



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:	Spring 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

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%
Total	100%

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 Introduction and methods

Class 1:1 Introduction to Happiness,

Introducing the students to the Danish way of teaching and the course in general. Talking about expectations for the course and what we are to cover. What was surprising in the readings for today? Meik Wiking will give an introduction to happiness research. Isabella Arendt will teach about the benefits from subjective well-being.

Readings:

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

De Neve, 2013, *Objective benefits from subjective well-being* (20) (Canvas)

Class 1:2 **Methods of Measuring Subjective Well-being,**

What methods are used to measure subjective well-being and why. This class will provide the student's with knowledge about survey methods, and critical discussions about their results. We will watch the "Ted Talk: The Dark Side of Happiness" together in class.

Readings:

Helliwell et al, 2012, *The State of World Happiness*, World Happiness Report 2012, Chapter 2 p. 10-57 (47) (Canvas)

ourworldindata.org Go to the website and look around under the section of "Life Satisfaction". What is interesting? What is surprising? Write down thoughts, explanations and questions for class.

Week 2 Health and Happiness

Class 2:1 **Rethinking Progress and Inequality**, guest teacher Michael Birkjær

Class 2:2 **Health and Happiness**, guest teacher Michael Birkjær

Reading:

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

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Week 3 Social Relations and Human Rights

Class 3:1 **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 reflect on their own life and community. We will learn about the impact of medias and social media on happiness. At the end of class, you will be introduced to Night Light Café, which is a chance to go out a "field-trip".

Readings:

Diener et al, 2018, *Social Well-Being: Research and Policy Recommendations*, Global Happiness Policy Report 2018, Chapter 6 p. 129-141 (12) (Canvas)

Wiking et al, 2015, *The Facebook Experiment 2015*, The Happiness Research Institute (17) (Canvas)

❖ Group Reflection Presentation

Class 3:2 **Happiness and Human Rights,**

Human Rights and the life in freedom is important for happiness. We will look at Denmark as a case, learn about the civic society, Danish history and culture and the universal welfare state.

Readings:

Wiking et al, 2014: *Happy Danes: exploring the reasons behind the high levels of happiness in Denmark*, Happiness Research Institute (64) (Canvas)

OECD Better Life Index: <http://www.oecdbetterlifeindex.org>

Look at the index and write down thoughts, explanations, wonderings and questions for class.

Glass et al, 2011, *Parenthood and Happiness: Effect of Work-Family Reconciliation Policies in 22 OECD Countries*, National Science Foundation, p. 1-51 (51) (Canvas)

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Class 3:3

The Latin American Case,

Why are Latin American people happier than the GDP predict? The Latin American countries are a special case, when it comes to understanding the

relationship between cognitive and affective happiness.

Readings:?

Graham et al, 2018, *Happiness and International Migration in Latin America*,

World Happiness Report 2018, Chapter 5 p. 89-115 (26) (Canvas)?

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Rojas, 2018, *Happiness in Latin America Has Social Foundations*, World

Happiness Report 2018, Chapter 6 p. 115-146 (31) (Canvas)

❖ Mid-Term Exam

Week 4

Happiness at Work

Class 4:1

Happiness at Work part 1,

Theory about policies in the workplace. What is job satisfaction, which factors contribute to high job satisfaction in Denmark. This week, students will learn about correlations between job satisfaction and firm value.

Reading:

De Neve et al, 2017, *Happiness at work*, World Happiness Report 2017, Chapter 6 p. 144-174 (30) (Canvas)

Oswald, Andrew J. , Proto, Eugenio and SgROI, Daniel. (2015) *Happiness and productivity*. Journal of Labor Economics, 33 (4). pp. 789-822 (33) (Canvas)

Wiking et al, 2017, *Job Satisfaction Index 2017: Together we push the limits for job satisfaction in Denmark*, Krifa (35) (Canvas)

Class 4:2

Happiness at Work part 2, Isabella Arendt

Theory about policies in the workplace. What is job satisfaction, which factors contribute to high job satisfaction in Denmark. This week, students will learn about correlations between job satisfaction and firm value.

