IDS 2935: The Quest for Wisdom and Human Flourishing
Quest 2

I. General Information

Class Meetings

- Spring 2025
- Lecture (Monika Ardelt): Thursdays 7-8th period (1:55-3:50 p.m.) in Turlington L011
- Breakout discussion sessions (Michael Beck): Tuesdays 5th period (11:45 a.m.-12:35 p.m.) in Weil Hall 0273, 6th period (12:50 p.m.-1:40 p.m.) in Weil Hall 0273, or 7th period (1:55-2:45 p.m.) in Mechanical and Aerospace Engineering Building B 0234
- Breakout discussion sessions (Emily Swanson): Tuesdays 5th period (11:45 a.m.-12:35 p.m.) in McCarty Hall B G108, 7th period (1:55-2:45 p.m.) in Anderson Hall 0032, or 8th period (3:00-3:50 p.m.) in Matherly Hall 0014

Instructor

Monika Ardelt, PhD
- Office: 3350 Turlington Hall
- Office hours: Tuesdays and Wednesdays 1:45 – 2:45 p.m. and by appointment
- Email: ardelt@ufl.edu
- Phone: 352-294-7166

Teaching Assistants

Michael Beck
- Office: 3347 Turlington
- Office hours: Thursdays 9:40 – 10:40 a.m. (over Zoom) and 10:40 – 11:40 a.m. (face-to-face)
- Email: michaelbeck@ufl.edu

Emily Swanson
- Office: 3347 Turlington
- Office hours: Thursdays 9:35 – 11:35 a.m. (face-to-face)
- Email: emily.swanson@ufl.edu

Course Description

How does wisdom promote human flourishing in individuals, organizations, and societies and why is wisdom not more prevalent in modern life? This course introduces philosophical, sociocultural, and psychological approaches to the study of wisdom and provides an overview of the different ways wisdom has been defined, conceptualized, and assessed in Western and Eastern cultures. We will discuss how wisdom is related to emotions, morality, spirituality, and personality and how it fosters human flourishing. We will learn how wisdom might develop and explore the benefits of wisdom for individuals in organizations and for society at large. We will investigate the role of wisdom in the social and political sphere and conclude by speculating how wisdom might be nurtured and taught.

In addition to scholarly discussions about wisdom, we will also practice living wisely by following a different ancient Greek (and one spiritual) philosophy each week and reflecting on the experience.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Required books:
- Sternberg, R. J., & Glück, J. (Eds.)(2022). *The psychology of wisdom: An introduction.* Cambridge University Press. https://www.cambridge.org/core/books/psychology-of-wisdom/4574074ADD165DF18A9F8B82B69C01D2
- Evans, J. (2013). *Philosophy for life and other dangerous situations*. New World Library.

All other readings are available in Canvas.
Materials and Supplies Fees: n/a

Classroom Etiquette

To create a conducive learning environment and show consideration to your teacher and fellow students, please be on time for lectures and discussion sessions and do not walk out and come back in during class (unless it is a real emergency). Also, please do not talk with others when your teacher is talking. You will have the opportunity to leave the classroom and talk to your fellow students during our break in the middle of the lecture session.

Use of Electronic Devices

I request that you do NOT use any electronic devices, such as a laptop or cell phone, that might distract you during class or discussion sessions except when using iClicker. Even if you use a laptop for note-taking, the temptation will be too strong to go on the internet and leave the classroom mentally.

II. Graded Work

Description of Graded Work

Graded Activity	Points	% of Grade
Completion of online surveys (2)	1.5 points each (3 points total)	3%
Participation in lecture sessions	0.5 point for each iClicker response	10%
Participation in discussion sessions (1st and 2nd half)	10 points each (20 points total)	10%
Discussion question responses (10)	2 points each (20 points total)	20%
Applied wisdom reflections (10)	4 points each (40 points total)	40%
Draft exchange and peer review of final term paper	1 point	1%
Final term paper	100 points	16%
Total		**100%**

Completion of Online Surveys: You will fill out an online Qualtrics survey about attitudes, opinions, and behaviors about a variety of topics at the beginning and toward the end of the semester. Completion of the baseline survey is **due on January 20 before midnight (11:59 p.m.)** and the completion of the follow-up survey is due on **April 14 before midnight (11:59 p.m.)** so that we can talk about the survey results and possible changes in attitudes, opinions, and behaviors during the lecture on April 17. Each survey is worth 1.5 points and the completion of both surveys contributes 3% to your final grade. Completion of the surveys is required, but you will have the option to decide whether your survey data can be included anonymously in any future research and publications that utilizes the survey data.

Participation in Lecture Sessions: Attendance and participation in lecture sessions is required, which will be graded through the iClicker (student.iclicker.com) classroom response system (see below). During each lecture after drop/add, you will earn participation points for answering polling question during the lecture. The sum of your lecture participation points comprises 10% of your final grade. **If you have technical difficulties with iClicker during a lecture session, you will need to let me know right after class so that I can give you the missing points.** You will need to inform me if you have an excused absence. Excused absences must be consistent with university policies and require appropriate documentation (see https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). Excused absences will not reduce your lecture participation grade, but any unexcused absence will result in a reduction of your lecture participation grade.

iClicker. We will be using the iClicker (student.iclicker.com) classroom response system in class to make our class time more engaging. You will be using the iClicker app to submit answers to in-class polling questions through your Android or iOS devices or through your laptop. You can visit https://it.ufl.edu/classrooms/classroom-technology/iclicker-response-system/ to help you get started. The iClicker Cloud mobile app is free for all UF students and can be downloaded in the Google Play or Apple store or by visiting the iClicker student web app. Please make sure that you **sign up with your UF email** or **UFID** so that your iClicker account and score can be linked to your e-Learning account in Canvas. Please use your existing account if you already have an iClicker student app account.
Do not create a duplicate account! If you have created multiple accounts and need assistance, please contact iClicker Support.

