

**HUM2305: What is the Good Life?**  
**SPRING 2012**  
*(syllabus ver. 2/15/12)*

Lecture: M W Period 4 (10:40-11:30 AM)  
Room: Pugh 170

**INSTRUCTIONAL STAFF**

**Professor**

Dr. Andrew Wolpert, Department of Classics

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Office Hours: W Period 5-6 and by appointment (138 Dauer Hall)

Teaching Preceptors (discussion leaders)

Khadidja Arfi (karfi@ufl.edu). Office Hours: M 9:00-10:00 AM or by appointment (310 Pugh)

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Kirk Walker (kwwalker@ufl.edu). Office Hours: W Period 5 or by appointment

**COURSE DESCRIPTION**

This course examines the enduring question “What is the Good Life?” from the perspectives of the humanities. Topics include the cost of the good life, how people have chosen to live as members of local and global communities, and conceptions and expressions of beauty, power, love, and health.

**COURSE WEB SITE**

General Good Life course site at <http://undergrad.aa.ufl.edu/hum-course.aspx>

**INTRODUCTION/OVERVIEW**

Through a close examination of relevant works of visual and expressive arts, architecture, literature, history, religion, and philosophy, students in this class will consider the basic question, “What is the Good Life?” and the price human beings are willing to pay to achieve it. Common elements in all sections of the course include reflecting upon and critiquing readings, a common humanities lecture, museum exhibits, and performances. The course will serve as an invitation to the Humanities and to a lifetime of reflection on the human condition through the unique opportunities available to the students at the University of Florida.

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

The question is especially relevant for a detailed examination as you become more and more involved in making the decisions that will shape your future and the future of others. In order to

make reasonable, ethical, well-informed life choices, it is useful to reflect upon how one might aspire to live both as an individual, and a member of local and global communities.

The course is interdisciplinary and draws on the considerable humanities resources at UF. It is also cross-cultural and draws on the full range of human experience across the world and through time in trying to answer the question: “What is the good life?” The lectures, discussion sections, and other readings are specific to each section of this course.

## **SYLLABUS**

The syllabus is available as a PDF document through Sakai. It is subject to change, and the student is responsible for having the most recent version at all times. Any changes to the syllabus will be announced in lecture and posted in the “announcements” section of Sakai.

## **COMMON ACTIVITIES**

This course expects students to become actively engaged in experiences unique to UF. As such, course requirements include attending a performance at the Phillips Center on February 3 at 7:30 pm, visiting the Harn Museum, and participating in a Humanities lecture on February 16. More information on these activities can be found at the course Sakai site.

## **TEXTS**

All common (“gateway”) readings and other materials are available on Sakai or online, while those assigned by individual instructors (“pillar” readings, images and videos) will be made available in a manner to be determined by each instructor.

## **ENHANCEMENT MATERIALS**

In addition to the readings, some weeks you will be assigned enhancement materials, including on-line presentations, podcasts, audio and video files, etc. Examples are available at <http://undergrad.aa.ufl.edu/resources.aspx>

## **GENERAL EDUCATION REQUIREMENTS**

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

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

- Know the history, underlying theory and methodologies used across several humanities disciplines.
- Identify and analyze key elements, biases, and influences that shape thought within those disciplines.

- Approach issues and problems from multiple disciplinary perspectives.
- Communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the disciplines, individually and/or in groups.

