

## **Positive Psychology Network Progress Report**

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### **Executive Summary**

This is the final report on the Positive Psychology Network. The Positive Psychology Network has sponsored fourteen initiatives over the past five years. Three are Centers: The Positive Emotion Center, the Positive Character Center, and the Positive Institutions Center. There are two task forces: one developed the Classification of Strengths and Virtues, and the other promulgated materials on the teaching of Positive Psychology in high schools and colleges. We sponsored 29 Research Pods involving over fifty Universities and we convened four different Positive Psychology conferences around the world in 2004. We awarded 23 Young Scholar Grants, 26 Microgrants and 6 VIA Virtues Grants. In July, we held the fourth Summer Institute for graduate students, postdoctoral fellows, and new faculty. Eleven of the 19 young scholars were non-U.S. citizens. We have identified at least twenty-seven programs in Positive Psychology at major North American universities. We have created an active Web site and a living annotated bibliography. We received a grant from the Annenberg Foundation Trust at Sunnylands to advance research in positive youth development. Finally much favorable notice about Positive Psychology has appeared in the popular press, and many articles in scholarly journals and several books have been published.

I report briefly below on the last year of progress for fourteen initiatives:

- I. Positive Emotion Center
- II. Positive Character Center
- III. Positive Institutions Center
- IV. Classification of Strengths and Virtues
- V. Teaching Positive Psychology
- VI. Twenty Nine Research Pods
- VII. Summits (International Summit, European, Humor, Philosophical History of Strengths)
- VIII. Young Scholar Research Awards
- IX. Positive Psychology Microgrants Program
- X. Summer Institute
- XI. University Programs in Positive Psychology
- XII. Web Site and Living Bibliography
- XIII. Positive Youth Development Grant
- XIV. Positive Psychology Press Coverage

Before detailing these initiatives, it should be noted that in addition to the many scholarly articles published about Positive Psychology, there have been numerous popular press articles. In the last year and a half alone, popular articles have appeared in Time magazine, Chicago Tribune, Washington Post, New York Times, Philadelphia Inquirer, Los Angeles Times, USA Today, Newsweek, Time, Newsday, Boston Globe, Seattle Times, Dallas Morning News, among many others. Also, Martin Seligman has been on national radio and television to discuss Positive Psychology, including Good Morning America, National Public Radio and Talk of the Nation.

For a selected list of online press coverage, along with links to the articles, see:

<http://www.positivepsychology.org/pppress.htm>

For a longer list of selected press coverage of Dr. Seligman's book on Positive Psychology, Authentic Happiness, see section XIV below (Positive Psychology Press Coverage).

Several books on Positive Psychology have recently been published, including:

- Handbook of Positive Psychology, Edited by C.R. Snyder and Shane J. Lopez
- A Psychology of Human Strengths, Edited by Lisa G. Aspinwall and Ursula M. Staudinger
- The Resilience Factor, by Karen Reivich and Andrew Shatté
- Flourishing: Positive Psychology and the Life Well-Lived, Edited by Corey L.M. Keyes and Jonathan Haidt
- Authentic Happiness, by Martin E.P. Seligman
- Good Business: Leadership, Flow and the Making of Meaning, by Mihaly Csikszentmihalyi
- Human Accomplishment: The Pursuit of Excellence in the Arts and Sciences, 800 B.C. to 1950, by Charles Murray
- The Paradox of Choice: Why More Is Less, by Barry Schwartz
- The Progress Paradox: How Life Gets Better While People Feel Worse, by Gregg Easterbrook
- Optimal Human Being: An Integrated Multilevel Perspective, by Kennon Sheldon

Now to some of the research these articles and books cover.

**I. Positive Emotion Center**

Ed Diener, Coordinator  
University of Illinois

One of the three major nodes or centers of Positive Psychology has been on subjective well-being - the scientific study of life satisfaction, fulfillment, and positive emotions. This center has sponsored a number of activities, and has been very successful on a number of fronts. It is not an exaggeration to say that 10 years ago the topic of subjective well-being was hardly mentioned in psychology, and it is now a major force. The Center on Subjective Well-Being has been involved in stimulating a number of activities that have added to the rigor and vigor of the study of well-being.

This node has made a significant impact in a number of ways:

1. International Positive Psychology Summit. At the annual Positive Psychology Summit, about 40% of the speakers make presentations related to various facets of well-being. For example, there are invited talks on well-being in the workplace, the effects of happiness on health, the well-being of the elderly, and so forth – about 15 invited presentations.
2. Positive Psychology Awards. The Positive Psychology initiative presents two annual awards at the Summit – one for outstanding lifetime contribution, and a second new award for best article of the year in the field of Positive Psychology.
3. The chair of this node, Ed Diener, is the program chair this year for the Society of Personality and Social Psychology conference, a large convention that will be held in New Orleans. In this position he has attracted a substantial number of submitted symposia and posters on well-being to the conference. Diener is also a track chair for a well-being track for the 2004 International Society for Quality of Life Studies convention, which was held in November in Philadelphia. Again, his chairing of the track attracted a significant number of high quality talks on well-being to the convention.
4. There is now significant media coverage of scientific work on well-being, including newspaper, television, and magazines. For example, Reader's Digest, Time magazine, the New York Times, Good Housekeeping, and Oprah have all featured articles on scientific findings about happiness. The Discover channel of Australia produced an excellent one-hour documentary about happiness, and Michael Frisch of Baylor University is preparing a documentary on Ed Diener and his work. Medieoperatørene, a Norwegian company, is preparing a major documentary on scientific work about happiness to be shown across about six European nations.
5. In November, 2003, Diener put on a workshop on well-being for the British Columbia Psychological Association, which was attended by about 75 professionals. The workshop will serve as a template around which later workshops on well-being can be built.
6. The impact of scientific work on well-being on society, including policy makers, is likely to increase significantly in the year ahead. Diener and Seligman have authored a major journal-length article on national accounts of well-being, which appeared in July. This Psychological Science in the Public Interest article argues for the need for a set of ongoing national indicators of well-being to assist policy makers. Diener has spoken at Brookings, Harvard, UC Irvine, University of Washington, and other venues about the proposal, and the appearance of the article is likely to spur national debate about the need for a well-being indicator system. Diener is a consultant for the Gallup Organization, which is taking over the Eurobarometer monitoring system, which monitors attitudes in EU nations on a continuing basis. He is discussing with the head of Gallup Europe, Robert Manchin, the inclusion of additional well-being measures in the Eurobarometer.