During each class, I will ask a number of polling questions. Each valid response to an iClicker question is worth ½ point. Your in-class responses to these questions will serve as your attendance and participation grade for 10% of your final grade. Your final iClicker grade will be calculated as (points earned)/(total possible points for the class) x 100.

You are required to participate with the iClicker student app on a smartphone, tablet or laptop. It is your responsibility to follow the steps below to properly register your iClicker account in a timely fashion. **It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention within 1 week.** To participate in my iClicker activities and ensure that your grades are properly reflected in the gradebook, follow the steps below:

1. **Go to https://join.iclicker.com/DKKI**
   - Enter the code to join this course: DKKI
2. **Sign in if you already have an iClicker account, or create a new account.** On the iClicker Cloud log-in screen, please click **"Sign in through your campus portal"** link at the bottom of the screen. On the next drop-down menu, look for "University of Florida" and log-in with your Gatorlink ID and password. Follow the on-screen prompts after you have logged in to merge your previous accounts (information on merging accounts).
   - **If you already have an account:** DO NOT create a new one. You can only receive credit from one account.
   - **If you are creating a new account:** Make sure you enter your name and email exactly as they appear in Canvas. Add your UF Student ID in the "Student ID" field.
3. **You should be dropped directly into our course.**
   - If you don't see this course in your account, use the **+** sign to search for my course:

- - In the "Find Your Institution" field, enter "University of Florida".
    - In the "Find Your Course" field, enter "The Quest for Wisdom and Human Flourishing".
    - Select "Add This Course" and it will be added to the main Courses screen of your iClicker account.
4. **Set up the device(s) you'll use to participate in our classes.**
   - You can download the iClicker student mobile app via the App Store or Google Play, or you can use the iClicker web app by signing in as a student at student.iclicker.com.
   - Connect to our classroom's Wi-Fi:
     - The wireless network you should use in our classroom is eduroam.
     - Join this network with your UF email account.
5. **Now the fun part! Participate in my iClicker class activities.**
   - I have turned on a GPS location requirement for iClicker in our class. If you are not physically in class when you try to join with iClicker, you will not be counted as present and will not be able to respond to my polling questions.
     - You will need to allow the device you are using to reveal your location to successfully check in.
     - If you have any issues with your device's location settings, refer to the Attendance Geolocation Troubleshooting Guide.
   - When it is time for the lecture portion of the class, make sure you have selected my course from the main screen of your iClicker account.
     - When I start a class session in iClicker, select the **Join** button that appears on your screen, then answer each question I ask in iClicker.
     - For short answer, numeric, and target questions, make sure you select **Send**.
6. **Keep track of your attendance and participation in iClicker.**
   - You can review your attendance record in iClicker, making it easy for you to manage your course attendance.
   - You can review your grades and participation in iClicker.

Academic Integrity Information
iClicker activities fall under the provisions of our campus academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to:
- Checking in while not physically in class.
- Having another student check you into class.
- Answering polling questions while not physically in class.

Any student found to be in violation of these rules will lose their iClicker points for the entire term.

Need help with iClicker?
- If you are having issues connecting to the iClicker student app, check out these iClicker connectivity tips.
- If you are having issues seeing your iClicker points, check out this troubleshooting guide.
- Find answers to other questions and contact the iClicker Tech Support Team by visiting iclicker.com/support at any time.

Participation in Breakout Discussion Sessions: To receive the full 10 points of the discussion session participation grade for the 1st and 2nd half of the semester, you will need to come to class on time and participate **regularly** in class discussions in the breakout sessions. If you never or rarely participate, you cannot earn a high participation grade even if you do not miss class. You will need to inform your TA if you have an excused absence. Excused absences must be consistent with university policies and require appropriate documentation (see https://catalog.ufl.edu/UGRD/academic-regulations/attendance-

policies/). Any unexcused absence will result in a reduction of your discussion session participation grade. Please refer to the class participation rubric for the grade on discussion session participation. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Tardiness: If you arrive late to the lecture, you will not receive your full lecture iClicker participation points. If you arrive late to the discussion session, you will be marked as "absent." In this case, it is your responsibility to let the TA know at the end of the class that you were actually present. Otherwise, your tardiness will be counted as absent from class.

