

IDS2935: What is the Good Life?

(sections 4919, 4930, 6285, 6289, 8940, 8945, 8977, 8983, 8986)

Lecture: Mondays and Wednesdays, 5th period (11:45-12:35)

Room: Pugh 170

Discussion Sections, Meeting Times, and Rooms:

| | | |
|------|----|-----------------|
| 4919 | W7 | Anderson 21 |
| 4930 | W8 | Dauer 342 |
| 6285 | W9 | Anderson 19 |
| 6289 | F5 | Matherly 18 |
| 8940 | R8 | Anderson 21 |
| 8945 | R9 | Turlington B310 |
| 8977 | R7 | Anderson 21 |
| 8983 | F6 | Matherly 114 |
| 8988 | F7 | Anderson 21 |

Instructor

David Hackett, Department of Religion, 273-2929, dhackett@ufl.edu

Office Hours: Monday, Wednesday 4th period and by appointment

Teaching Assistants

Ms. Emily Casey, Department of History, Room 9, Keene-Flint Hall,

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Office Hours: TBD

Mr. Joseph Witt, Department of Religion, 121 Anderson Hall, joseph23@ufl.edu

Office Hours: TBD

Course Web Site

General Good Life course site at

<http://www.aa.ufl.edu/humanities/goodlife/materials.html>

Introduction/Overview

Through a close examination of relevant works of art, music, literature, history, religion, and philosophy, students will consider the basic question, “What is the Good Life?” The course will serve as an invitation to the Humanities and to a lifetime of reflection on the human condition through the unique opportunities available to the students at the University of Florida.

The Humanities, a cluster of disciplines that inquire into the very nature and experience of being human, provide many approaches to the question „What is a good life,“ as well as a multiform treasury of responses that comprises the cultural and intellectual legacy of world humanity.

The question is especially relevant for a detailed examination as you become more and more involved in making the decisions that will shape your future and the future of others. In order to make reasonable, ethical, well-informed life choices, it is useful to reflect upon how one might aspire to live both as an individual, and a member of local and global communities.

The course is interdisciplinary and draws on the considerable humanities resources at UF. It is also cross-cultural and draws on the full range of human experience across the world and through time in trying to answer the question: “What is the good life?” A number of elements of the course are common to the several sections being taught this semester, including about half the readings, museum exhibits, and performances. The lectures, discussion sections, and other readings are specific to our section of this course.

Common Activities

1. February 14th - Trey McIntyre Project/Preservation Hall Jazz Band at Phillips Center for Performing Arts <http://performingarts.ufl.edu/events/2010/tmp-phjb/>
2. Date TBD Harn Museum Exhibit
3. Date TBD Common Humanities Lecture

More information on these activities can be found at the general Good Life course site at <http://www.aa.ufl.edu/humanities/goodlife/index.html>

TEXTS

All common (“gateway”) readings and other materials are available on ARES Online Reserve, while those assigned specifically for this section (“pillar” readings, images and videos) will be made available in a manner to be determined.

ENHANCEMENT MATERIALS

In addition to the readings, some weeks you will be assigned enhancement materials.

GENERAL EDUCATION REQUIREMENTS

This course meets three (3) hours of the University of Florida's General Education Requirement in the Humanities (H) area by providing instruction in the key themes, principles and terminology of several humanities disciplines. By focusing on the history, theory and methodologies used within these disciplines, you will be able to identify and to analyze some of the key elements, biases and influences that shape human thought. By introducing students to the rich legacy of the humanities, this course will emphasize clear and effective analysis and approach to issues and problems from multiple perspectives.

This course has several Student Learning Outcomes. By the conclusion of this course, students will be able to:

- Know the history, underlying theory and methodologies used across several humanities disciplines.
- Identify and analyze key elements, biases, and influences that shape thought within those disciplines.
- Approach issues and problems from multiple disciplinary perspectives.
- Communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the disciplines, individually and/or in groups.

ASSIGNMENTS AND REQUIREMENTS

1. One 500 word essay, due January 26th, on how Siddhartha exemplifies the themes of the Good Life learned thus far. Detailed assignment instructions will be supplied prior to the due date. 10% of final grade.
2. One 500 word essay, due March 16th, on a topic relating to one or more of the three events experienced outside of class (the concert, Harn Exhibit, or common Humanities lecture). Students will choose one or more of the events and evaluate the experience as it relates to the Good Life theme. Detailed instructions will be supplied prior to the due date. 10% of final grade.
3. One 1000 word essay on the question: What is the Cost of the Good Life? In consultation with the teaching assistants and instructors, students will select a subject for an analytical essay. Topics will be chosen by March 24th. The first draft of the paper is due on April 1st. Please submit two copies, one for the instructors and one to be distributed to the student reviewer for a peer review. Instructions for peer review will be provided in advance. Completed peer reviews are due on April 8th. Student reviewers must submit two copies of the reviewed paper, one for the instructor and one for the student author.