**II. Positive Character Center**

Mihaly Csikszentmihalyi, Coordinator  
Claremont Quality of Life Research Center

The Claremont Quality of Life Research Center (QLRC) has been involved in the following scholarly activities in the second half of 2004:

- a) Several theoretical and review articles and chapters have been accepted for publication, e.g. in The Handbook of Child Psychology, The Handbook of Prevention in Adolescence, the Handbook of Wisdom, and the Encyclopedia of Leadership. Research articles have been accepted by the American Journal of Education and the School Psychology Quarterly.
- b) A preliminary article on a study of good work in higher education, supported by Atlantic Philanthropies, is slated to appear later in the year in Daedalus, the journal of the American Academy of Arts and Sciences.
- c) A study of venture philanthropy and the effect of giving on the donors, funded by the Hewlett Foundation, has led to two chapters for a volume on philanthropy, written by Cindy Watts and Nick Standlea who work at the QLRC.
- d) A 30,000 dollar grant from the Spencer Foundation was secured by Dr. Nakamura to transfer videotaped interviews with creative individuals onto DVD for archiving purposes, and to prepare multi-media instructional material.
- e) A great number of lectures, seminars, and workshops were held on creativity, flow, and other topics related to Positive Psychology. For instance, in July 2004 Professor Csikszentmihalyi gave the opening keynote address at the European Positive Psychology Conference in Verbania, Italy, and in October he presented some of the research results at an interdisciplinary meeting near Vienna, Austria. In July, Dr. Nakamura held a workshop and presented papers at the European Positive Psychology Conference in Verbania, Italy.

Several articles and at least two books are in the process of being written by members of the QLRC.

**III. Positive Institutions Center**  
Kathleen Hall Jamieson, Coordinator  
University of Pennsylvania

The Positive Institutions Center had been working to nationalize its local model of civic intervention. In the program, students contributed to a Web site on the mayoral campaign, developed projects to increase voter information, sponsored forums at which the candidates address student concerns, and wrote op-eds and letters to the editor to local papers. The curriculum focused on understanding city, state, and federal roles and responsibilities and the citizen's role in making democracy work at the local level.

The Web site contained the curriculum as well as model activities from the 22 cities in which the project had been implemented. We demonstrated the site at the national convention of social studies teachers.

A cross-city analysis of data suggests that the project reliably decreased cynicism, increased civics learning, increased reading of political content in newspapers and online, and increased reported disposition to vote. These results are based on short-term evaluation. In the fall, we started to follow 300 project participants in Philadelphia for five years. This project in Philadelphia represents the first time that we have returned to a city. Students in Philadelphia will be focused on the Street-Katz mayoral rematch. Student Voices has two years of remaining funding at 2 million per year.

In 2003-2004, the project moved to state-wide implementation in Pennsylvania under a grant from the Carnegie Corporation of New York. The Web site Civics @ Annenberg.org has been favorably reviewed in

Education World. A five year study of the effects of the Philadelphia intervention has begun. That study will follow those in the 2003-2004 intervention for four years beyond the close of their project year.

#### **IV. The Values-in-Action Classification of Strengths and Virtues**

Christopher Peterson, Coordinator  
University of Michigan

Central to the mission of the three Centers is a backbone classification and measurement of strengths and virtues. The Mayerson Foundation, in collaboration with PPN, gave a grant for this mission, dubbed the Values-in-Action (VIA) Classification of Strengths and Virtues. We wrote introductory chapters for the manual, commissioned literature reviews from experts on the specific strengths (all have been completed), and devised self-report questionnaires measuring strengths suitable for children, youth, and adults. Oxford University Press and The American Psychological Association has published this 800-page manual as Psychology's Un-DSM.

#### **V. Teaching Positive Psychology**

Randy Ernst, Coordinator  
Lincoln, Nebraska Public Schools

The Teaching Positive Psychology pod promoted and helped distribute a unit plan on Positive Psychology (published by the APA for TOPSS) while giving numerous presentations around the country in support of a high school psychology textbook, resource binder, and teacher's edition that is infused with positive psychology throughout (published by Worth Publishers). Both of these publication efforts will result in long-term promotion of positive psychology as high school students are introduced to the movement at the same time as they are introduced to psychology. In addition, Positive Psychology has been presented to high school and collegiate psychology teachers through various presentations, including most notably the National Council for the Social Studies annual convention in Baltimore, Maryland. This annual convention serves over 5,000 attendees, and the session on Positive Psychology was attended by over 40 teachers. A task force member served on the planning committee for this year's NCSS convention.

The Task Force plans to continue ongoing projects for 2005 through 2006. Ongoing plans include the further development of the positive humanities unit plan. Martin Seligman will be piloting a reading list of positive literature, and work in this area should facilitate the use of strengths and virtues in the teaching of English. This task force is also working to revise a grant proposal to the National Endowment for the Humanities that will support a two-week positive humanities institute to be held in 2006. The institute will pull award-winning teachers from multiple content areas together to discuss the teaching of a positive humanities course of study in secondary schools. Finally, task force members will continue to conduct research on the relationship between optimism and teaching in two different states. Work in the 2005-2006 school year will focus on establishing a baseline of optimism levels for teachers in general and exploring the optimism levels of students who take advantage of make-up test opportunities. In the summer of 2005, task force members will lead a workshop on optimism and teaching strategies, and during the 2005-2006 school year, students of teachers who attended the optimism workshop will be monitored to see if optimism levels, grades, discipline referrals, and attendance records are affected by having more optimistic teachers.

#### **VI. Research Pods**

We have supported 29 pods of scholars to write book(s), to pioneer scientific discovery, or to obtain a major grant for research on Positive Psychology.

1) Jon Haidt (Virginia) and Dacher Keltner (Berkeley): Awe and Moral Elevation. The goal of the Awe pod is to advance research and scholarship on a cluster of "self-transcendent emotions" related to awe. The awe pod is now in the middle of a large study (funded by the Metanexus foundation) to study the role of awe in spiritual transformations, by following a large cohort of incoming students at U.C. Berkeley throughout their

first year. The pod is continuing its work on eliciting awe in the lab (using videos and beautiful photographs) and then measuring its cognitive effects. The pod is continuing its research into the possible role of the vagus nerve in self-transcendent emotions, particularly moral elevation. In addition, the pod has begun work at the University of Virginia on the emotion of admiration, with preliminary studies showing increases in physical strength and task persistence after watching a video about an inspiring hero. The pod submitted a large grant proposal to the National Science Foundation, and was asked to "revise and resubmit" the proposal later this year.