Readings:

Edmans, Alex, 2012, *The Link Between Job Satisfaction and Firm Value, With Implications for Corporate Social Responsibility* (20) (Canvas)

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De Neve et al, 2018, *Work and Well-Being: A Global Perspective*, Global Happiness Policy Report, Chapter 5 p. 75-129 (44) (Canvas)

Week 5

Communities, migration and income

Class 5:1

Community and generosity,

Communities are an important part of building good foundations for happiness. The students will learn about communities in Denmark and around the world and the importance of trust and generosity.

Readings:

Andreasson, Ulf, 2017, *Trust - The Nordic Gold*, The Nordic Council of Ministers, p. 1-24 (24) (Canvas)

Diener et al, 2018, *Social Well-Being: Research and Policy Recommendations*, Global Happiness Policy Report 2018, Chapter 6, p. 142-158 (16) (Canvas)

Ford et al, 2015, *Culture Shapes Whether the Pursuit of Happiness Predicts*

Higher or Lower Well-Being, American Psychological Association p. 1053-1062

(9) (Canvas)

❖ Essay Due

Class 5:2

Happiness and migration,

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.?

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Readings:?

Helliwell et al, 2018, *International Migration and World Happiness*, World Happiness Report 2018, p. 13-45 (32) (Canvas)

Hendriks et al, 2018, *Do International Migrants Increase Their Happiness and That of Their Families by Migration?*, World Happiness Report 2018, p. 45-67 (22) (Canvas)

Class 5:3

Happiness and income,

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?

Readings:

Easterlin et al, 2017, *Growth and Happiness in China, 1990-2015*, World Happiness Report 2017, p. 48-84 (36) (Canvas)

Binswanger, 2005, *Why does income growth fail to make us happier? Searching for the treadmills behind the paradox of happiness*, The Journal of SocioEconomic, p. 366-381 (15) (Canvas)

De Neve et al, 2012, *Estimating the influence of life satisfaction and positive affects on later income using sibling fixed effects*, Proceedings of the National

Academy of Sciences of the United States of America, p. 19953-19958 (5)

(Canvas)

Week 6

Happiness and money

Class 6:1

Happiness and money,

The students will learn how money and happiness are related and work together.?

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Readings:

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 (10) (Canvas)

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 (3) (Canvas)

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 (10) (Canvas)

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 (3) (Canvas)

Andreasson, Ulf, 2017, *Trust - The Nordic Gold*, The Nordic Council of Ministers, p. 1-24 (24) (Canvas)

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De Neve et al, 2012, *Estimating the influence of life satisfaction and positive affects on later income using sibling fixed effects*, *Proceedings of the National Academy of Sciences of the United States of America*, p. 19953-19958 (5) (Canvas)

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De Neve et al, 2017, *Happiness at work*, *World Happiness Report 2017*, Chapter 6 p. 144-174 (30) (Canvas)

De Neve et al, 2018, *Work and Well-Being: A Global Perspective*, *Global Happiness Policy Report*, Chapter 5 p. 75-129 (44) (Canvas)

Diener et al, 2018, *Social Well-Being: Research and Policy Recommendations*, *Global Happiness Policy Report 2018*, Chapter 6 p. 129-141 (12) (Canvas)

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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 (10) (Canvas)

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Edmans, Alex, 2012, *The Link Between Job Satisfaction and Firm Value, With Implications for Corporate Social Responsibility* (20) (Canvas)

Ford et al, 2015, *Culture Shapes Whether the Pursuit of Happiness Predicts*

Higher or Lower Well-Being, American Psychological Association p. 1053-1062

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Glass et al, 2011, *Parenthood and Happiness: Effect of Work-Family Reconciliation Policies in 22 OECD Countries*, National Science Foundation, p. 1-51 (51) (Canvas)

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Helliwell et al, 2018, *International Migration and World Happiness*, World Happiness Report 2018, p. 13-45 (32) (Canvas)

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Matz, Sandra C. m.fl, 2016, *Money Buys Happiness When Spending Fits Our Personality*, Psychological Science, Vol. 27(5), pp. 715-725 (10) (Canvas)

Oswald, Andrew J. , Proto, Eugenio and SgROI, Daniel. (2015) *Happiness and productivity*. Journal of Labor Economics, 33 (4). pp. 789-822 (33) (Canvas)

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Wiking et al, 2017, *Job Satisfaction Index 2017: Together we push the limits for job satisfaction in Denmark*, Krifa (35) (Canvas)

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

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)

OECD Better Life Index: <http://www.oecdbetterlifeindex.org>

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