The final draft will be due on April 13th. Please note: If you do not complete your peer review in a punctual and satisfactory manner, you will not receive a grade for your own paper. 20% of final grade (total for draft, final, and peer reviewing).

4. A one-hour Midterm Exam, worth 20% of the course grade in class on February 23rd.
5. A one-hour Final Exam, worth 20% of final grade on Monday, April 25th, 5:30-6:30 p.m.
6. Oral and written quizzes (given at the discretion of instructor and teaching assistants). 10% of final grade
7. Participation in discussion sections and attendance at lecture and discussions: 10% of final grade

ATTENDANCE

Regular attendance and completion of required reading is expected in this course. Students are responsible for all the material covered in this course. Lectures will complement the reading. Attendance will be taken during each lecture and discussion section. Do not register for this class if you cannot arrive on time. Tardiness harms your understanding of the material and disrupts the class. After the first late arrival, the instructor reserves the right to mark you absent for the day. The instructors will *not* excuse absences, provide notes, or discuss material that has already been covered, barring extraordinary circumstances (which do not include missing your bus, failing to find a parking place, or sleeping in). You are allowed one absence; after that each unexcused absence will cost a one-third grade reduction (e.g. B+ to B).

GORDON RULE REQUIREMENTS

This course is an E2 Gordon Rule Course, which means that students will have a minimum of 2,000 written words evaluated on the effectiveness, organization, clarity and coherence of the writing, as well as the grammar, punctuation and usage of standard written English. Please make sure that your essays fulfill the minimum word requirements so that you can receive Gordon Rule credit for this class. Please keep in mind that in order to secure E2 Gordon Rule credit for this course, you will need to earn a C grade or better **and** satisfy the writing requirements of this course. It is possible not to meet the writing requirement and still pass the class. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component.

GRADING SCALE AND ASSIGNMENT SUMMARY

| Grade Proportion | Grade Scale | Grade Value |
|-------------------------|-------------|-------------|
| Analytical essay 20% | 100-93=A | A=4.0 |
| First Short Essay 10% | 92-90=A- | A-=3.67 |
| Second Short Essay 10 % | 89-86=B+ | B+=3.33 |
| MidTerm Exam 20% | 85-82=B | B=3.00 |

| | | |
|------------------------------|----------|---------|
| Participation/Attendance 10% | 81-79=B- | B-=2.67 |
| Quizzes 10% | 78-75=C+ | C+=2.33 |
| Final Exam 20% | 75-72=C | C=2.00 |
| | 71-69=C- | C-=1.67 |
| | 68-66=D+ | D+=1.33 |
| | 65-62=D | D=1.00 |
| | 61-60=D- | D-=0.67 |
| | 59-0=E | E=0.00 |

Please note: An earned grade of "C-" will not be a qualifying grade for major, minor, Gen. Ed., Gordon Rule, or basic distribution credit."

Academic Honesty

Students must conform to UF's academic honesty policy regarding plagiarism and other forms of cheating. This means that on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.dso.ufl.edu/judicial/academic.php> and <http://www.chem.ufl.edu/~itl/honor.html>.

All students found to have cheated, plagiarized, or otherwise violated the Honor Code in *any assignment* for this course will be prosecuted to the full extent of the university honor policy, including judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. For serious violations, you will fail this course.

Students with Disabilities

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask the instructor if you would like any assistance in this process.

Other Policies, Rules, and Resources

1. *Handing in Assignments:* Assignments due in class should be handed directly to your TA. If you cannot attend class on the date due, or if papers are due on a date when there is no class, please turn papers in to Dr Hackett's mailbox in the Religion Department office, 107 Anderson Hall. DO NOT slip papers under an office door. Please also keep a dated electronic copy of all your papers.