2) Paul Rozin (Penn), Claude Fischler (Paris), Joel Kupperman (Connecticut), Daniel Kahneman (Princeton) and Alan Fiske (UCLA): Comfort and Joy. The comfort-joy pod is devoted to furthering our understanding the extent to which different life experiences contribute to pleasure, sense of accomplishment and meaning, and the quality of life. Our approach is conceptual, culturally oriented, and empirical in the sense that we are interested in describing how pleasure functions in life. Five studies on the relation of experienced to remembered pleasure have been completed. One, on remembered pleasure for music, with A. Rozin and E. Goldberg, is in press in Music Perception. Two others are submitted, one on people's ability to anticipate changes in their hedonic functions (with K. Hanko and P. Durlach) and one on remembered pleasure for meals (with E. Rode and P. Durlach). There is also a completed study on remembered pleasure for art exhibits (with S. Taylor) and one on the relations between remembered, experienced, and anticipated pleasure (with Karlene Hanko). As well, studies are underway with C. Fischler (and P. Rozin) on the principles of moderation vs. abundance, and joy vs. comfort, as they function in the lives of French and Americans. Finally, Kupperman has authored two papers, dealing with, among other things, hedonic treadmills. The pod met once in 2004. The topic we centered on was why it is considered better to end well, as opposed to begin well, in general, and in particular, for life trajectories. We intend to explore the meaning of this, conceptually and in a cross-cultural context. In terms of Positive Psychology, this general feature of human valuation is problematic, since old age makes it unlikely that things will end better than they were in mid life.

3) Lisa Aspinwall (Utah), James Gross (Stanford), and Lisa Feldman Barrett (Boston College): Thriving During Change. The Transition to Stanford Study pod is a major prospective study of the Stanford University entering class of 2000, the first of its kind at Stanford. The pod met twice to discuss the Transition to Stanford Study, a prospective study of adjustment to freshman year that was initiated by James Gross at Stanford prior to the pod's formation. These meetings (a) led to a more substantial representation of positive functioning in our year-end outcome measures; (b) created improved incentives for participants; and (c) resulted in a supplemental assessment for those unable to complete our main end year assessments. We completed data collection. The participation rate was excellent at each of the two end-year assessment points (approximately 2/3 of the 700 or so participants who completed our surveys prior to freshman year completed each of our end-year assessments). These students will be followed through graduation.

Given that the pod's primary work consisted of the development of the assessment batteries and discussion of recruitment, design, and analysis issues as they related to the nature and timing of the assessments, the pod considers its work done, and is encouraged by the apparent success of the first two years of the study.

With the measures in place and the core sample secured, the next phase of the study is simply to wait for the participants to finish their college careers.

4) Sonja Lyubomirsky (UC Riverside), Ed Diener (U. Illinois Urbana-Champaign), and Laura King (U. Missouri-Columbia): Positive Emotions Pod. This pod's paper on the benefits of happiness earned very positive reviews from Psychological Bulletin (PB) and encouragement from the editor-in-chief to revise and resubmit. The focal question of the pod's revised paper to PB ("Is Happiness a Strength: An Examination of the Benefits of Frequent Positive Affect") is, "Can happiness be the cause of the successful outcomes with which it correlates?" The pod documents three classes of evidence – cross-sectional, longitudinal, and experimental – to test a conceptual model arguing that the happiness-success link exists not only because success makes people happy, but because positive affect engenders success (e.g., in the domains of work,

love, and health). The results of cross-sectional and longitudinal studies reveal that happiness is associated with and precedes numerous successful outcomes, as well as behaviors paralleling success. Positive affect – the hallmark of well-being – is also shown to correlate with, precede, and cause a variety of desirable resources, behaviors, and characteristics (e.g., sociability, self-confidence, helpfulness, creativity, and coping). In sum, happiness has multiple benefits for the individual and the community.

5) Ken Sheldon (Missouri): Insecurity, Priming, and Greed. This pod is conducting research to understand both the causes and the emotional consequences of materialistic behavior. This pod has conducted three experimental studies to examine the relationship of mood (positive or negative) and environmental primes (materialistic or prosocial) upon consumption behavior. The central idea is that consumption may often represent a mood-repair effort: if you're feeling blue, go shopping (especially if you've just been exposed to advertisements). This pod conducted experiments in which participants were given the opportunity to take from \$1 to \$5, anonymously, during the experiment. We were interested in participants' subsequent emotions. As predicted, those who took more had more guilt and negative mood, not greater happiness, as one might expect if "homo economicus" assumptions are correct. We will be conducting follow-up studies during the coming semester. This pod has completed its research.

6) Tim Kasser (Knox College): Happiness and the Holidays. This project is designed to understand the psychological factors associated with a happy, satisfying Christmas. Despite the importance of Christmas within many cultures, research has not examined the types of experiences and activities that are associated with holiday well-being. The pod completed the study on "What Makes for a Merry Christmas?" in January 2002 and submitted the paper reporting its results in May 2002. The paper was published in the December 2002 issue of the *Journal of Happiness Studies*. In brief, 117 individuals, ranging in age from 18 to 80, answered questions about their satisfaction, stress, and emotional state during the Christmas season, as well as questions about their experiences, use of money, and consumption behaviors. More happiness was reported when family and religious experiences were especially salient, and lower well-being occurred when spending money and receiving gifts predominated. Engaging in environmentally-conscious consumption practices also predicted a happier holiday, as did being older and male. In sum, the materialistic aspects of modern Christmas celebrations may undermine well-being, while family and spiritual activities may help people to feel more satisfied. This pod has completed its research.

7) Suzanne Segerstrom (Kentucky) and Annette Stanton (Kansas): Immunology and Health. How do positive traits and life events translate into differences in immunity and health? This pod's candidate is repetitive thought, defined as thoughts that occur frequently or for extended periods of time. Previous work showed that repetitive thought could be characterized along two dimensions: positive to negative valence and searching to solving purpose. The pod continues to investigate the relationship between repetitive thought (the thoughts that have been "on one's mind"), immune function, and health. In the past year, the pod met to examine data from a study that examined the emotional and physiological consequences of trying to change repetitive thought through writing. There was a robust trend for thoughts to become both more positive and more solving over time, a trajectory that writing could not overcome. Cross-sectional data, however, suggested between-subjects differences in repetitive thought that were relevant to adjustment. Participants who had more positive thoughts had more positive mood, less negative mood, and fewer thought intrusions, especially when thoughts were certain, that is, had a solving purpose. Furthermore, this style of thought was characteristic of participants who typically engage in high emotional processing, and those participants' repetitive thought style accounted for a large portion of their better emotional adjustment. The manuscript describing these data is in preparation. Finally, after an encouraging initial review, Dr. Segerstrom resubmitted a revised federal research grant (R01) to apply the repetitive thought theoretical framework to older adults.