## ASSIGNMENTS AND REQUIREMENTS

1. One 500-word essay (Short Essay One), due by noon on **Tuesday, February 7 via Sakai**, on how Siddhartha exemplifies the themes of the Good Life learned thus far. Detailed assignment instructions will be supplied prior to the due date. (10% of course grade)
2. One 500-word essay (Short Essay Two) on a topic relating to one or more of the three events experienced outside of class (the Soweta Gospel Choir performance on February 3 at 7:30 PM in the Philips Center), the Harn Exhibit, or Dr. Patton's lecture on February 16). Students will choose one or more of the events and evaluate the experience as it relates to the Good Life theme. Detailed instructions will be supplied prior to the due date. The first draft of the paper is due in Week 10 in your discussion section. Please submit two copies, one for your preceptor and one to be distributed to the student reviewer for a peer review. Instructions for peer review will be provided in advance. The final draft must be submitted via Sakai by noon on Tuesday, **March 27**. (15% of course grade total for draft, final, and peer reviewing)
3. One 1000-word essay (Analytical Essay), due by noon on **Tuesday, April 17 via Sakai**, on the question: What is the Cost of the Good Life? In consultation with the teaching preceptors, students will select a subject for the analytical essay. (15% of course grade)
4. A one-hour Midterm Exam in class on **Wednesday, February 29**. Format: Part 1 (Multiple Choice), Part 2 (Short-Answer Questions), Part 3 (Essay Question). The midterm covers all required readings and all lectures in the course up to the exam. (20% of the course grade)
5. A one-hour Final Exam on **Wednesday, May 2 from 12:30-1:30 PM**. Format: Part 1 (Multiple Choice), Part 2 (Short-Answer Questions), Part 3 (Essay Question). The final exam covers all required readings and all lectures in the course *after* the midterm. (20% of course grade)
6. Four quizzes in *your* Discussion Section. (10% of course grade)
  - Week 4: Short-Answer Quiz on *Siddhartha*
  - Week 9: Take-home assignment (see "Resources" in Sakai for Week 9)
  - Week 12: Short-Answer Quiz on either the *Antigone* or the *Apology*
  - Week 14: Short-Answer Quiz on Thoreau
7. Attendance and participation in discussion sections. Students are expected to actively engage in class discussions throughout the semester. (10% of course grade)

## ATTENDANCE

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

### **GORDON RULE REQUIREMENTS**

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

### **GRADING SCALE AND ASSIGNMENT SUMMARY**

Grade Proportion	Grade Scale	Grade Value
Analytical essay 15%	100-93=A	A=4.0
First Short Essay 10%	92-90=A-	A-=3.67
Second Short Essay 15 %	89-86=B+	B+=3.33
Mid-Term Exam 20%	85-82=B	B=3.00
Participation 10%	81-79=B-	B-=2.67
Quizzes 10%	78-75=C+	C+=2.33
Final Exam 20%	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

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

### **ACADEMIC HONESTY**

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

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

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

### **STUDENTS WITH DISABILITIES**

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

### **OTHER POLICIES, RULES, AND RESOURCES**

1. *Handing in Assignments*: Assignments due in class should be handed directly to your TA.
2. *Late or Make-Up Assignments*: You may receive an extension on an assignment *only* in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down 1/3 grade (e.g., from B+ to B) for each day late.
3. *Completion of All Assignments*: You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course.
4. *Common Courtesy*: Cell phones and other electronic devices must be turned off during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day. The instructors may ask students engaging in disruptive behavior, including but not limited to whispering or snoring, to leave the class. If that occurs, the student will be marked absent for the day.
5. *Computer Use in Class*: You may take notes on a laptop computer **ONLY WITH PRIOR PERMISSION OF THE INSTRUCTOR**. Such permission is usually granted only in cases of documented disabilities. If you are given permission to use a computer in class, you must sit in the back row where the TAs can check your screen to make sure you are taking notes rather than playing poker, emailing, or otherwise straying off task.
6. *Counseling Resources*: Resources available on-campus for students include the following:

- a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

7. *Software Use*: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

## WEEKLY COURSE SCHEDULE

### WEEK ONE: THINKING ABOUT THE GOOD LIFE

(Lectures: January 9 and 11)

Gateway Reading:

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

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

**Pillar Reading:**

What is a Good Life by Ronald Dworkin. *New York Review of Books* (February 10, 2011): <http://www.nybooks.com/articles/archives/2011/feb/10/what-good-life/?pagination=false>

### WEEK TWO: THINKING ABOUT THE GOOD LIFE

(Lecture: January 18)

Gateway Reading:

Richard Taylor, "Happiness," from his *An Introduction to Virtue Ethics* (Amherst, NY: Prometheus Books, 2002), 107-22.

**Pillar Reading:**

Herodotus Book 1, sections 28-46, 85-87 (available on Sakai). *Section numbers are indicated on the side of the page.*

### WEEKS THREE AND FOUR: SEEKING A GOOD LIFE

**(Lectures: January 23, 25, 30 and February 1)**

**Gateway Reading:**

Herman Hesse, *Siddhartha* (1922).