2. *Late or Make-Up Assignments:* You may receive an extension on an assignment *only* in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.
3. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course.
4. *Common Courtesy:* Cell phones and other electronic devices must be turned off during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. The instructors may ask students engaging in disruptive behavior, including but not limited to whispering, flossing, or snoring, to leave the class. If that occurs, the student will be marked absent for the day.
5. *Computer Use in Class:* You may take notes on a laptop computer **ONLY WITH PRIOR PERMISSION OF THE INSTRUCTOR**. Such permission is usually granted only in cases of documented disabilities. If you are given permission to use a computer in class, you must sit in the back row where the TAs can check your screen to make sure you are taking notes rather than playing poker, emailing, or otherwise straying off task.
7. *Counseling Resources:* Resources available on-campus for students include the following:
 - a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
 - b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
 - c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
 - d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.
8. *Software Use:* All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

COURSE SCHEDULE

WEEK ONE AND TWO: THINKING ABOUT THE GOOD LIFE

January 5th lecture - *Introduction to the Course*

Week one discussion sections

What is the good life for you? What is the relationship between “being good” and having a “good life”?

January 10th lecture – *What is the Purpose of a College Education?*

Gateway Readings:

-Wendell Berry, “The Way of Ignorance,” from *The Way of Ignorance* (Berkeley, CA: Shoemaker and Hoard, 2005), 53-67. ARES Online Reserve

-Vivien Sung, *Five fold Happiness: Chinese concepts of luck, prosperity, longevity, happiness, and wealth*. (San Francisco: Chronicle Books, 2002); 11- 12; 18- 19; 34, 49, 70-71; 94-95 and 97; 152, 156-157; 204-205; 207; 210-211, 214. ARES Online Reserve.

Pillar Readings:

Mary Oliver, “The Summer Day” from her *New and Selected Poems* (Boston: Beacon Press, 1992), 94 and Ranier Maria Rilke, *Letters to a Young Poet* (New York: Norton, 1954), 34-35.

WEEKS TWO AND THREE: SEEKING A GOOD LIFE

January 12th lecture - *Seeking the Good Life*

Gateway Reading:

Herman Hesse, *Siddhartha* (1922). Part I (“Brahmin’s Son” through “Amongst the People”) Available as an e-Gutenberg text at the following address:
<http://www.gutenberg.org/files/2500/2500-8.txt>

Pillar Readings:

"Discourse on the Noble Quest" (*Ariyapariyesana Sutta*) and "Setting in Motion the Wheel of Truth" (*Dhammacakkappavattana Sutta*) from the Buddhist Pali Canon.

Week two discussion sections

Gateway Reading:

Dominik Wujastyk, ed., and trans. *The Roots of Ayurveda* (New York: Penguin, 2003), 61-70.

ARES Online Reserve.

Assignment for first short paper (due Jan. 24th) handed out in discussion sections this week

January 17th – no class (MLK Holiday)

January 19th lecture - *Seeking the Good Life*

Gateway Reading:

Herman Hesse, *Siddhartha* (1922). Part II

Pillar Reading:

New Testament, “Lillies of the Field”

Week three discussion sections

What is enlightenment?

WEEK FOUR: CELEBRATING A GOOD LIFE

January 24th lecture - What Are We Celebrating?

Pillar reading:

Abraham Joshua Heschel, *The Sabbath*, pp. 3-32.

January 26th lecture - Holidays in Different Cultures

Pillar Readings:

Amy Tan, “Best Quality,” from *The Joy Luck Club*, 21-36.

Barbara Kingsolver, “Celebration Days,” from *Animal, Vegetable, Miracle*, 277-295.

First essay due in class today, January 26th

Week four enhancement materials

Kole Oduola: “Life is like a Dance”

Week four discussion sections

Comparative holidays: What is being celebrated? How is it related to the good life?

WEEK FIVE: CONSTRUCTING THE GOOD LIFE

January 31st lecture

Gateway Reading:

Kathleen Cox, "The Power of Space," from *The Power of Vastu Living* (New York: Simon and Schuster, 2002), 3-26. ARES Online Reserve.

Pillar Reading: TBD

February 2nd lecture

William McDonough, *Cradle to Cradle*, "Putting Eco-Effectiveness into Practice," pp. 157-186.

McDonough TED talk on cradle to cradle design, available online at:

http://www.ted.com/talks/lang/eng/william_mcdonough_on_cradle_to_cradle_design.html

Week five enhancement materials

Meg Portillo. "Gift of the Senses: Living the Good Life in Living Color: A Design Perspective"

Vandana Baweja, "Mughal Gardens"

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=ef7439c001ce48cb9e9ccb87d0aca41d>

Week five discussion sections

Gateway Reading: Discuss idea of "total health" based on reading Allison Arieff, "Opinionator: A Breath of Fresh Air for Health Care," from the *New York Times*, 13 December 2009.