8) Karen Reivich (Penn) and Shane Lopez (Nebraska): Positive Interventions and Civic Engagement. The Intervention Pod continues to work on theory-grounded intervention projects targeting optimal development in children and youth. This pod disseminates information on positive interventions to teachers, counselors, and school psychologists on a monthly basis. Both Reivich and Lopez have contributed to numerous grant-

funded projects focusing on enhancing strengths. For a Department of Education grant designed to teach Positive Psychology skills to ninth graders, Reivich, Seligman and colleagues implemented a positive psychology curriculum that has been integrated into standard Language Arts classes for 9th grade students in a suburban Philadelphia school district. This project is in year 2 and has added a second cohort. Reivich, Seligman and colleagues have updated the curriculum and have developed a maintenance program to help the students translate the skills learned into maintained behaviors. The researchers have also added a one-on-one interview and additional assessments to further explore the program's effects on the students' mood, behavior, civic engagement and peer/family relationships. In addition, Reivich, in collaboration with Seligman and others is working with Vocational Rehabilitation counselors to teach them optimism and resilience skills. Reivich and Seligman implemented a 2 1/2 day optimism and resilience program with Vocational Rehabilitation Counselors and are in the process of certifying 11 trainers of Vocational Rehabilitation counselors to become facilitators of this workshop within their own regions. We will be evaluating mood, attitudinal, and behavioral outcomes in the counselors who receive this training. Lopez, in consultation with Reivich and others and in collaboration with Gallup, is conducting a large scale strengths mentoring program for college freshman. Lopez also is consulting with Discovery Television to refine a Positive Psychology curriculum for the Ready, Set, Learn project. Findings of several intervention projects are the focus of manuscripts that will be submitted to appropriate APA journals.

9) Amy Wrzesniewski (NYU), Jane Dutton (Michigan) and Monica Worline (Michigan): Positive Psychology of Organizations. The pod is pursuing five research areas:

- **Meaning at Work:** The pod will hold its second conference on meaning and work in St. Louis, May 2005, with faculty and graduate students from several universities. The pod is publishing a piece titled "Career as a Calling" in the new Sage Encyclopedia on Careers.
- **Compassion and Relationships:** The pod will publish "The Organizing of Compassion " in Administrative Science Quarterly (provisional acceptance) and "Seeing Organizations Differently: Three Lenses on Compassion" For the Handbook of Organization Studies, 2nd edition Clegg, S.R., Hardy, C. Lawrence, T.B., & Nord, W. R (London: Sage Publications).
- **Courage:** The pod has published four chapters on courage.
- **Organizational Toxicity and Healing:** It is with great sadness that we report the passing of our pod mate Peter Frost in 2004. A website on his research on toxicity and healing is at [www.toxinhandler.com](http://www.toxinhandler.com).
- **Positive Organization Scholarship (POS):** The pod continues to build a community of scholars through its website ([www.bus.umich.edu/Positive/Default.htm](http://www.bus.umich.edu/Positive/Default.htm)), web distribution of extensive teaching notes on POS, and a new Professional Development Workshop that will be held at the August 2005 Academy of Management Meetings.

10) Laura King (SMU), Jefferson Singer (Connecticut), and Melanie Green (Penn): Rising to the Occasion: Narrative Pod. The goal of the Narrative Pod is to understand how individuals experience and narrate episodes of personal growth in their lives. This pod has been working on two forms of personal growth: 1) "Rising to the occasion," including overcoming obstacles, striving against adversity, accommodating major life changes, and 2) A more receptive/passive form of growth via experience, which appears to include relationships, ritual and community, and reflection (for example, reflection on art or nature. As planned, we have now revised our Personal Growth Scale (PGS), based on two more waves of data collection at Connecticut College and the University of Pennsylvania. We also collected narrative accounts of moments of personal growth and coded these memories for types of growth (e.g., rising to the occasion, letting go, self-transcendence) and examined their relationship to the PGS. In addition, we correlated scores on the PGS subscales with Big 5 personality dimensions. This work has been submitted as a poster to the American Psychological Association. The revised PGS has now been inserted into the item pool to be

administered to approx. 1000 students at the University of Missouri - Columbia. Our goal after these results are complete is to proceed with write-up and publication.

11) Barry Schwartz (Swarthmore), Andrew Ward (Swarthmore), Shelly Gable (UCLA), and Darrin Lehman (UBC). Maximizing vs. Satisficing Pod. The Maximizing-Satisficing Pod has found that giving certain people more options can make them worse off. These are maximizers, people who seek the best possible option across an array of choices. Other people, satisficers, are able to avoid such psychological difficulties. The pod found that satisficers are less worried about regret, more optimistic, happier, more satisfied with life, less neurotic, and less depressed than maximizers. Satisficers are also more satisfied than maximizers with their decisions. Maximizing college seniors looking for jobs do better than satisficing college seniors, but feel worse on a dozen different measures. In the last year, we have gathered evidence from Hong Kong, Beijing, Denmark, and Cuba that confirms these basic findings, though there are some interesting cultural differences. Most notable is that Cubans have lower maximizing scores than others and Cuban maximizers are not unhappy (perhaps because being a maximizer is not a problem in an environment with little choice). We have also reproduced the basic patterns of data, regarding both choice overload and maximizing, in 7-year-old children. Research is currently underway investigating maximizing/satisficing in medical decision-making, and in romantic relations. We are also beginning to explore the relation between maximizing and materialism. Finally, we are looking at whether exposing people to lots of information about options (as in a typical Consumer Reports article) turns them into maximizers, at least in that domain, and decreases their satisfaction with the decisions they make.

12) Sonja Lyubomirsky (UC Riverside), Ken Sheldon (U. Missouri-Columbia), and David Schkade (U. Texas-Austin): The Architecture of Sustainable Happiness. This pod is currently conducting research, supported by a grant from NIH, to test whether sustainable increases in happiness are possible through the practice of intentional, effortful activities. In sum, the PI (Lyubomirsky) and co-PI (Sheldon) are conducting seven longitudinal studies to examine the effects of applying three promising happiness-boosting activities: counting one's blessings, visualizing best possible selves, and committing acts of kindness. The studies include undergraduate samples, as well as community adult, and immigrant South Korean and Russian samples. In addition, Lyubomirsky and Sheldon are testing whether the model can be applied to clinically depressed individuals. Finally, the theoretical framework underlying this research is going to be published in Review of General Psychology. Two other papers, one in press and one under review, also describe research conducted by the pod. This pod has completed its activities.

13) James Pawelski (Albright) and John Lachs (Vanderbilt): Positive Liberal Arts. This pod continues to focus its efforts on facilitating dialog between positive psychologists and philosophers. This pod sponsored a conference on "The Philosophical History of Strengths and Virtues" at the University of Pennsylvania. The purpose of the conference, which was held September 2-4, 2004, was to foster dialogue between Positive Psychology and philosophy through an examination of the philosophical underpinnings of the Values in Action Classification of Strengths and Virtues. Among the speakers were Martin Seligman, Christopher Peterson, Barry Schwartz, Martha Nussbaum, and a handful of leading thinkers representing various philosophical schools. We are currently at work on a volume of essays based on the conference presentations. Additionally, a member of the Pod was the guest editor of a special summer issue of Streams of William James on the topic "William James and Positive Psychology."

