

Cover Sheet: Request 13694

IDS2935 The Idea of Happiness

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Nathan Rothschild njrothschild@ufl.edu
Created	2/27/2019 9:51:08 AM
Updated	3/7/2019 11:01:08 AM
Description of request	Add General Education Designation and new Quest 1 course

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Philosophy 011615000	John Palmer		2/27/2019
Idea of Happiness Quest Syllabus-1.docx					2/27/2019
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/7/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			3/7/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13694

Info

Request: IDS2935 The Idea of Happiness

Description of request: Add General Education Designation and new Quest 1 course

Submitter: Casey Griffith cgriffith@aa.ufl.edu

Created: 3/21/2019 4:28:54 PM

Form version: 2

Responses

Course Prefix and Number

Response:
IDS 2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
The Idea of Happiness

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Fall

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H - Humanities

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

None

Subject Area Objectives

Please visit the [General Education "Subject Area Objectives" webpage](#). Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

****Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box****

Response:

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

1. Identify, describe, and explain some of the principal philosophical theories of well-being and happiness, as well as the considerations that motivate them.
2. Identify and analyze some of the major issues and problems traditionally encountered in attempts to provide a viable account of human happiness.
3. Analyze and evaluate principal theories of well-being and happiness and adjudicate some of the problems traditionally encountered in attempts to provide a viable account of human happiness.
4. Connect course content to the development of students' own conceptions of well-being, happiness, and what makes for a worthwhile life.
5. Develop and present clear and effective responses in oral and written forms to essential questions about the nature of happiness and well-being that are appropriate to the dramatic, fictional, visual and philosophical sources studied in this course.

Student Learning Outcomes

Please visit the [Student Learning Outcomes section of the General Education webpage](#), find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

HUMANITIES SLOS:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

QUEST 1 SLOS:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

The General Education content SLO will be addressed through:

1. Attendance
2. Weekly writing assignments
3. Short writing assignments
4. Capstone project

See below for a description of the details of these assessments.

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

1. Attendance
2. Weekly writing assignments
3. Capstone project

See below for a description of the details of these assessments.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

1. Attendance
2. Weekly writing assignments
3. Short writing assignments
4. Capstone project

See below for a description of the details of these assessments.

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the

submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:

This Quest 1 course addresses the question that we cannot help but ask ourselves, "How should I live?" Drawing primarily on the disciplines of Philosophy and Classics, in conjunction with close analysis of works of literature, drama, and film, this course will expose students to both historical and contemporary perspectives on well-being and happiness. The readings have been selected to represent a number of distinct perspectives, both philosophical and non-philosophical, and to help students think for themselves about the kind of lives they want to live. Students will be encouraged to find in historical texts material relevant to their own lives, not despite, but because of the fundamentally different assumptions and perspective that inevitably animate views that are thousands of years old.

Given its focus on the analysis and critique of a fundamental Humanistic question, interdisciplinary nature, engagement with a diverse range of texts and methodologies drawn from both contemporary and historical sources, this course incorporates Humanities General Education content throughout the semester.

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.

It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

Course Schedule with assignments

Week 1 The Examined Life

Aug 21 Introductory Class

Aug 23 Plato's Apology

Week 2 Problems with hedonism and getting what one wants

Aug 26 Nozick, "The Experience Machine"

Aug 28 Kupperman, "Myth One"

Heathwood, "Faring Well and Getting what you Want"

Aug 30 Parfit, "What Makes Someone's Life go Best?"

Short assignment 1 due in class Aug 26

Week 3 The danger of an empty life

Sep 2 No class

Sep 4 Tolstoy, "The Death of Ivan Ilych"

Sep 6 Discussion of Ikiru

Film Screening, Akira Kurosawa, Ikiru

Short assignment 2 due in class Sep 4

Week 4 Living well as living ethically

Sep 9 Singer, How Are We to Live? Ch 1
Sep 11 Singer, How Are We to Live? Ch 2, 4
Sep 13 Singer, How Are We to Live, Ch 7
Short assignment 3 due in class Sep 9