Available online at

<http://opinionator.blogs.nytimes.com/2009/12/13/a-breath-of-fresh-air-for-health-care/>

WEEK SIX: EMBODYING A GOOD LIFE

February 7th - Cancer and the Environment

Gateway Readings:

-Sandra Steingraber, *Living Downstream: An Ecologist Looks at Cancer and the Environment* (New York: Vintage Books, 1998), 14-30. ARES Online Reserve.

-Interview and excerpt from Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Crown, 2010). Available online at the National Public Radio website at the following address:

<http://www.npr.org/templates/story/story.php?storyId=123232331> (37 minutes)

February 9th - The Cultural Construction of Race and Gender

Pillar Readings:

Ruth Frankenburg, "Growing Up White: The Social Geography of Race" from White Women: Race Matters (Minneapolis: University of Minnesota, 1993), 43-70.

Kathy Peiss, "Making Faces: The Cosmetics Industry and the Cultural Construction of Gender"

Week six discussion sections

How do our physical bodies related to a good life?

WEEK SEVEN: OWNING THE GOOD LIFE**February 14th lecture - Rich Friends**

Pillar Readings:

Karl Marx and Friedrich Engels, The Communist Manifesto

Howard Husock, "Rich Friends"

Trey McIntyre Project/Preservation Hall Jazz Band at Phillips Center for Performing Arts

<http://performingarts.ufl.edu/events/2010/tmp-phib/>

February 16th lecture - Who Draws the Boundaries of Culture?

Gateway Reading:

Michael Kimmelman, "Who Draws the Borders of Culture? Greece's claim for the Elgin marbles is as much about nationalism as about art," from the *New York Times*, 4 May 2010. Available online at <http://www.nytimes.com/2010/05/09/arts/09abroad.html>

Pillar Reading:

Epicurus, "Letter to Menoecus"

Week seven enhancement materials

American Petroleum Institute, *Destination Earth* (1954)

Week seven discussion sections

Can art be owned? Should it be? How do individual creativity and collective culture both contribute to a good life? What happens when they conflict? How is national identity related to a good life?

WEEK EIGHT: SUSTAINING THE GOOD LIFE**February 21st lecture - The Ecological Crisis and the Good Life**

Gateway Reading:

Aldo Leopold, "The Land Ethic," from *A Sand County Almanac and Sketches Here and There* (New York: Oxford University Press, 1948), 201-226. ARES Online Reserve.

February 23rd - Mid-Term Exam

Week eight discussion sections

WEEK NINE: GOVERNING THE GOOD LIFE

February 28th lecture - Utilitarianism

Pillar Readings:

Jeremy Bentham, from Principals of Morals and Legislation (1780)

John Stuart Mill, from Utilitarianism (1883)

March 2nd lecture - Limited Government

Pillar Reading:

John Locke, from Second Treatise of Government (1690)

Week nine discussion sections

Gateway Reading:

Thucydides, "The Melian Dialogues," from Richard Crawley, trans., *The History of the Peloponnesian War* (London: Everyman Press, 1993), 288-295. ARES Online Reserve.

Spring Break March 5-12

WEEK TEN: FIGHTING FOR A GOOD LIFE

March 14th lecture

Pillar reading:

Immanuel Kant, from Groundwork for the Metaphysics of Morals (1785)

March 16th lecture

Gateway Readings:

Martin Luther King, "Letter from a Birmingham Jail," (1963). Available at http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Pablo Neruda's 1971 Nobel Lecture, "Towards the Splendid City." Available online at http://nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture-e.html

Week ten discussion sections

Second Brief Essay due March 16th

WEEK ELEVEN: SHARING A GOOD LIFE

March 21st lecture - What is Justice?

Pillar reading:

Aristotle, from The Politics

March 23rd lecture - We Are Social Beings

Gateway Reading:

Martin Buber, "The Way of Man According to the Teachings of Hasidism," from Maurice Friedman, trans., *Hasidism and the Modern Man* (New York: Horizon, 1958). Reprinted in Charles Guignon, ed. *The Good Life* (Indianapolis and Cambridge: Hackett Publications, 1999), 288-293. ARES Online Reserve (and <http://www.uwec.edu/beachea/buber.html>)

Pillar reading:

Aelred of Rievaulx, *Spiritual Friendship*. Cistercian Fathers Series Number Five. Trans. Mary Eugenia Laker; Introduction by Douglas Roby (Kalamazoo, Mich.: Cisterian Publications, 1977), pp. 60-64 and 103-132

Week eleven discussion sections

Gateway Readings:

Caroline Knapp, "The Color of Joy," from *Pack of Two: the Intricate Bond Between People and Dogs* (New York: Random House, 1999), 3-16. ARES Online Reserve.