14) Jonathan Schooler (Pittsburgh), Daniel Gilbert (Harvard), and Timothy Wilson (Virginia): Mispredicting Unhappiness: Predicted and Experienced Affect. The purpose of this pod is to examine the degree to which individuals' predictions of future affective states correspond to both implicit and explicit measures of affect. Supported research found that individuals consistently overestimate the magnitude and duration of the negative affect that they subsequently report in response to modest negative events. In addition, however, this research found even larger discrepancies between predicted responses and implicitly measured affect. These findings suggest that individuals may not only overestimate the negative affect that they will experience in the future, but they may even unknowingly exaggerate the negative affect that they experience in the present. In short, people may be happier than they know. A primary goal was to examine

the degree to which individuals predictions of future affective states correspond to both implicit and explicit measures of affect. Supported research found that individuals consistently overestimate the magnitude and duration of the negative affect that they subsequently report in response to modest negative events. This pod has completed its activities.

15) Lisa Aspinwall, Carol Sansone, and Cynthia Berg (all of Utah): Future-Oriented Thinking, Feeling, and Acting Across the Lifespan. This pod substantially extended its work with the design and initiation of a new line of research that pairs experimental laboratory studies of emotion, future-oriented thinking, and preventive health behavior with field experiments among high-risk cancer patients and their families. Ideas generated in prior years regarding the effects of anticipated positive and negative emotions on beliefs and intentions regarding preventive health behavior were tested in an experiment involving college students in the top and bottom quartiles of risk for melanoma and other skin cancers. Preliminary findings suggest that students in the high-risk group in whom a positive mood was induced reported that their risk of getting melanoma was higher, reported greater intentions to undertake precautionary behavior, and reported that they would feel worse if they did not undertake important precautionary behaviors with respect to UV exposure, compared to high-risk participants in the neutral condition. They also reported greater belief that the recommended precautions would be helpful in reducing their risk.

The pod has been using these findings to plan a new set of studies to test their applications in the high-risk cancer clinic setting. Specifically, Lisa Aspinwall has developed a new collaboration with the Familial Melanoma Research Clinic of the Huntsman Cancer Institute. She will be working with the physicians and genetic counselors there to understand how emotional aspects of future-oriented thinking influence people for whom precautionary behaviors and regular adherence to screening recommendations are a matter of life and death. The pod has a rare opportunity to conduct a prospective longitudinal study of psychological responses to genetic testing as a function of optimism, health cognitions, and other factors. Pod funds will be used to support multiple aspects of this new collaboration, such as meetings, literature searches, and consultation with experts in health risk communication and family decision-making in the medical context.

16) Barbara Fredrickson (Michigan) and Kevin Rathunde (Utah): Experiential Education. The aim of the Experiential Education Pod was to foster sensitivity to ongoing momentary experience so that students can learn to cultivate more meaningful positive emotions in their daily lives. This goal was pursued through the construction of a diary intervention designed to highlight opportunities that can promote positive emotions and optimal experience. Exploratory studies conducted at the University of Utah (N > 300) have been used to guide the development of the diary. Unpublished findings suggest that utilizing a nightly diary has had mixed success in promoting students' overall quality of experience. The activities of this pod have ended.

17) Paolo Inghilleri (Univ. of Verona): A Psychosocial Model of Meaningful Materialism. The research goal is to show the psychological and cultural factors leading towards a meaningful materialism. The hypothesis is that the materialistic behavior depends on the interaction among the individual, the symbolic system of the culture (domain), and the social forces leading it (field). This pod observed and interviewed 5 target communities. Two further target groups (nuns and laic Christian community Focolarini) were also interviewed. This pod has completed research on western Italian subcultures characterized by low consumption and meaningful use of objects. Based on the theoretical frame of flow of consciousness and creativity by Csikszentmihalyi and Gardner, data collected show that people (belonging to an "extreme sample") act in what has been defined as "meaningful materialism". This behavior, defining a particular configuration of the relationship among individual psychism, field and domain, is based on three different mechanisms: 1) Trauma recovery, 2) Conflict, empowerment, psychic complexity, and 3) Asynchronicity resolution, psychic complexity, creativity. The research results were published in the book by Paolo Inghilleri, *La Buona Vita. Per l'Uso Creativo Degli Oggetti Nella Societ` Dell'abbondanza* (The Good Life: Towards the Creative Use of Objects in the Affluent Society), Milano: Guerini Editore, December 2003. More data will be published in journals throughout 2004. This pod has completed its activities.

18) Julie Bower (UCLA), Elissa Epel (UC San Francisco), and Judy Moskowitz (UC San Francisco): Stress

and Thriving Pod. The Stress and Thriving pod is devoted to understanding how people facing major stressors develop enhanced psychological and physiological functioning, or "thriving". During the past year, the pod has been conducting data analysis for an empirical study designed to identify psychological and physiological characteristics of thrivers. Study participants were breast cancer survivors who reported positive changes in self-concept, relationships, and/or priorities and goals as a result of their cancer experience; these women were compared to survivors who do not report positive changes related to breast cancer. Both groups of women completed daily diaries assessing mood, stress, coping, and goal-related activities and provided blood and saliva samples to assess hormonal and immune parameters that may be linked to positive psychological states, including cortisol and DHEA. Preliminary results suggest that compared to controls, thrivers experience more daily positive events and also show lower serum levels of IL-6, a proinflammatory cytokine that has been linked to increased risk for disease. Results from this study will inform our understanding of positive psychological changes following cancer and other major life stressors and their biological correlates.

19) Willibald Ruch (Zurich), Rod A. Martin (Western Ontario), and Christopher Peterson (Michigan): Humor Pod. The humor pod continues to promote and conduct research on humor and related variables (e.g., playfulness, cheerfulness, laughter) as psychological strengths, and their forms, origins, and consequences. Rod Martin is currently taking a sabbatical year, and is writing a book on the psychology of humor, which will hopefully generate renewed interest among psychologists in humor as an aspect of Positive Psychology. He continues to conduct research and publish articles based on the Humor Styles Questionnaire, examining distinctions between positive psychological aspects of sense of humor and more detrimental forms of humor. Willibald co-organized and lectured at the 4th International Summer School and Symposium on Humour and Laughter that was held at the University of Wolverhampton, UK between September 6 and 11, 2004. Furthermore, he is involved in writing up the results of an fMRI-study trying to identify brain regions associated with the perception of humor, humor-induced smiling and humorless-grinning which will be submitted to a major brain journal. Finally, in fall he held a course on positive psychology at the University of Zurich.