Discussion Question Responses: To prepare for each discussion session after the first week of classes, you will reply to discussion questions in writing based on the assigned readings. Each discussion question response is worth 2 points. Discussion question responses for each discussion session are to be submitted via e-Learning in Canvas after the file has been saved as a Word document (*.doc or *.docx). **The deadline for submission of each discussion question response is before midnight (11:59 p.m.) each Monday from January 20 to April 14**. For general information about e-Learning in Canvas visit https://elearning.ufl.edu/student-help/keep-learning/.
Your discussion question responses will be graded as follows:
- To receive 2 points, you will need to write at least 500 words of original text (excluding the question wordings, headings and quotations), answer the two main questions, refer back to the reading to demonstrate that you have read the assigned material, and also discuss the questions from your own viewpoint.
- If you answer only one of the two questions but follow the above instructions and write at least 500 words of original text, you will earn 1 point.
- If your response does not demonstrate that you have read the assigned material, but you answer the two discussion questions and write at least 500 words of original text, you will earn 1 point.
- If your response to the two questions only repeats what has been written in the assigned material without adding your own viewpoint, but you write at least 500 words of original text, you will earn 1 point.
- If you write less than 500 words of original text, your grade point will be proportionally reduced.
- If you do not answer the two discussion question prompts, you will earn 0 points.
You have 12 opportunities to submit a discussion question response, but the 2 lowest scores will be deleted (this includes zeros for missed assignments for excused or unexcused reasons, but you can get a deadline extension for excused reasons). The maximum score you can earn for your discussion question responses is 20 points, which count toward 20% of your final grade.

Applied Wisdom Reflections: You will follow a different ancient Greek (and one spiritual) philosophy for about one week each week during the semester (without engaging in any unlawful or harmful activity) and reflect on your experience during the discussion sessions and in writing (600 words of original text minimum each week). In your written reflections, answer the following five questions (number your answers from 1-5):
1. Describe the philosophy you followed this week in detail: What did the philosophy require you to do?
2. What exactly did you do to follow this philosophy? Give concrete examples.
3. What were the obstacles you encountered when you tried to follow this philosophy? Give concrete examples.
4. What did you learn about yourself and in general by following this philosophy? Give concrete examples.
5. Compassion practice: Practice one or more acts of compassion and self-compassion during the week. What did you do and what was the outcome?

Each reflection submission should contain a heading that identifies the philosophy you followed. Make sure that you number your answers from 1-5. **You will earn 4 points for each submission if you answer each of the 5 questions in sufficient detail and write at least 600 words of original text** (excluding headings, question wordings, and quotations) for a total of 40% of your final grade. You have 12 opportunities to practice wise living, but the 2 lowest scores will be deleted (this includes zeros for missed assignments for excused or unexcused reasons, but you can get a deadline extension for excused reasons).

Submit assignments via e-Learning in Canvas after the file has been saved as a Word document (*.doc or *.docx)*. **The deadline for submission of each applied wisdom reflection is before midnight (11:59 p.m.) each Wednesday** (except for the first week of class).

Final Term Paper: For your final term paper, you will explore what you have learned about wisdom and your own life in this class and how you intend to apply this knowledge to improve your own life and the lives of others. **The final term paper is due on April 23 before midnight (11:59 p.m.)** and should be between 6 ½ and 10 double-spaced pages long (excluding references). It is worth 100 points or 16% of your final grade. During the discussion session on **April 22**, you will exchange a draft of your final term paper with fellow students and conduct a peer review of other students' draft papers for which you will earn 1 point or 1% of your final grade. Detailed instructions for the term paper can be downloaded in e-Learning.

Cheating: I define copying parts or all of another person's or an AI's work, allowing another student to copy parts or all of your work, or simply duplicating parts or all of your prior submissions as cheating. **WARNING: Students who are caught cheating in this way will fail the class immediately!**

Grading Scale

For information on how UF assigns grade points, visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	92.5 – 100%		C	72.5 – < 77.5%
A-	90.0 – < 92.5%		C-	70.0 – < 72.5%
B+	87.5 – < 90.0%		D+	67.5 – < 70.0%
B	82.5 – < 87.5%		D	62.5 – < 67.5%
B-	80.0 – < 82.5%		D-	60 – < 62.5%
C+	77.5 – < 80.0%		E	< 60

Grading Rubrics

Discussion Session Participation Rubric

Participation Grading Rubric for the 1st and 2nd half of the semester for discussion sessions (10 points each – 20 points total – 10% of final grade)

Criteria	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	**4 points.** Student actively and consistently contributes to group and class discussions and comes to every class on time.	**3-2 points.** Student contributes to group discussions but only sometimes to class discussions or comes late or misses class.	**1-0 point.** Student contributes minimally or not at all to group and class discussions or rarely or never attends class.
Thoughtful: Shows evidence of having understood and reflected on the assigned work.	**3 points.** Student discusses assigned work from several angles and comes to every class on time.	**2-1 points.** On average, student discusses assigned work only from one viewpoint or comes late or misses class.	**0 point.** On average, student does not appear to have understood the assigned work or rarely or never attends class.
Considerate: Takes the perspective of others into account.	**3 points.** Student listens to and considers others' points of view and comes to every class on time.	**2-1 points.** On average, student ignores others' points of view or comes late or misses class.	**0 point.** On average, student demeans others' points of view or rarely or never attends class.

Discussion Question Rubric

"Reply to discussion question prompts in writing based on the assigned readings."

