Class 3:2 The Dark Side of Happiness

Happiness is an ultimate goal for most people and societies. However, happier societies – such as Denmark – often become subject to a happiness paradox including higher suicide rates and lower quality of life for some.

Reading:

Daly, Mary C., Oswald, Andrew J., Wilson, Daniel and Wu, Stephen. (2011) *Dark contrasts: the paradox of high rates of suicide in happy places*. Journal of Economic Behavior & Organization, Vol.80 (No.3). pp. 435-442.

Video:

Meik Wiking at TEDxCopenhagen, The Dark Side of Happiness, 2016
<https://www.youtube.com/watch?v=PbtzY-8IFTQ> (19:21 min)

Class 3:3 Social Relations

Social relations are among the most important factors for happiness. The class will also have time to talk about this in groups and wonder why it is important, and make the students reflect on their own life and community.

Reading:

The Little Book of Lykke (buy):
Wiking, Meik, 2017, *The Little Book of Lykke*, Harper Collins Publishers (220)

❖ Mid-Term Exam



Week 4

Class 4:1 Community

Follow up from last class. Students will contrast and analyse the power in strong communities. This class will discuss the examples in the book, and start students will discuss how to create happy communities.

Class 4:2 Generosity

In this session, we will explore theories about generosity and the happiness-increase that generosity can bring. Students will think critically about communities, social relations and generosity in their own lives.

Reading:

Job Satisfaction Index 2016 (free):

Wiking, Meik m.fl., 2016, *Job Satisfaction Report 2016*,

<https://www.happinessresearchinstitute.com/publications>

Class 4:3 Happiness & Productivity I

Theory about policies in the workplace. The students should also talk with people around them about happiness and the workplace in order to learn, if the theory is in sync with what they are experiencing around them.

Reading:

World Happiness Report 2017, chapter 6: De Neve, Jan-Emmanuel m.fl, 2017, *Happiness at work*, New York: Sustainable Development Solutions Network, p. 144-174 (30)

Oswald, Andrew J. m.fl, 2014, *Happiness and Productivity*, University of Warwick, UK, pp. 1-42

Week 5

Class 5:1 Happiness and Productivity II



Theory providing good advice as to what the individual person can do to create happiness at the workplace. Talk and reflections on how the students can take this knowledge and convert it to action in their own lives.

Edmans, Alex, 2012, *The Link Between Job Satisfaction and Firm Value, With Implications for Corporate Social Responsibility*, Academy of Management, pp. 1-19

Class 5:2 Happiness and Human Rights

In this session, students will critically assess theories about happiness and human rights. The students will compare facts from different countries. Furthermore, we will consider the importance of good governance and low corruption in scoring high happiness ratings. Practical exercise where the students will make simple trust experiments in the public, such as how do people react when you drop a hat, a glove, money etc.

Reading:

Wiking, Meik, 2014, *Happy Danes*, Happiness Research Institute, Copenhagen (64), <https://www.happinessresearchinstitute.com/publications>
OECD Better Life Index: www.oecdbetterlifeindex.org

❖ Essay Due

Class 5:3 Happy Cities

Theory about happiness in cities and city designs. This should lead to an observational study of Copenhagen and small presentations in groups about the student's findings. How does city design affect happiness? How do people use public spaces, and how does this affect their sense of happiness.

Week 6

Class 6:1 Happiness and Money

Theory about the connection between happiness and income, spending and money. Are rich people more happy? Most Scandinavians pay almost 50% in tax. In return they get free education and health care. Is this connected to the happiness?



Reading:

Michael Norton, *How to Buy Happiness*, Ted Talk.

https://www.ted.com/talks/michael_norton_how_to_buy_happiness/transcript?language=en, (10:58 min)

Matz, Sandra C. m.fl, 2016, *Money Buys Happiness When Spending Fits Our Personality*, *Psychological Science*, Vol. 27(5), pp. 715-725

Aknin, Lara B. m.fl, 2011, *It's the Recipient That Counts: Spending Money on Strong Social Ties Leads to Greater Happiness than Spending on Weak Social Ties*, Department of Psychology, University of British Columbia, Vancouver, pp. 1-3

Dunn, Elizabeth S. m.fl, 2011, *If Money Doesn't Make You Happy Then You Probably Aren't Spending It Right*, *Journal of Consumer Psychology* Vol. 21(2) pp. 115-125

Class 6:2 Final Project Presentations



Course Materials

Readings

- Aknin, Lara B. m.fl, 2011, *It's the Recipient That Counts: Spending Money on Strong Social Ties Leads to Greater Happiness than Spending on Weak Social Ties*, Department of Psychology, University of British Columbia, Vancouver, pp. 1-3
- Daly, Mary C., Oswald, Andrew J., Wilson, Daniel and Wu, Stephen. (2011) *Dark contrasts: the paradox of high rates of suicide in happy places*. *Journal of Economic Behavior & Organization*, Vol.80 (No.3). pp. 435-442.
- Diener, E (2017). *If, Why and When Subjective Well-being Influences Health and Future Needed Research*, *APPLIED PSYCHOLOGY: HEALTH AND WELL-BEING*, 2017, 9 (2), 133–167, doi:10.1111/aphw.12090
- Dunn, Elizabeth S. m.fl, 2011, *If Money Doesn't Make You Happy Then You Probably Aren't Spending It Right*, *Journal of Consumer Psychology* Vol. 21(2) pp. 115-125
- Edmans, Alex, 2012, *The Link Between Job Satisfaction and Firm Value, With Implications for Corporate Social Responsibility*, *Academy of Management*, pp. 1-19
- Helliwell, J., Layard, R., & Sachs, J. (2017). *World Happiness Report 2017*, pp. 122-137, New York: Sustainable Development Solutions Network.
- Matz, Sandra C. m.fl, 2016, *Money Buys Happiness When Spending Fits Our Personality*, *Psychological Science*, Vol. 27(5), pp. 715-725
- Oswald, Andrew J. m.fl, 2014, *Happiness and Productivity*, University of Warwick, UK, pp. 1-42
- The Happiness Research Institute and Leo Innovation Lab (2017) *World Psoriasis Happiness Report 2017, chapter 1 and 2*, Copenhagen
- Wiking, Meik, 2014, *Happy Danes*, Happiness Research Institute, Copenhagen (64), <https://www.happinessresearchinstitute.com/publications>
- Wiking, Meik m.fl., 2016, *Job Satisfaction Report 2016*, <https://www.happinessresearchinstitute.com/publications>
- Wiking, Meik, 2016, *Lykken under lup*, in press



Wiking, Meik, 2017, *The Little Book of Lykke*, Harper Collins Publishers (220)

World Happiness Report 2017, chapter 6: De Neve, Jan-Emmanuel m.fl, 2017, *Happiness at work*, New York: Sustainable Development Solutions Network, p. 144-174 (30)

Online Resources

Michael Norton, *How to Buy Happiness*, Ted Talk.

https://www.ted.com/talks/michael_norton_how_to_buy_happiness/transcript?language=en (10:58 min)

Meik Wiking at TEDxCopenhagen, *The Dark Side of Happiness*, 2016,

<https://www.youtube.com/watch?v=PbtzY-8IFTQ> (19:21 min)

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