20) Fredrik Ullen (Karolinska Institutet, Sweden): Creativity Pod. The aims of the pod are to characterize which brain regions are specifically involved in musical creativity, using improvisation on a given melody as a model task, and to investigate the neural correlates of the flow, a mental state of high concentration and positive emotion coupled to high performance. Right-handed, trained concert pianists (n=11) have been used as subjects and brain activity was measured with functional magnetic resonance imaging (fMRI). The experimental part of the study is finished. Data on brain activity relating to improvisation and recall of improvised material from memory were presented on the Human Brain Mapping conference in New York and on the Society for Neuroscience Annual Meeting in New Orleans. In brief, we showed that the bilateral dorsolateral prefrontal cortices and superior parietal areas, that include brain regions known to be involved in language processing, are specifically involved in musical improvisation. Replay of previously performed improvisations from memory was accompanied by brain activity in higher auditory regions in the superior temporal cortex, as well as inferior frontal cortex. The significance of these activation patterns is discussed in a manuscript, which we are in the process of finalizing. This research has been completed.

21) Fred Bryant (Loyola, Chicago), Darryl Maybery (Latrobe, Australia), and Tracy Lindberg (British Columbia): Savoring Pod. The Savoring Pod has continued work developing and validating a self-report instrument assessing individuals' dominant savoring strategies, or thoughts and behaviors that people use to intensify and prolong enjoyment of positive experiences. Data collection continues in three cultures to establish the structure and construct validity of the new instrument. To date, over 2,500 Japanese, Australian, and American college students have completed the instrument in relation to a recent vacation, good grade, date with someone special, or positive event of their choosing. Results confirm the instrument's multidimensional structure across cultures, demonstrate the cross-cultural generalizability of gender differences in levels of savoring, and reveal interesting cross-cultural variations in the meaning, value, and consequences of savoring. We are currently beginning analyses evaluating the instrument's construct

validity in relation to selected criterion measures, and are integrating the completed studies into a comprehensive manuscript to be submitted for publication in a major professional journal.

22) Barbara Fredrickson (Michigan) and Kevin Rathunde (Utah): Experiential Wisdom Pod. The aim of Experiential Wisdom Pod is to foster sensitivity to ongoing momentary experience so that individuals can learn to reduce materialism and cultivate more intrinsically motivating activities in their daily lives. The Experiential Wisdom and Experiential Education Pods have worked jointly to construct and assess the effectiveness of a diary intervention designed to highlight opportunities for positive experience. Exploratory studies conducted at the University of Utah (N > 300) have been used to guide the development of the diary. Unpublished findings suggest that utilizing a nightly diary had modest success in reducing materialism. The activities of this pod have ended.

23) Manfred van Dulmen (Kent State) and Anthony Ong (Notre Dame): The Methodology and Measurement Pod. This pod's progress has resulted in a book contract with Oxford University Press (OUP), as well as a forthcoming edited special issue of the Journal of Adolescence. An edited volume (by Ong and van Dulmen), entitled 'Handbook of Methods in Positive Psychology,' is scheduled for publication in the fall of 2005. The goal of this handbook is to bring together, in a single volume, over forty chapters that review and evaluate the utility of methods that currently are underutilized procedures, but which are particularly appropriate to the investigation of substantive issues in positive psychology. We have received 42 final drafts of chapters and plan to submit a complete draft to OUP by February 2005. Ong and van Dulmen met in January to discuss first drafts of these chapters and have been in continuous contact to discuss progress on the volume and feedback for the authors. A special issue of the Journal of Adolescence (JOA: edited by van Dulmen and Ong) on methodological and measurement issues in adolescent competence is scheduled for publication in fall 2006. The goal of this special issue is to bring together a set of 9 papers that focus on either new measures to study adolescent competence or particularly promising statistical approaches/issues for the study of adolescent competence. We have received permission from the JOA editors to edit this special issue and select papers for this issue. At this point 8 of the 9 potential spots for this special issue have been filled by various (inter)national authors on adolescent competence.

24) Jonathan Schooler (Pittsburgh), Dan Wegner (Harvard), John Bargh (NYU), Roy Baumeister (Florida State), and Martin Seligman (Pennsylvania): Free Will Pod. What current scientific approaches speak to the question of free will? To what degree do assumptions about free will underpin current psychological conceptualizations of human nature (including those intrinsic to positive psychology), and what are the implications of these assumptions. Discussions have revealed the powerful dialectic between the compelling intuition that individuals possess personal agency and the equally compelling evidence from science that all phenomena (including ultimately all human behavior) can be explained causally as product of prior events. While reconciling this dialectic may prove intractable, understanding its influence may be fruitful. In this regard, recent studies conducted by members of the pod have indicated that 1) individuals are often influenced by goals that they are unaware of, 2) individuals regularly attribute free volition to actions that they in fact had no control over, 3) nevertheless, belief that one has free will can be useful in causing individuals to act in morally responsible fashion. In collaboration with John Baer, Roy Baumeister is editing a book on free will that will include chapters by Schooler, Bargh, Wegner, and Baumeister. Research supported by the free will pod support, has demonstrated that introducing scientific evidence that discourages people from believing in free will can increase the likelihood of their behaving in unethical ways. This research will be presented in June 2005 at a symposium on free will and psychology (co-organized by Jonathan Schooler) at the Annual Meeting of the Society for Philosophy and Psychology.

25) Shelly Gable (UCLA) and Jean-Philippe Laurenceau (Miami): Close Relationships Pod. This pod grew out of the observation that the literature on close relationship processes is largely based on what goes wrong (i.e., conflict, aggression, insecurity) to the exclusion of what goes right (i.e., fun, passion, intimacy). Our developed a model of close relationship outcomes/processes that based on principles of motivation and goal-based behavior, supported by existing basic and applied empirical literature, which integrated both the negative and positive processes. Our concrete goals were to 1) produce a manuscript outlining our

theoretical model with existing empirical support for submission (e.g., Psychological Review) and 2) write a grant to test central predictions from the model. Thus far, this pod has completed drafts of sections of the review paper and hopes to submit this paper in summer 2005. And, it became clear that the topic was too broad for one paper, so a second paper has been outlined and we have invited another author to join us. Gable submitted a CAREER grant to NSF (with Laurenceau as consultant) to test the central predictions of the model. The reviews were positive and the grant was recommended for funding at the highest priority. Gable is currently waiting the final funding decision from NSF (expected by February 1, 2005).

26) Lene Arnett Jensen (Catholic Univer.), Ruth K. Chao (California, Riverside), Andrew J. Fuligni (UCLA), Jean S. Phinney (California State Univ.): Immigrant Children and Youth: Developing Skills for Succeeding. The goal of this pod is to advance theoretical and empirical scholarship on immigrant children and youth, with a focus on positive psychological and social variables. About 20% of children in the United States are first or second generation immigrants, and this number is predicted to continue to rise. Earlier work on immigrants typically assumed that they invariably would experience psychological and social problems. However, more recent work has begun to suggest that immigrants do remarkably well on diverse measures, including physical and mental health, school achievement, and avoidance of risk behaviors. The pod has organized a conference meeting on Positive Psychology and immigrant children. It will be held in conjunction with the biannual meeting of the Society for Research in Child Development in April of 2005. This conference will bring together junior and senior researchers.