Criterion	Full Marks	Needs Improvement	No Marks
Responses to two main discussion question prompts. Write at least 500 words of original text, referring back to the reading to demonstrate mastery of the assigned material, and also discuss the questions from your own viewpoint.	**2 points.** Student wrote at least 500 words of original text, answered the two main questions, demonstrated mastery of the assigned material, and discussed the questions from own viewpoint.	**1 point * (# of main questions answered as instructed) * (# of words/500 if < 500 words).** Student did not answer the two main questions or did not demonstrate mastery of assigned material or did not discuss questions from own viewpoint * (word count/500 if less than 500 words of original text).	**0 point.** Student did not submit the assignment or failed to answer the discussion question prompts.

Applied Wisdom Reflections Rubric

Criterion	Full Marks	Needs Improvement	No Marks
Reflections on practicing philosophy. After following an ancient philosophy for about one week, write at least 600 words of original text, reflecting on your experience by answering 5 questions.	**4 points.** Student wrote at least 600 words of original text and answered all 5 questions in satisfactory detail.	**(# of questions answered in satisfactory detail) * 0.8 points * (# of words/600 if < 600 words).** Student failed to answer 1 or more questions in satisfactory detail and/or wrote less than 600 words.	**0 point.** Student did not submit reflections or failed to follow instructions.

Final Term Paper Rubric

Criteria	Ratings					Points
Introduction Give an overview of your paper.	**3.0 pts** **Very Good** A very good and clear overview is given.	**2.5 pts** **Good** A good overview.	**2.0 pts** **Satisfactory** A basic overview.	**1.5 to 0.5 pts** **Incomplete** An incomplete overview	**0 pts** **Missing** Overview is missing.	3 pts
First Contemporary Wisdom Research (a) First specific example of wisdom research with appropriate citation(s).	**10.0 to 9.0 pts** **Very Good** A clear and extensive description with citation(s).	**8.9 to 8.0 pts** **Good** A good description w/ citation(s).	**7.9 to 7.0 pts** **Satisfactory** A superficial description with citation(s).	**6.9 to 0.5 pts** **Incomplete** No clear description or citation is missing.	**0 pts** **Missing** Answer is missing.	10 pts
Second Contemporary Wisdom Research (b) Second specific example of wisdom research with appropriate citation(s).	**10.0 to 9.0 pts** **Very Good** A clear and extensive description with citation(s).	**8.9 to 8.0 pts** **Good** A good description w/ citation(s).	**7.9 to 7.0 pts** **Satisfactory** A superficial description with citation(s).	**6.9 to 0.5 pts** **Incomplete** No clear description or citation is missing.	**0 pts** **Missing** Answer is missing.	10 pts
Third Contemporary Wisdom Research (c) Third specific example of wisdom research with appropriate citation(s).	**10.0 to 9.0 pts** **Very Good** A clear and extensive description with citation(s).	**8.9 to 8.0 pts** **Good** A good description w/ citation(s).	**7.9 to 7.0 pts** **Satisfactory** A superficial description with citation(s).	**6.9 to 0.5 pts** **Incomplete** No clear description or citation is missing.	**0 pts** **Missing** Answer is missing.	10 pts
Lessons Learned **(a)** What did you learn about yourself and your life during this class?	**5.0 to 4.5 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**4.45 to 4.0 pts** **Good** A good answer with concrete examples.	**3.95 to 3.5 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**3.45 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	5 pts
Lessons Learned (b) How did taking this class make you a better person?	**5.0 to 4.5 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**4.45 to 4.0 pts** **Good** A good answer with concrete examples.	**3.95 to 3.5 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**3.45 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	5 pts
Lessons Learned (c) How did you grow in wisdom?	**5.0 to 4.5 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**4.45 to 4.0 pts** **Good** A good answer with concrete examples.	**3.95 to 3.5 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**3.45 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	5 pts
Lessons Learned (d) How did growing in wisdom and practicing (self)honesty and compassion help you to flourish?	**5.0 to 4.5 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**4.45 to 4.0 pts** **Good** A good answer with concrete examples.	**3.95 to 3.5 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**3.45 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	5 pts
Obstacles Encountered What where the obstacles you encountered during this class?	**10.0 to 9.0 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**8.9 to 8.0 pts** **Good** A good answer with concrete examples.	**7.9 to 7.0 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**6.9 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	10 pts
Utilization of Gained Knowledge and Wisdom (a) How do you intend to apply what you have learned in class to your own life?	**10.0 to 9.0 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**8.9 to 8.0 pts** **Good** A good answer with concrete examples.	**7.9 to 7.0 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**6.9 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	10 pts
Utilization of Gained Knowledge and Wisdom (b) How do you intend to apply what you have learned in class to your future professional career?	**10.0 to 9.0 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**8.9 to 8.0 pts** **Good** A good answer with concrete examples.	**7.9 to 7.0 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**6.9 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	10 pts