Week 5 Living well as living ethically
Sep 16 Singer, How Are We to Live? Ch 8, 9
Sep 18 Singer, How Are We to Live? Ch 10
Sep 20 Singer, How Are We to Live? Ch 11
Short assignment 4 due in class Sep 16

Week 6 Do we as individuals choose what is of ultimate importance?
Sep 23 Sartre, "Existentialism is a Humanism" (excerpt)
Sep 25 Sophocles, Antigone
Sep 27 Sophocles, Antigone
Paper # 1 Due by 4 pm Friday, Sep 27

Week 7 Happiness is socially mediated
Sep 30 Williams Shame and Necessity, Ch. 1
Oct 2 Williams, Shame and Necessity, Ch. 4
Oct 4 Williams, Shame and Necessity, Ch. 4
Short assignment 5 due in class Sep 30

Week 8 Living well in the face of cultural devastation
Oct 7 Lear, Radical Hope, Ch 1
Oct 9 Lear, Radical Hope, Ch 1 continued
Oct 11 No class
Short assignment 6 due in class Oct 7

Week 9 Living well as the life of knowledge
Oct 14 Aristotle, Nicomachean Ethics, I.1-I.5
Oct 16 Aristotle, Nicomachean Ethics, I.7-I.13
Oct 18 Aristotle, Nicomachean Ethics, II.1-II.5
Short assignment 7 due in class Oct 14

Week 10 Living well as the life of knowledge
Oct 21 Aristotle, Nicomachean Ethics, II.6-7, III.6-9
Oct 23 Aristotle, Nicomachean Ethics, IV.3-4
Oct 25 Aristotle, Nicomachean Ethics, VI
Short assignment 8 due in class Oct 21

Week 11 Living well as the life of knowledge
Oct 28 Aristotle, Nicomachean Ethics, VIII
Oct 30 Aristotle, Nicomachean Ethics, IX
Nov 1 Aristotle, Nicomachean Ethics, X.1-4
Film Screening, Ozu, Tokyo Story
Paper # 2 Due by 4 pm Friday, Nov 1

Week 12 Living well as caring about what matters to you
Nov 4 Discussion of Tokyo Story
Nov 6 Frankfurt, The Reasons of Love, Part 1
Nov 8 Frankfurt, The Reasons of Love, Part 1
Short assignment 9 due in class Nov 4

Week 13 Living well as caring about what matters to you
Nov 11 No class
Nov 13 Frankfurt, The Reasons of Love, Part 2
Nov 15 Frankfurt, The Reasons of Love, Part 2
Short assignment 10 due in class Nov 11

Week 14 Living well as caring about what matters to you
Nov 18 Frankfurt, The Reasons of Love, Part 3

Nov 20 Frankfurt, The Reasons of Love, Part 3
Nov 22 Frankfurt, The Reasons of Love, Part 3
Paper # 3 Due by 11:59pm on Friday, April 11

Week 15 Heroism and despair
Nov 25 Sophocles, Electra
Nov 27 No class
Nov 29 No class
Short assignment 11 due in class Nov 25

Week 16 Pulling things together
Dec 2 Student Poster Presentations begin in class, Dec 2
Dec 4 Student Poster Presentations continued in class, Dec 4
Course evaluations
Capstone Papers due by 12pm on Wednesday, Dec 11

Description of Assessments

Attendance

While participation is not directly graded, this course does require attendance. One cannot engage in high quality class participation if one is not in class. Unexcused absences from more than four classes will negatively affect the attendance grade. Attendance is worth 100 points, and is 10% of the final course grade. For each unexcused absence beyond the third, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Advances SLOs: 1, 2, 3, 4, 5

Weekly Writing Assignments

Eleven weekly written responses. Each week when they do not have an essay or capstone project due, students will prepare and submit a brief response (c. 100 words) on an assigned topic relating to the week's readings. These short, written responses have three functions. They will ensure that students are engaging properly with the course material, and serve as launching points for class discussion and interaction. Finally, these assignments will provide students a low stakes opportunity to try out thoughts they may have about the course material, and think through how the current course content might be relevant to their own views about happiness and well-being.

All weekly assignments must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, and the date you hand in the assignment.