27) Maya Tamir (Illinois) and Michael Robinson (North Dakota State): Attention Pod. In the past 6 months this pod has made substantial progress in terms of data collection. Specifically, we conducted five studies examining whether happy thoughts "prime" the attention system towards positive objects. In these studies, a positive, negative, or neutral priming stimulus was presented. Following this priming phase, a pair of word stimuli were presented, one of which was neutral (e.g., shoe) and one of which was positive (e.g., love). We will seek to determine whether positive primes shift the attention system towards positive stimuli within the selective attention task. Data from these studies are currently being analyzed. In addition, we have previously shown that positive mood states shift attention toward positive stimuli (Tamir & Robinson, 2004). The attentional bias may be driven by the affective tone of the mood state (i.e., positive) as well as by the motivational system that underlies it (i.e., approach). Whereas excitement is a positive mood state that reflects the approach system, anger is a negative mood state that reflects the approach system. In an attempt to understand what underlies attention to positive information, we recently conducted a study to examine whether anger, like excitement, shifts attention to positive stimuli, or whether anger, like anxiety, shifts attention to negative stimuli.

28) Omri Gillath (UC Davis), Mario Mikulincer (Israel), Phillip Shaver (UC Davis): Attachment Pod. This pod's previous report mentioned receiving a grant from the Institute for Research on Unlimited Love (IRUL, Templeton Foundation) to develop a virtual reality measure of compassion. This pod has now developed the programming for that measure and explored its nature and correlates in an initial study. Funding has also been acquired for fMRI studies of compassion, half of the money coming from the Fetzer Institute and the other half coming from the UC Davis Imaging Center. Members of the pod have given 16 talks so far in 2004 related to our studies of compassion and caregiving, with very diverse venues (e.g., several American universities and conferences, including the International Positive Psychology Summit in Washington, DC; several Israeli universities; and a week-long meeting with the Dalai Lama in Dharamsala, India). Two manuscripts have been submitted to peer-reviewed journals summarizing studies of compassion and attachment security, compassion, altruism, and moral virtues. The first one is now in press at *Personal Relationships*, and the second was revised and resubmitted to *JPSP*. Pairs or all three member of the pod have met several times, including at SPSP, International Association of Relationship Research, and APA. All three pod members will be meeting again this month at SPSP. At IARR in July the pod participated in paper sessions and a breakfast discussion meeting about compassion research. In September this pod held a conference on love at UC Davis, and Guilford Publications agreed to publish the conference proceedings as a book. This pod is working with a large team of neuroscientists on a proposal to study intensive (full-time for one year) Shamatha meditation, including both brain measures of attention and

emotion, and various measures of socio-emotional and moral change.

29) John Abela (McGill), Chad McWhinnie (McGill), Tayab Rashid (Pennsylvania), Afroze Anjum (Pennsylvania): Strengths Development Pod. This pod entitled "Fostering the Development of Strengths and Values in Canadian and Chinese Youth" has made significant progress in the past three months. Eight undergraduate psychology students at McGill University, all with extensive experience working with children and adolescents, were invited to be camp leaders for the 2005 Montreal site. These students have met weekly with Dr. Abela and Chad McWhinnie for past three months to discuss readings pertaining to the 24 strengths assessed by the VIA and to design interventions targeting each strength. Dr. Abela and Chad McWhinnie will meet with Dr. Rashid in February 2005 to finalize the intervention. The project will be presented to the English Montreal School Board in February 2005 to secure approval to recruit program participants from English Montreal Schools. Dr. Abela has secured agreement from Dr. Yao, Professor of Psychology and Psychiatry at Central South University and Chairman of the Hunan Psychological Society, to collaborate in running the Changsha site in the summer of 2006. Dr. Abela will visit Changsha in March of 2005 to oversee the commencement of the translation-back translation process for all measures.

## **VII. Summits**

The third International Positive Psychology Summit was held in Washington, DC in October 2004, with the financial support of the Gallup Organization. The fourth International Positive Psychology Summit will take place in Washington, DC in October 2005, with the support of the Gallup Organization. For details, see: <http://www.gallup.hu/pps/>

The second European Positive Psychology Summit took place July 5 to 8, 2004 in Italy. This conference attracted over 300 individuals from around the world and was considered a great success. For details, see: <http://www.positivepsychology.org/ppeuropeconferenceschedule.doc>

The Fourth International Summer School and Symposium on Humour and Laughter took place at the University of Wolverhampton, in the United Kingdom, September 6 to 11, 2004. For details, see: <http://asp.wlv.ac.uk/Level2.asp>

The Philosophical History of Strengths and Virtues Conference took place at the University of Pennsylvania September 2-4, 2004. For details, see: <http://www.positivepsychology.org/pawelskiconference.htm>

## **VIII. Templeton Young Scholars Research Awards and VIA Grants**

We received a grant from the John Templeton Foundation to support research awards to young investigators in Positive Psychology plus matching funds from the Annenberg Foundation. Barbara Fredrickson (Michigan), Barry Schwartz (Swarthmore), and Martin Seligman administer the program. We completed the awarding of grants, for a total of twenty-three grants. We also received funds from the Mayerson Foundation to fund grants on our Values-in-Action (VIA) Classification of Strengths and Virtues and completed the awarding of six VIA grants.

## **IX. Positive Psychology Microgrants Program**

In the fall of 2002, we announced the launch of the Positive Psychology Microgrants Program. The purpose of the Microgrants Program was to recognize and encourage the best and brightest among the rising generation of researchers who share a vision for transforming psychology in a positive direction. The program offered small seed grants, up to \$2,000 each, to support early-career psychologists and other social scientists as they develop innovative lines of empirical research within Positive Psychology, broadly defined. Graduate students, post-docs, new assistant professors, and exceptional undergraduates could apply. Since inception, we received 127 applications and awarded 26 grants.

**X. Summer Institute**

In July 2004, we convened the fourth weeklong Summer Institute, north of Milan, Italy. The purpose of the Institute was to provide support and mentoring for beginning researchers, as well as develop a network of young, mid-career, and senior scholars interested in Positive Psychology. There were 8 senior faculty and each scholar presented a research project in Positive Psychology. We received 115 applications from graduate students, post-docs and young assistant professors and selected 19 young scholars to attend. The increase in the number of applicants and the high quality of the applicants bodes well for Positive Psychology and are an indication that this field is growing. Further, our attempts to extend beyond U.S. borders are bearing fruit – we received 53 applications from non-U.S. citizens and selected 11 non-U.S. citizens to attend. Verbal reports of the scholars' experience have been uniformly superlative. For details on the schedule of activities and attendees, see:

<http://www.positivepsychology.org/ppsi2004info.htm>

In June 2005, we will hold the fifth Positive Psychology Summer Institute in the Philadelphia area, as this is arguably the most successful of the Positive Psychology initiatives. Thus far, we have received 90 applications for the next Summer Institute.