Criteria	Ratings					Points
Conclusion (a) How should we live to make life better for ourselves and others?	**5.0 to 4.5 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**4.45 to 4.0 pts** **Good** A good answer with concrete examples.	**3.95 to 3.5 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**3.45 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	5 pts
Conclusion (b) How can people contribute to the common good?	**5.0 to 4.5 pts** **Very Good** A very good, clear, and specific answer with concrete examples.	**4.45 to 4.0 pts** **Good** A good answer with concrete examples.	**3.95 to 3.5 pts** **Satisfactory** Answer and examples are clichés and lack depth.	**3.45 to 0.5 pts** **Incomplete** No clear and specific answer or no concrete examples given.	**0 pts** **Missing** Answer is missing.	10 pts
Grammar and spelling	**5.0 to 4.5 pts** **Very Good** No or only one or two spelling or grammatical errors.	**4.45 to 4.0 pts** **Good** A few minor errors.	**3.95 to 3.5 pts** **Satisfactory** Either many minor errors or a few serious errors.	**3.45 pts to 0 pts** **Unsatisfactory** Many serious grammatical and syntactical errors.		5 pts
Citations	**2 pts** At least 3 correctly cited references.		**1.5 pts** The citations contain some inconsistencies.	**1.0 point** Less than 3 cited references.	**0 pts** No references.	2 pts
Deductions Minus 10 points for every day paper is submitted late	**-10 points** **Not submitted by deadline** The paper was submitted 1 day late.			**-10 points * days submitted late** **Submitted Late** The paper was submitted more than 1 day late.		-10 pts * days late
Total points						100

Deduction of 10 points for every day that passes after the deadline before the paper is submitted in Canvas.

III. Annotated Weekly Schedule

Week 1 (of January 13)

Topic

Why do we need wisdom? Introducing Socrates' 'street philosophy' and Epictetus' philosophy of maintaining control

Summary

We will explain the format of the class and discuss why it might be important to study and pursue wisdom. I will introduce Socrates' 'street philosophy' and the Stoic philosophy of Epictetus and explain how to follow Epictetus' philosophy of maintaining control.

Required Readings

Sternberg, R. J., & Glück, J. (2022). Introduction: What is wisdom and why is it important? In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 3-14). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Morning roll call: Socrates and the art of street philosophy. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp.1-21). New World Library.

Evans, J. (2013). Epictetus and the art of maintaining control. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 25-38). New World Library.

Optional further reading

Ardelt, M. (2008). Being wise at any age. In S. J. Lopez (Ed.), *Positive psychology: Exploring the best in people* (Vol. 1: Discovering Human Strengths, pp. 81-108). Praeger.

Week 2 (of January 20)

Assignments

- Complete online survey by Monday, January 20, before midnight (11:59 p.m.)
- Submit 1st discussion question response by Monday, January 20, before midnight (11:59 p.m.)
- Submit 1st applied wisdom reflection on following Epictetus' philosophy on Wednesday, January 22, before midnight (11:59 p.m.)

Topic

Folk conceptions of wisdom and introducing Musonius Rufus' engaged philosophy

Summary

We will explore how people in different cultures and places around the world describe wisdom and wise persons and analyze commonalities and differences of wisdom descriptions. We will also discuss the differences between wisdom and intelligence. I will introduce the philosophy of Musonius Rufus and explain how to follow Musonius Rufus' engaged philosophy.

Required Readings

Weststrate, N. M., & Bluck, S. (2022). Folk conceptions of wisdom around the world. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 35-52). Cambridge University Press.

Choi, D., Lynch, S. F., & Kaufman, J. C. (2022). Wisdom, creativity, and intelligence. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 107-117). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Musonius Rufus and the art of fieldwork. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 39-56). New World Library.

Optional further reading

Ardelt, M., Ferrari, M., & Shi, W. (2020). Implicit wisdom theories from around the world and their implications for wise business and management. In B. Schwartz, C. Bernacchio, C. González-Cantón, & A. Robson (Eds.), *Handbook of practical wisdom in business and management* (pp. 1-30). Springer.

Week 3 (of January 27)

Assignments

- Submit 2nd discussion question response by Monday, January 27, before midnight (11:59 p.m.)
- Submit 2nd applied wisdom reflection on following Musonius Rufus' philosophy on Wednesday, January 29, before midnight (11:59 p.m.)

Topic

The (paradoxical) nature of wisdom and introducing Seneca's philosophy of managing expectations

Summary

We will learn about the philosophical foundations of wisdom and discuss why wisdom might appear paradoxical. I will explain how to follow Seneca's philosophy of managing expectations.

Required Readings

Swartwood, J. D. (2022). Philosophical foundations for the study of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 15-34). Cambridge University Press.

Ardelt, M., Achenbaum, W. A., & Oh, H. (2013). The paradoxical nature of personal wisdom and its relation to human development in the reflective, cognitive, and affective domains. In M. Ferrari & N. M. Weststrate (Eds.), *The scientific study of personal wisdom: From contemplative traditions to neuroscience* (pp. 265-295). Springer.

Applied wisdom

Evans, J. (2013). Seneca and the art of managing expectations. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 57-73). New World Library.

Week 4 (of February 3)

Assignments

- Submit 3rd discussion question response by Monday, February 3, before midnight (11:59 p.m.)
- Submit 3rd applied wisdom reflection on following Seneca's philosophy of managing expectations on Wednesday, February 5, before midnight (11:59 p.m.)

Topic

Scientific conceptions of wisdom and introducing the philosophy of the Skeptics

Summary

We will learn how contemporary researchers in the social sciences conceptualize wisdom. I will explain how to follow the philosophy of the Skeptics.

Required Readings

Sternberg, R. J., Glück, J., & Karami, S. (2022). Psychological theories of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 53-69). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Skeptics and the art of cultivating doubt. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 129-146). New World Library.