Advances SLOs: 2, 3, 4, 5

Short Papers

Over the course of the semester students will be asked to write three original papers (700 words each). Essays will be on assigned topics relating to the material read and discussed in class, due in weeks 5, 10, and 15. Students will be asked to demonstrate their ability to respond to questions on pertinent topics in ways that are both original and informed by the concepts, ideas, and themes of the course material. These essays will not be exercises in the regurgitation of supposedly expert information, whether presented in the readings or in the voice of the instructor. Please see the attached rubric for the assessment method and the course schedule for due dates.

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more.

For each paper students must submit a hard and electronic copy. The hard copy should be submitted to my mailbox in the philosophy department office. The electronic copy is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, your paper will lose one third of a grade per day late. For example, an A paper submitted two days late would receive a B+.

Advances SLOs: 1, 2, 5

Capstone Project

Students will choose one good such as friendship, membership in an organization, wealth, self-esteem, knowledge, etc. and develop a view as to how an encounter with one of the theories of happiness examined in the course altered their sense of the importance of the chosen good. Students will present the essentials of their views in poster sessions. First to a small group of 3 other students who are thinking about similar goods or elements of the course's content. This presentation will take place outside of class and each student will be responsible for submitting a peer review of their classmate's work. After revising their work in the light of this peer review, students will present their poster again to the class as a whole. Finally, students will be responsible for composing a 750 word reflection paper that incorporates the feedback from both presentations and presents the student's considered view about how their sense of the importance of the chosen good has changed as a result of the course.

The short paper assignments, in addition to readings and discussion, should prepare you to produce an interesting and successful capstone project. The grade for the capstone project will be based on 100 points and will involve three parts: the poster presentation (50 points), the peer review (10 points) and the reflection paper (40 points).

Advances SLOs: 1, 2, 3, 4, 5

QUEST 1: IDS 2935
THE IDEA OF HAPPINESS
SPRING 2019

INSTRUCTOR

Nathan Rothschild (Philosophy)
Office hours: TBD
Office: Griffin Floyd 311
Telephone: (352) 294-1922
Email: njrothschild@ufl.edu

COURSE DETAILS

Time: TR, TBD
Location: TBD
Quest 1 Theme: The Examined Life
General Education: Humanities
Course Cost:
Class resources, announcements, updates, and assignments will be made available through the class Canvas site (www.eleabrning.ufl.edu).

COURSE DESCRIPTION

Every person, presumably, wants to have a good life. What is it, though, to live well? What sorts of things make our lives good? These, and related questions regarding the nature of human happiness and well-being and how they may be achieved were fundamental to philosophy at its inception. Socrates famously declared that the unexamined life is not worth living, thereby calling attention to the need to focus on fundamental matters of value in order to live a genuinely worthwhile life. Philosophers have continued to approach the question of how we ought to live in order to attain genuine happiness or well-being, and in recent decades this issue has become the focus of renewed attention.

This Quest 1 course addresses the question that we cannot help but ask ourselves, “How should I live?” Drawing primarily on the disciplines of Philosophy and Classics, in conjunction with close analysis of works of literature, drama, and film, this course will expose students to both historical and contemporary perspectives on well-being and happiness. The readings have been selected to represent a number of distinct perspectives, both philosophical and non-philosophical, and to help students think for themselves about the kind of lives they want to live. Students will be encouraged to find in historical texts material relevant to their own lives, not despite, but because of the fundamentally different assumptions and perspective that inevitably animate views that are thousands of years old.

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

QUEST 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

HUMANITIES SLOs:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

COURSE OBJECTIVES AND GOALS

STUDENT LEARNING OUTCOMES:

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking The Idea of Happiness students will be able to:

1. Identify, describe, and explain some of the principal philosophical theories of well-being and happiness, as well as the considerations that motivate them. **(Content SLOs for Gen Ed Humanities and Q1)**

2. Identify and analyze some of the major issues and problems traditionally encountered in attempts to provide a viable account of human happiness. **(Content and Critical Thinking SLOs for Gen Ed Humanities and Q1)**
3. Analyze and evaluate principal theories of well-being and happiness and adjudicate some of the problems traditionally encountered in attempts to provide a viable account of human happiness. **(Critical Thinking SLO for Gen Ed Humanities)**
4. Connect course content to the development of students' own conceptions of well-being, happiness, and what makes for a worthwhile life. **(Critical Thinking SLO for Gen Ed Humanities)**
5. Develop and present clear and effective responses in oral and written forms to essential questions about the nature of happiness and well-being that are appropriate to the dramatic, fictional, visual and philosophical sources studied in this course. **(Communication SLO for Gen Ed Humanities and Q1)**

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, GO TO PAGES PP 8-10.