-Love poems from Indian literature, c. 5th century CE (one page; includes poems from W.S. Merwin and J. Moussaieff Masson, *Sanskrit Love Poetry* (New York: Columbia University Press, 1977), pp. 95 and 171

-Greg Bailey and Richard Gombrich, *Love Lyrics by Amaru, Bhartrhari and Bilhana* (New York: New York University Press, 2005), 97, 131. ARES Online Reserve.

Topic for analytic essay chosen by March 24th

WEEK TWELVE: QUESTIONING THE GOOD LIFE

March 28th lecture

Gateway Reading:

Henry Thoreau, "Where I Lived, and What I Lived for," "The Pond in Winter," and "Conclusion," from *Walden*. Available online at the following addresses:

<http://thoreau.eserver.org/walden02.html>

<http://thoreau.eserver.org/walden16.html>

<http://thoreau.eserver.org/walden18.html>

March 30th lecture

Gateway Reading:

Bhartri-hari, "Disenchantment," in *Love Lyrics by Amaru, Bhartrhari and Bilhana*, eds. Greg Bailey and Richard Gombrich (New York: New York University Press, 2005), p. 149. ARES Online Reserve.

Pillar Reading:

T.S. Eliot, "The Wasteland"

Virginia Woolf, *Three Guineas* (New York: Harcourt, Brace and World), 1938), 3-38.

Week twelve enhancement materials

Victoria Pagan, Sophocles' Antigone

Week twelve discussion sections

Wendell Berry, "Why I Am Not Going to Buy a Computer," in *What Are People For?* (San Francisco: North Point, 1990), 170-177.

First draft of analytical essay due in class on April 1; will be distributed this day for peer review.

WEEKS THIRTEEN AND FOURTEEN : AMERICAN CULTURE AND THE GOOD LIFE

April 4th lecture *Culture and Character*

Pillar readings:

John Winthrop, "A Modell of Christian Charity"

Thomas Jefferson, "First Inaugural Address"

Benjamin Franklin, from *Autobiography*

Walt Whitman, from *Leaves of Grass*

April 6th lecture *Finding Oneself*

Pillar readings:

Ralph Waldo Emerson, "From Self-Reliance"

Carol Gilligan, from "In A Different Voice"

Norman Mailer, from *Advertisements for Myself*

Gwendolyn Brooks, from Report from Part One

Week thirteen discussion sections

Peer reviews due on April 8th

April 11th lecture *Therapeutic Thinking and Social Relations*

Pillar readings:

Ann Swidler, from “Love and Adulthood in American Culture”

Philip Rieff, from Therapy and Technique

Arlie Hochschild, from The Managed Heart

April 13th lecture *Visions of the Future*

Pillar Readings:

National Conference of Catholic Bishops, “Economic Justice for All: Catholic Social Teaching and the U.S. Economy”

Helen Vendler, from “Modern Language Association Presidential Address 1980”

Wendell Berry, from “The Unsettling of America”

Week fourteen discussion sections

Final draft of analytic essay due on April 15th

WEEK FIFTEEN: ENDING THE GOOD LIFE

April 18th lecture

Gateway Reading:

Thomas Nagel, “Death,” from John Martin Fischer, *The Metaphysics of Death* (Stanford, CA: Stanford University Press, 1993), 61-70. ARES Online Reserve.

Pillar reading:

Leo Tolstoy, The Death of Ivan Illych

April 20 lecture

Gateway Reading:

Chapter Two of Barbara Stoler Miller, trans. *The Bhagavad-Gita : Krishna's Counsel in Time of War* (New York: Bantam Classics, 1986), 31-41. ARES Online Reserve.

Pillar reading:

E.B. White, "Once More to the Lake, in Essays of E.B. White, (New York, NY: Harper, 1977), 246-253.

Plato, Apology of Socrates

Week fifteen enhancement materials

Victoria Rovine, "Death in the Asante Tradition"

No discussion sections this week due to reading days.

FINAL EXAM: April 26 5:30-6:30 170 Pugh Hall

Please note: The exam must be taken during scheduled exam time, with no exceptions.