Optional further reading

Glück, J., & Weststrate, N. M. (2022). The wisdom researchers and the elephant: An integrative model of wise behavior. *Personality and Social Psychology Review*, *26*(4), 342–374.

Week 5 (of February 10)

Assignments

- Submit 4th discussion question response by Monday, February 10, before midnight (11:59 p.m.)
- Submit 4th applied wisdom reflection on following the philosophy of the Skeptics on Wednesday, February 12, before midnight (11:59 p.m.)

Topic

Measurement of wisdom and introducing the philosophy of Pythagoras

Summary

I will present and critically evaluate different approaches to measure wisdom in contemporary research and explain how to follow the philosophy of Pythagoras.

Required Readings

Glück, J. (2022). Measurement of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 89-103). Cambridge University Press.

Ardelt, M. (2004). Wisdom as expert knowledge system: A critical review of a contemporary operationalization of an ancient concept. *Human Development*, *47*(5), 257-285.

Applied wisdom

Evans, J. (2013). Pythagoras and the art of memorization and incantation. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 115-127). New World Library.

Optional further readings

Baltes, P. B., & Kunzmann, U. (2004). The two faces of wisdom: Wisdom as a general theory of knowledge and judgment about excellence in mind and virtue vs. wisdom as everyday realization in people and products. *Human Development*, *47*(5), 290–299.

Sternberg, R. J. (2004). Words to the wise about wisdom? A commentary on Ardelt's critique of Baltes. *Human Development*, *47*(5), 286–289.

Ardelt, M. (2004). Where can wisdom be found? - A reply to the commentaries by Baltes and Kunzmann, Sternberg, and Achenbaum. *Human Development*, *47*(5), 304-307.

Week 6 (of February 17)

Assignments

- Submit 5th discussion question response by Monday, February 17, before midnight (11:59 p.m.)

- Submit 5th applied wisdom reflection on following the philosophy of Pythagoras on Wednesday, February 19, before midnight (11:59 p.m.)

Topic

Wisdom and emotions and introducing the philosophy of Heraclitus

Summary

We will discuss the relation between wisdom and emotions, and I will explain how to follow the philosophy of Heraclitus.

Required Readings

Kunzmann, U. (2022). The wisdom in emotions. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 157-171). Cambridge University Press.

Ardelt, M., & Ferrari, M. (2014). Wisdom and emotions. In P. Verhaeghen & C. Hertzog (Eds.), *The Oxford handbook of emotion, social cognition, and problem solving in adulthood* (pp. 256-272). Oxford University Press.

Optional further reading

Dong, M., Weststrate, N. M., & Fournier, M. A. (2023). Thirty years of psychological wisdom research: What we know about the correlates of an ancient concept. *Perspectives on Psychological Science*, *18*(4), 778-811.

Applied wisdom

Evans, J. (2013). Heraclitus and the art of cosmic contemplation. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 99-114). New World Library.

Week 7 (of February 24)

Assignments

- Submit 6th discussion question response by Monday, February 24, before midnight (11:59 p.m.)
- Submit 6th applied wisdom reflection on following the philosophy of Heraclitus on Wednesday, February 26, before midnight (11:59 p.m.)

Topic

Morality, spirituality, and wisdom

Summary

We will discuss whether morality and spirituality are necessary for the development of wisdom and, conversely, whether wisdom might strengthen morality and spirituality. I will present the different effects of spirituality and wisdom on older adults' religious behavior, well-being, and attitudes toward death and explain how to follow Buddha's or Jesus Christ's philosophy.

Required Readings

Glück, J., & Sternberg, R. J. (2022). Wisdom, morality, and ethics. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 118-134). Cambridge University Press.

Ardelt, M., & Wingard, K. (2019). Spirituality and wisdom: Their differential effects on older adults' spiritual behavior, well-being, and attitudes toward death. In V. L. Bengtson & M. Silverstein (Eds.), *New dimensions in spirituality, religion, and aging* (pp. 183-213). Routledge.

Week 8 (of March 3)

Assignments

- Submit 7th discussion question response by Monday, March 3, before midnight (11:59 p.m.)
- Submit 7th applied wisdom reflection on following Buddha's or Jesus Christ's philosophy on Wednesday, March 5, before midnight (11:59 p.m.)

Topic

Wisdom, personality, and well-being and introducing the philosophy of Diogenes

Summary

We will discuss whether wisdom and wise reasoning should be considered a personality quality or situation-dependent, how and why personality traits are related to wisdom, and how wisdom is related to psychological and subjective well-being. I will explain how to follow the philosophy of Diogenes.

Required Readings

Grossmann, I. (2022). Wisdom: Situational, dispositional, or both? In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 70-88). Cambridge University Press.

Ardelt, M., & Pridgen, S. (2022). Wisdom, personality, and well-being. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 135-156). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Diogenes and the art of anarchy. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 149-167). New World Library.

Optional further reading

Ardelt, M., Gerlach, K. R., & Vaillant, G. E. (2018). Early and midlife predictors of wisdom and subjective well-being in old age. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, *73*(8), 1514–1525.

Week 9 (of March 10)

Assignments

- Submit 8th discussion question response by Monday, March 10, before midnight (11:59 p.m.)
- Submit 8th applied wisdom reflection on following the philosophy of Diogenes on Wednesday, March 12, before midnight (11:59 p.m.)