TEXTS AND MATERIALS

Required books for class are available at the UF Bookstore. Shorter assigned readings will be available through the class Canvas page. Students are required to bring a hard copy of the day's assigned reading to class every day; failure to do so will result in a loss of attendance points.

Required

Books

1. *How Are We To Live?*, Peter Singer, ISBN: 0879759666
2. *Nicomachean Ethics*, Aristotle, ISBN: 1624661173
3. *The Reasons of Love*, Harry Frankfurt, ISBN: 0691126240

Field Trip

The class will take a field trip to the Florida Museum of Natural History (**date TBD**) to look at the museum's Calusa exhibits and collection of Calusa artifacts. We will meet with Museum staff and be led through the exhibits. There will be a short lecture and discussion about the Calusa focused on the cultural devastation the Calusa suffered both directly, and indirectly, as a result of their interactions with European explorers and settlers.

Movie Screenings

As part of the course we will be watch two movies, *Ikiru* and *Tokyo Story*. We will watch these movies as a group at an arranged location (**TBD**). The movie screenings will take place in the evening outside of class time.

Recommended

1. A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

GRADE DISTRIBUTION AND GRADING POLICIES

All assignments are worth 100 points each for the purposes of grading, but are weighted differently in calculating the final grade. In calculating the final grade, the assignments are weighted as follows:

- | | |
|---|-----|
| 1. Attendance (100 points) | 10% |
| 2. 12 short response assignments | 20% |
| 3. 3 Short Papers (700 words each; 100 points each) | 50% |
| 4. Capstone Project (100 points) | 20% |

Grading Scale

This course will employ the following grading scale:

Letter Grade	4 pt. scale	Percentage/Points
A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.0	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.0	64-66
D-	0.67	60-63
E	0.0	0-59

More information on UF's grading policies is available [here](#).

COURSE POLICIES AND STUDENT RESOURCES

Attendance Policy

Students are expected to attend class regularly and to arrive on time. Attendance is worth 100 points, and the attendance grade is 10% of the final course grade.

Unexcused absences from more than four classes will negatively affect your attendance grade. For each unexcused absence beyond the third, you will lose 10 points from your attendance

grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honesty

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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 Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Plagiarism on any assignment will automatically result in a grade of "E" for the course.

Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another.

Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would've earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must give 48 hours advance notice and/or meet the UF standards for an excused absence.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found

at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard [online evaluations](#) (summary results will be available to students [here](#)) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor and Participation

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Students must also come to class prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as presented in this syllabus, discussed in class, and announced on the course website. It also means bringing the day's reading to class.

Consistent high-quality class participation will improve the class experience and outcomes for everyone. "High-quality" in this case means:

- informed (i.e., shows evidence of having done assigned work),
- thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
- considerate (e.g., takes the perspectives of others into account).

If students have personal issues that prohibit them from joining freely in class discussion, e.g., shyness, language barriers, etc., they should see the instructors as soon as possible to discuss alternative modes of participation.

Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

GRADED WORK AND ASSIGNMENTS

(YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

Attendance

While participation is not directly graded, this course does require attendance. One cannot engage in high quality class participation if one is not in class. Unexcused absences from more than four classes will negatively affect the attendance grade. Attendance is worth 100 points, and is 10% of the final course grade. For each unexcused absence beyond the third, you will lose 10 points from your attendance grade. For example, 100 points will become 90 points upon a fifth unexcused absence; 90 points would become 80 points upon a sixth unexcused absence; and so on.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Advances SLOs: 1, 2, 3, 4, 5

Weekly Writing Assignments

Eleven weekly written responses. Each week when they do not have an essay or capstone project due, students will prepare and submit a brief response (c. 100 words) on an assigned topic relating to the week's readings. These short, written responses have three functions. They will ensure that students are engaging properly with the course material, and serve as launching points for class discussion and interaction. Finally, these assignments will provide students a low stakes opportunity to try out thoughts they may have about the course material, and think through how the current course content might be relevant to their own views about happiness and well-being.