**XI. Programs of Positive Psychology in Universities**

Numerous inquiries from undergraduates about where they can study Positive Psychology have led us to assemble a list of twenty-seven Positive Psychology “fledging programs,” defined as two or more faculty in one setting who have been identified or self-identified as studying Positive Psychology. For a list, see:

<http://www.positivepsychology.org/ppfaculty.htm>

**XII. Positive Psychology Web Site and Living Bibliography**

At [www.positivepsychology.org](http://www.positivepsychology.org) and at [www.psych.upenn.edu/seligman](http://www.psych.upenn.edu/seligman) we have established an extensive collection of materials about Positive Psychology. These include a living bibliography, conference opportunities and summaries, reports, research summaries, calendar of events, online questionnaires for researchers, faculty and programs in Positive Psychology, teaching resources, and several opportunities for grants and awards. The sites, which have been receiving over 2,000 hits per month, are frequently updated, and there have been a total of over 267,000 hits on the Web site to date.

We have also created a Website that has generated significant public interest in Positive Psychology by offering numerous online Positive Psychology questionnaires that provide valuable self-improvement feedback for the test-takers. To date, over 300,000 individuals have completed online questionnaires at this Website. This Website can be seen at: [www.authentic happiness.org/](http://www.authentic happiness.org/)

**XIII. Positive Youth Development Grant**

We received a grant from the Annenberg Foundation Trust at Sunnylands to advance research in positive youth development. To accomplish this, Martin Seligman and Christopher Peterson nominated a commission of experts in several areas of positive youth development. Each member of the commission contributed a white paper in which they outlined their understanding of the current state of positive youth development and their recommendations for future research. The commission members met in May 2003 to discuss gaps in the literature and brainstorm about the most effective interventions for promoting positive youth development. Seligman and Peterson consolidated the individual commission papers into one publishable document. It is their hope that this document will chart a new direction in the prevention and rehabilitation of psychological disorders among adolescents.

**XIV. Positive Psychology Press Coverage**

Following is a selection from more than a hundred instances of press coverage for Dr. Seligman's book on Positive Psychology, Authentic Happiness.

6/24/02 Publishers Weekly - tinted review  
8/24/02 New Scientist - review

9/1/02 Psychology Today - review (Sept/Oct issue)  
9/4/02 Good Morning America - ABC-TV, live interview  
9/4/02 ABCNews.com - feature story  
9/6/02 NPR/ "To the Best of Our Knowledge" - taped interview,  
9/9/02 Newsweek - first serial (issue date - 9/16)  
9/9/02 Newsweek On Air - taped interview run week of 9/8  
9/10/02 "Something You Should Know" - taped radio interview, nationally syndicated  
9/23/02 "Talk of the Nation" - live 40 minute radio interview  
9/26/02 "Judith Regan Tonight"/FOX-TV - taped interview to air 9/30

10/1/02 Reader's Digest - interview (October issue)  
10/1/02 ELLE - feature interview with Dr. Seligman (Oct issue)  
10/1/02 KPCC "Air Talk with Larry Mantle"- live one hour interview  
10/2/02 "American Breakfast"/ Nationally syndicated, live 25 minutes  
10/2/02 Voice of America "Dateline"/ Nationally syndicated, taped 10 minutes  
10/2/02 CBS Radio Network "Weekend Roundtable"/ Nationally syndicated, taped 10 minutes  
10/10/02 "The Deborah Ray Show" - live 40 minute radio interview, nationally syndicated  
10/14-18/02 Slate.com - Dialogue with Stephen Pinker and Robert Wright

11/1/02 Science and Spirit magazine - interview and second serial  
11/1/02 Men's Health- interview with author in Psyche column  
11/19/02 New York Times/ Science Section - interviewed on 10/2 for article about happiness and aging  
12/9/02 USA Today – Front Page cover story about happiness  
12/9/02 Los Angeles Times - feature interview  
12/12/02 NBC-TV "Tonight Show with Jay Leno" - book and author satirized in monologue  
12/24/02 Washington Post - feature story about the book and Positive Psychology

1/3/03 Prevention Magazine - feature article about joy  
1/13/03 Time magazine - special section on mental health

1/22/03 National Public Radio show 'Wait Wait Don't Tell Me' -quiz questions based on AH  
2/03 The Psychologist -section on Positive Psychology  
3/03 Oprah Magazine - article based on discussion with Martin Seligman  
3/7/03 USA Weekend - cover/feature story on Authentic Happiness

11/19/03 The Guardian (Britain) article on Authentic Happiness  
11/23/03 London Sunday Times article on Authentic Happiness  
11/28/03 Croation article on Authentic Happiness

12/03 Psychotherapy Networker magazine, Interview with Dr. Martin Seligman  
12/9/03 Life Matters Australian Radio National show on Authentic Happiness  
12/9/03 Hungarian article on Authentic Happiness  
12/10/03 Hour of Power interview with Dr. Martin Seligman  
12/14/03 New York Times Magazine article on gratitude visits and Authentic Happiness  
12/21/03 Investment Advisor article on Authentic Happiness

- 12/28/03 La Vanguardia (Spain), article on Authentic Happiness
- Jan-Feb/04 PsychologyToday.com, article about Positive Psychology
- 2/18/04 The Sydney Morning Herald, article on Authentic Happiness
- 3/31/04 edge.org, interview with Dr. Seligman on "the good life"
- 4/1/04 The Philadelphia Inquirer, article on gratitude and Positive Psychology
- 4/4/04 The Guardian (Britain), article on Authentic Happiness
- 5/2004 The Atlantic Monthly, section on Dr. Seligman on optimism and elections
- 8/1/04 The New York Times, article on high school Positive Psychology interventions
- July/Aug 2004 Health magazine, article on Positive Psychology
- 9/9/04 Newsweek on Air, article on positive parenting
- 9/13/04 Newsweek, Roundtable on Positive Psychology
- 9/30/04 Webmd.com article on Dr. Seligman's national well-being indicator initiative
- Oct 2004 Total Wellness: Becoming a Whole Person newsletter, article on increasing happiness through strengths
- 11/28/04 The Washington Post, article on wealth and happiness
- 1/10/05 The Charlie Rose Show, interview of Dr. Martin Seligman on "The Science of Happiness"
- 1/17/05 Time magazine, cover story on "The Science of Happiness" Special Issue
- 1/23/05 Toronto Star, article on Authentic Happiness
- 1/25/05 Yahoo.com's Personality Health Center, from Psychology Today's article on Positive Psychology