Topic

Wisdom and resiliency and introducing Epicurus' philosophy of pleasure

Summary

We will discuss how wisdom leads to resiliency in times of crises and hardships and, therefore, preserves well-being. I will explain how to follow Epicurus' philosophy of pleasure.

Required Readings

Ardelt, M., & Kingsbury, J. (2022). Wise coping during the Great Depression years. In M. Munroe & M. Ferrari (Eds.), *Post-traumatic growth to psychological well-being: Coping wisely with adversity* (pp. 157-182). Springer.

Ardelt, M. (2005). How wise people cope with crises and obstacles in life. *ReVision: A Journal of Consciousness and Transformation*, *28*(1), 7-19.

Applied wisdom

Evans, J. (2013). Epicurus and the art of savoring the moment. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 77-96). New World Library.

Optional further readings

Ardelt, M., & Edwards, C. A. (2016). Wisdom at the end of life: An analysis of mediating and moderating relations between wisdom and subjective well-being. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, *71*(3), 502-513.

Ardelt, M., & Jeste, D. (2018). Wisdom and hard times: The ameliorating effect of wisdom on the negative association between adverse life events and well-being. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, *73*(8), 1374–1383.

Ardelt, M., & Jeste, D. V. (2022). Wisdom as a resiliency factor for subjective well-being in later life. *Psychosoziale und Medizinische Rehabilitation [Practice of Clinical Behavioral Medicine and Rehabilitation]*, *118*(2), 13-28.

Spring Break!

Week 10 (of March 24)

Assignments

- Submit 9th discussion question response by Monday, March 24, before midnight (11:59 p.m.)
- Submit 9th applied wisdom reflection on following Epicurus' philosophy of pleasure on Wednesday, March 26, before midnight (11:59 p.m.)

Topic

The development of wisdom and introducing the philosophy of Plato

Summary

We will discuss how wisdom might develop during the early years of life, how wisdom is related to educational attainment, the paradoxical process of growing wiser in adulthood, and whether wisdom might decline in old age. I will explain how to follow the philosophy of Plato.

Required Readings

Glück, J. (2022). The development of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 175-192). Cambridge University Press.

Ardelt, M. (2008). Self-development through selflessness: The paradoxical process of growing wiser. In H. A. Wayment & J. J. Bauer (Eds.), *Transcending self-interest: Psychological explorations of the quiet ego* (pp. 221-233). American Psychological Association.

Applied wisdom

Evans, J. (2013). Plato and the art of justice. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 169-185). New World Library.

Optional further reading

Ardelt, M., Pridgen, S., & Nutter-Pridgen, K. L. (2018). The relation between age and three-dimensional wisdom: Variations by wisdom dimensions and education. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, *73*(8), 1339–1349.

Week 11 (of March 31)

Assignments

- Submit 10th discussion question response by Monday, March 31, before midnight (11:59 p.m.)
- Submit 10th applied wisdom reflection on following the philosophy of Plato on Wednesday, April 2, before midnight (11:59 p.m.)

Topic

Wisdom at work and introducing the philosophy of Plutarch

Summary

We will discuss the benefits of wisdom at work, the characteristics of wise leaders, and how wise leadership might be promoted. I will explain how to follow the philosophy of Plutarch.

Required Readings

Schwartz, B., & Sharpe, K. E. (2022). Wisdom in the professions. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 211-229). Cambridge University Press.

Rooney, D., & McKenna, B. (2022). Wisdom and leadership. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 230-244). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Plutarch and the art of heroism. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 187-200). New World Library.

Optional further reading

Yang, S.-Y. (2011). Wisdom displayed through leadership: Exploring leadership-related wisdom. *The Leadership Quarterly*, *22*, 616-632.

Week 12 (of April 7)

Assignments

- Submit 11th discussion question response by Monday, April 7, before midnight (11:59 p.m.)
- Submit 11th applied wisdom reflection on following the philosophy of Plutarch on Wednesday, April 9, before midnight (11:59 p.m.)

Topic

Wisdom in organizations and introducing Aristotle's philosophy of flourishing

Summary

We will discuss the differences between wise organizations and not-so-wise organizations and how wise organizations can benefit employees. I will explain how to follow Aristotle's philosophy of flourishing and how to write the final term paper.

Required Readings

Ardelt, M., & Sharma, B. (2021). Linking wise organizations to wise leadership, job satisfaction, and well-being. *Frontiers in Communication: Organizational Psychology*, *6*(235), 1-23.

Zacher, H., & Kunzmann, U. (2019). Wisdom in the workplace. In R. J. Sternberg, H. C. Nusbaum, & J. Glück (Eds.), *Applying wisdom to contemporary world problems* (pp. 255-292). Palgrave Macmillan.

Applied wisdom

Evans, J. (2013). Aristotle and the art of flourishing. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 201-220). New World Library.

Optional further reading

Ardelt, M., & Sharma, B. (2023). The benefits of wise organizations for employee well-being. *Business & Professional Ethics Journal*, *42*(2), 171–204.

Week 13 (of April 14)

Assignments

- Complete the follow-up online survey by Monday, April 14, before midnight (11:59 p.m.)
- Submit 12th discussion question response by Monday, April 14, before midnight (11:59 p.m.)
- Submit 12th applied wisdom reflection on following Aristotle's philosophy of flourishing on Wednesday, April 16, before midnight (11:59 p.m.)