All weekly assignments must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, and the date you hand in the assignment.

Advances SLOs: 2, 3, 4, 5

Short Papers

Over the course of the semester students will be asked to write three original papers (700 words each). Essays will be on assigned topics relating to the material read and discussed in class, due in weeks 5, 10, and 15. Students will be asked to demonstrate their ability to respond to questions on pertinent topics in ways that are both original and informed by the concepts, ideas, and themes of the course material. These essays will not be exercises in the regurgitation of supposedly expert information, whether presented in the readings or in the voice of the instructor. Please see the attached rubric for the assessment method and the course schedule for due dates.

All papers must be typed, double-spaced with one-inch margins, 12 pt Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more.

For each paper students must submit a hard and electronic copy. The hard copy should be submitted to my mailbox in the philosophy department office. The electronic copy is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically. We will consider allowing you to turn in a paper late without penalty only if you have a valid and documented reason for doing so. If you turn in a paper without a valid or documented reason, your paper will lose one third of a grade per day late. For example, an A paper submitted two days late would receive a B+.

Advances SLOs: 1, 2, 5

Capstone Project

Students will choose one good such as friendship, membership in an organization, wealth, self-esteem, knowledge, etc. and develop a view as to how an encounter with one of the theories of happiness examined in the course altered their sense of the importance of the chosen good. Students will present the essentials of their views in poster sessions. First to a small group of 3 other students who are thinking about similar goods or elements of the course's content. This presentation will take place outside of class and each student will be responsible for submitting a peer review of their classmate's work. After revising their work in the light of this peer review, students will present their poster again to the class as a whole. Finally, students will be responsible for composing a 750 word reflection paper that incorporates the feedback from both presentations and presents the student's considered view about how their sense of the importance of the chosen good has changed as a result of the course.

The short paper assignments, in addition to readings and discussion, should prepare you to produce an interesting and successful capstone project. The grade for the capstone project will be based on 100 points and will involve three parts: the poster presentation (50 points), the peer review (10 points) and the reflection paper (40 points).

Advances SLOs: 1, 2, 3, 4, 5

COURSE SCHEDULE

NOTE: COURSE CONTENT IS TENTATIVE AND SUBJECT TO CHANGE
 ASSIGNMENT DEADLINES INDICATED IN **BOLD**

Week	Topic	Readings and Assignments
1 Aug 21 Aug 23	The Examined Life	Introductory Class Plato's <i>Apology</i>
2 Aug 26 Aug 28 Aug 30	Problems with hedonism and getting	Short assignment 1 due in class Aug 26 Nozick, "The Experience Machine" Kupperman, "Myth One" Heathwood, "Fairing Well and Getting what you Want" Parfit, "What Makes Someone's Life go Best?"

	what one wants	
3 Sep 2 Sep 4 Sep 6	The danger of an empty life	Short assignment 2 due in class Sep 4 No class Tolstoy, "The Death of Ivan Ilytch" Discussion of <i>Ikiru</i> Film Screening, Akira Kurosawa, <i>Ikiru</i>
4 Sep 9 Sep 11 Sep 13	Living well as living ethically	Short assignment 3 due in class Sep 9 Singer, <i>How Are We to Live?</i> Ch 1 Singer, <i>How Are We to Live?</i> Ch 2, 4 Singer, <i>How Are We to Live?</i> Ch 7
5 Sep 16 Sep 18 Sep 20	Living well as living ethically	Short assignment 4 due in class Sep 16 Singer, <i>How Are We to Live?</i> Ch 8, 9 Singer, <i>How Are We to Live?</i> Ch 10 Singer, <i>How Are We to Live?</i> Ch 11
6 Sep 23 Sep 25 Sep 27	Do we as individuals choose what is of ultimate importance?	Sartre, "Existentialism is a Humanism" (excerpt) Sophocles, <i>Antigone</i> Sophocles, <i>Antigone</i> Paper # 1 Due by 4 pm Friday, Sep 27
7 Sep 30 Oct 2 Oct 4	Happiness is socially mediated	Short assignment 5 due in class Sep 30 Williams <i>Shame and Necessity</i> , Ch. 1 Williams, <i>Shame and Necessity</i> , Ch. 4 Williams, <i>Shame and Necessity</i> , Ch. 4
8 Oct 7 Oct 9 Oct 11	Living well in the face of cultural devastation	Short assignment 6 due in class Oct 7 Lear, <i>Radical Hope</i> , Ch 1 Lear, <i>Radical Hope</i> , Ch 1 continued No class
9 Oct 14 Oct 16 Oct 18	Living well as the life of knowledge	Short assignment 7 due in class Oct 14 Aristotle, <i>Nicomachean Ethics</i> , I.1-I.5 Aristotle, <i>Nicomachean Ethics</i> , I.7-I.13 Aristotle, <i>Nicomachean Ethics</i> , II.1-II.5
10 Oct 21 Oct 23 Oct 25	Living well as the life of knowledge	Short assignment 8 due in class Oct 21 Aristotle, <i>Nicomachean Ethics</i> , II.6-7, III.6-9 Aristotle, <i>Nicomachean Ethics</i> , IV.3-4 Aristotle, <i>Nicomachean Ethics</i> , VI

11 Oct 28 Oct 30 Nov 1	Living well as the life of knowledge	Aristotle, <i>Nicomachean Ethics</i> , VIII Aristotle, <i>Nicomachean Ethics</i> , IX Aristotle, <i>Nicomachean Ethics</i> , X.1-4 Film Screening, Ozu, <i>Tokyo Story</i> Paper # 2 Due by 4 pm Friday, Nov 1
12 Nov 4 Nov 6 Nov 8	Living well as caring about what matters to you	Short assignment 9 due in class Nov 4 Discussion of <i>Tokyo Story</i> Frankfurt, <i>The Reasons of Love</i> , Part 1 Frankfurt, <i>The Reasons of Love</i> , Part 1
13 Nov 11 Nov 13 Nov 15	Living well as caring about what matters to you	Short assignment 10 due in class Nov 11 No class Frankfurt, <i>The Reasons of Love</i> , Part 2 Frankfurt, <i>The Reasons of Love</i> , Part 2
14 Nov 18 Nov 20 Nov 22	Living well as caring about what matters to you	Frankfurt, <i>The Reasons of Love</i> , Part 3 Frankfurt, <i>The Reasons of Love</i> , Part 3 Frankfurt, <i>The Reasons of Love</i> , Part 3 Paper # 3 Due by 11:59pm on Friday, April 11
15 Nov 25 Nov 27 Nov 29	Heroism and despair	Short assignment 11 due in class Nov 25 Sophocles, <i>Electra</i> No class No class
16 Dec 2 Dec 4	Pulling things together	Student Poster Presentations begin in class, Dec 2 Student Poster Presentations continued in class, Dec 4 Course evaluations Capstone Papers due by 12pm on Wednesday, Dec 11