Topic

Interventions for developing wisdom

Summary

We will discuss how wisdom might be nurtured, whether wisdom can be taught, and whether interventions might be able to increase individuals' wisdom. We will also briefly review the class.

Required Readings

Ferrari, M., Kim, J., & Morris, S. (2022). Interventions for developing wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 193-207). Cambridge University Press.

Mcleod, M. (2016). The ultimate happiness: An exclusive interview with the Dalai Lama. Lion's Roar. BUDDHIST WISDOM for OUR TIME. http://www.lionsroar.com/the-ultimate-happiness-dalai-lama/

Optional further readings

Bruya, B., & Ardelt, M. (2018). Wisdom can be taught: A proof-of-concept study for fostering wisdom in the classroom. *Learning and Instruction*, *58*, 106–114.

Ardelt, M. (2020). Can wisdom and psychosocial growth be learned in university courses? *The Journal of Moral Education*, *49*(1), 30-45.

Evans, J. (2013). Graduation: Socrates and the art of departure. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 221–232). New World Library.

Week 14 (of April 21)

Assignments

- Exchange a draft of your final term paper with fellow students and conduct a peer review of other students' draft papers during the discussion session on April 22
- Submit your final term paper by Wednesday, April 23, before midnight (11:59 p.m.)

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest and General Education learning outcomes as follows:

Content*: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the social sciences. Students Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.*
- Students will learn to identify contemporary conceptualizations of wisdom, describe the current state of wisdom research, and explain how wisdom can benefit individuals, organizations, and society **(Quest 2, S)**. Students will also be introduced to several ancient Greek philosophies **(Quest 2)**.
- Assessments:
    - Students write weekly discussion question responses and applied wisdom reflections that incorporate the assigned readings.
    - Students participate in weekly discussion sessions that discuss the assigned readings.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the social sciences. Students apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Students assess and analyze ethical perspectives in individual and societal decisions.*
- Students will critically analyze and evaluate current wisdom research, the results of a baseline and follow-up online survey, the importance of ethics and moral virtues for wise behavior, and the benefits and costs of applying wisdom in modern life **(Quest 2, S)**.
- Assessments:
    - Students write weekly discussion question responses and applied wisdom reflections that invite students to reflect on the questions and their own experiences from multiple perspectives.
    - Students participate in weekly discussion sessions that critically discuss these issues.
    - Students complete a baseline and follow-up online survey.
    - Students write a final term paper that explores what they learned about wisdom during this class and how they intend to apply this knowledge to improve their own life and the lives of others.

Communication: *Students communicate knowledge, ideas, thought, and reasoning clearly and effectively in written and oral forms appropriate to the social sciences.*
- In written and oral form, students will discuss current wisdom research and ancient Greek philosophies and the benefits and obstacles of applying wisdom in modern life **(Quest 2, S)**.
- Assessments:
    - Students write weekly discussion question responses and applied wisdom reflections.
    - Students participate in weekly discussion sessions to discuss these issues.
    - Students write a final term paper that explores what they learned about wisdom during this class and how they intend to apply this knowledge to improve their own life and the lives of others.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Students will reflect on their experiences of following a different ancient Greek (and one spiritual) philosophy for about one week each week during the semester during the discussion sessions and in writing **(Quest 2)**.
- Assessments:
    - Students participate in weekly discussion sessions to reflect on their experiences with fellow students.
    - Students write weekly applied wisdom reflections that describe (1) the philosophy students followed during the past week, (2) what this philosophy required them to do, (3) the obstacles students encountered when they tried to follow this philosophy, (4) what they learned by following this philosophy, and (5) their acts of compassion and self-compassion during the week and the respective outcome.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

As mentioned above, students will follow a different ancient Greek (and one spiritual) philosophy for one week each week during the semester (without engaging in any unlawful or harmful activity). Students will follow the philosophy of Epictetus, Musonius Rufus, Seneca, Epicurus, the Skeptics, Heraclitus, Pythagoras, the Buddha or Jesus Christ, Diogenes, Plato, Plutarch, and Aristotle. Detailed instructions of how to follow each philosophy will be given during the lecture on Thursdays and also in Canvas.

2. Details of Self-Reflection Component

While following a specific philosophy, students will reflect on their experience during the discussion session on Tuesdays and after following the philosophy for about a week in writing as well. To reflect on their experience in writing, students will need to answer the following five questions:
1. Describe the philosophy you followed this week in detail: What did the philosophy require you to do?
2. What exactly did you do to follow this philosophy? Give concrete examples.
3. What were the obstacles you encountered when you tried to follow this philosophy? Give concrete examples.
4. What did you learn about yourself and in general by following this philosophy? Give concrete examples.
5. Compassion practice: Practice one or more acts of compassion and self-compassion during the week. What did you do and what was the outcome?

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. *See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.*

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. *See the "Get Started With the DRC" webpage on the Disability Resource Center site.* It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. *See the UF Conduct Code website for more information.* If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

VII. Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room/Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. https://career.ufl.edu/.

Library Support: https://uflib.ufl.edu/. Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds. Visit the Complaint Portal webpage for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.