Short Paper Rubric

Thesis	<p>A clear statement of the main conclusion of the paper.</p> <p>5 points</p>	<p>The thesis is obvious, but there is no single clear statement of it.</p> <p>4 points</p>	<p>The thesis is present, but must be uncovered or reconstructed from the text of the paper.</p> <p>1- 3 points</p>	<p>There is no thesis.</p> <p>0 points</p>	<p>5 points</p>
Exposition	<ul style="list-style-type: none"> ● The paper contains accurate and precise summarization, description and/or paraphrasing of the issue being discussed ● Key concepts and theories are accurately and completely explained ● When appropriate, good, clear examples are used to illuminate concepts and issues and/or support arguments. ● The paper uses appropriate textual support. <p>32-35 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate and precise. ● Key concepts and theories are explained. ● Examples are clear, but may not be well chosen. ● The paper has textual support, but other passages may have been better choices. <p>29-31 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is fairly accurate, but not precise. ● Key concepts and theories are not explained. ● Examples are not clear, and may not be well chosen or appropriate. ● The textual support is inappropriate. <p>26-28 points</p>	<ul style="list-style-type: none"> ● The summarization, description and/or paraphrasing of the issue is inaccurate. ● Key concepts and theories may be identified but are not explained. ● Examples are not clear, are inappropriate, and/or do not illuminate concepts and issues. ● No textual support. <p>0-25 points</p>	<p>35 points</p>
Evaluation	<p>The paper presents an original argument regarding a position on an issue important to the course. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument 	<p>The paper presents an original argument regarding a position on an issue important to the course. This argument is supported by:</p> <ul style="list-style-type: none"> ● checking for support in the argument 	<p>The paper presents an original argument but describes and/or considers its plausibility in a weak or superficial way. It does not check for the support offered in the argument or the argument's internal consistency. It does not</p>	<p>The paper does not present an original argument about the issues in question, or, it fails to offer support through rational argument.</p>	

	<ul style="list-style-type: none"> ● checking for the argument's internal consistency ● considering objections to one's own argument. This involves presenting 1 or more plausible and appropriate objections, and responding to them thoroughly. <p>32-35 points</p>	<ul style="list-style-type: none"> ● checking for the argument's internal consistency ● considering objections to one's own argument, though the objections may be ill chosen and/or not thoroughly responded to. <p>29-31 points</p>	<p>defend the central argument against plausible objections.</p> <p>26-28 points</p>	<p>0-25 points</p>	35 points
Writing: Mechanics	<ul style="list-style-type: none"> ● All sentences are complete and grammatical. ● Paper has been spell-checked and proofread, and has no errors, and no rhetorical questions or slang. <p>9-10 points</p>	<ul style="list-style-type: none"> ● All sentences are complete and grammatical. ● Paper has been spell-checked and proofread, and has very few errors, and no rhetorical questions or slang. <p>7-8 points</p>	<ul style="list-style-type: none"> ● A few sentences are incomplete and/or ungrammatical. ● Paper has several spelling errors, rhetorical questions and/or uses of slang. <p>5-6 point</p>	<ul style="list-style-type: none"> ● Many sentences are incomplete and/or ungrammatical. ● Paper has many spelling errors, rhetorical questions and/or uses of slang. <p>0-4 points</p>	10 points
Writing: Flow and Coherence	<ul style="list-style-type: none"> ● All words are chosen for their precise meanings and are used consistently. ● All of the content of the paper is relevant to the main line of argument; no extraneous material. ● Ideas are developed in a natural order. Premises fit together naturally and it is easy to identify the main 	<ul style="list-style-type: none"> ● Most words are chosen for their precise meanings. ● Most of the content of the paper is relevant to the main line of argument; extraneous material is at a minimum. ● Ideas are mostly developed in a natural order. It is not hard to understand what is being said. 	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● May be substantial extraneous material. ● Ideas are not always developed in a natural order. It is sometimes difficult to identify the line of argument 	<ul style="list-style-type: none"> ● Words are not chosen for their precise meanings. ● Substantial extraneous material. ● Ideas are not developed in a natural order. Premises do not fit together naturally and it is difficult 	10 points

	<p>line of argument and to understand what is being said.</p> <ul style="list-style-type: none"> • All new or unusual terms are well-defined. • Information (names, facts, etc.) is accurate. <p>13-15 points</p>	<p></p> <ul style="list-style-type: none"> • Most new or unusual terms are well-defined. • Information (names, facts, etc.) is accurate. <p>10-12 points</p>	<p>or to understand what is being said.</p> <ul style="list-style-type: none"> • New or unusual terms are not well-defined. • Information (names, facts, etc.) is mostly accurate. <p>6-9 points</p>	<p>to identify the line of argument or to understand what is being said.</p> <ul style="list-style-type: none"> • New or unusual terms are not defined. • Information (names, facts, etc.) is inaccurate. <p>0-5 points</p>	
--	---	--	--	---	--

Total Points Possible: 100 points