The Gutenberg edition: <http://www.gutenberg.org/files/2500/2500-8.txt>

The Free ebook edition *with page numbers*:

[http://books.google.com/books?id=FYPMIOqPsRUC&printsec=frontcover&dq=siddhartha+hermann+hesse&hl=en&ei=N8jcTqDjPI2ltwfaseDuAQ&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CEUQ6AEwAA-v=onepage&q&f=false](http://books.google.com/books?id=FYPMIOqPsRUC&printsec=frontcover&dq=siddhartha+hermann+hesse&hl=en&ei=N8jcTqDjPI2ltwfaseDuAQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CEUQ6AEwAA-v=onepage&q&f=false)

**Gateway Film:**

Tom Shadyac, *I Am* (to be presented in lecture)

**Quiz 1: Short-Answer Quiz on *Siddhartha* in sections during Week 4**

**February 3: Evening Performance**

Soweto Gospel Choir (Phillips Center for Performing Arts, 7:30 pm). Attendance is mandatory. Tickets will be distributed in class.

**WEEK FIVE: CELEBRATING A GOOD LIFE**

**(Lectures: February 6 and 8)**

**Gateway Reading:**

Brenda Smith, Multimedia Lecture on “Leonard Bernstein, Music and the Celebration of Life.”

Abraham Joshua Heschel, “A Palace in Time,” Chapter One from his *The Sabbath* (New York: Farrar, Straus and Giroux, 2005), 12-25.

**Pillar Reading:**

James Davidson, *Courtesans and Fishcakes* (London: HarperCollins, 1997), Chapter 2 (“Drinking”), 36-79 (available on Sakai).

**Short Essay One due at noon on Tuesday, February 7 via Sakai**

**WEEK SIX: EMBODYING A GOOD LIFE**

**(Lectures: February 13 and 15)**

**Gateway Reading:**

Interview and excerpt from Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Crown, 2010). Available online at the National Public Radio website at the following address: <http://www.npr.org/templates/story/story.php?storyId=123232331> (37 minutes)

Emily Prager, “Our Barbies, Ourselves,” originally titled “Major Barbie” by Emily Prager. Originally appeared in the December 1991 issue of *Interview*.

### **Pillar Reading**

Oscar Wilde, *The Portrait of Dorian Gray*, preface, chapters 1 and 2.

Free ebook edition:

[http://books.google.com/books?id=MMYVAAAAAYAAJ&pg=PA1&dq=the+picture+of+dorian+gray&hl=en&ei=KcToTvmDGqGmsAKC4Yn2CA&sa=X&oi=book\\_result&ct=result&resnum=1&ved=0CDoQ6AEwAA#v=onepage&q&f=false](http://books.google.com/books?id=MMYVAAAAAYAAJ&pg=PA1&dq=the+picture+of+dorian+gray&hl=en&ei=KcToTvmDGqGmsAKC4Yn2CA&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDoQ6AEwAA#v=onepage&q&f=false)

**February 16: Lecture by Dr. Laurie Patton (5:10 pm, Pugh 170)**

### **WEEK SEVEN: OWNING THE GOOD LIFE (Lectures: February 20 and 22)**

#### **For Monday:**

1. “Advertisement in Your Life.” The following additional assignment will be assigned an extra credit of 5 points if submitted satisfactorily “inline” through the “Assignments” tab of Sakai by 5 PM on Sunday, February 19 (no partial credit). Do one of the following:

a) In the first two hours after you wake up one morning, keep track of all the advertisements that you observe (you may stop once you encounter 6 different advertisements), write down what the advertisement is for, where it appeared and in what form, and how you noticed it.

b) Provide four examples of advertisements that you saw in an unexpected form or location or while you were doing an activity, which you assumed would be free from advertisements.

2. John Berger, *Ways of Seeing* (London, Penguin Books, 1972), 129-54 (available on Sakai)

#### **For Wednesday**

1. The Painted Desert by Geraldine Brooks

[http://www.griffithreview.com/images/stories/edition\\_articles/ed2\\_pdfs/brooksed2.pdf](http://www.griffithreview.com/images/stories/edition_articles/ed2_pdfs/brooksed2.pdf)  
[http://www.nma.gov.au/exhibitions/ngurrara\\_the\\_great\\_sandy\\_desert\\_canvas/home](http://www.nma.gov.au/exhibitions/ngurrara_the_great_sandy_desert_canvas/home)

2. Michael Kimmelman, “Who Draws the Borders of Culture?” *New York Times*, May 5, 2010

<http://www.nytimes.com/2010/05/09/arts/09abroad.html?adxnml=1&adxnmlx=1329314419-Pp9NzmK16auMuHsWWa9Mjw>

### **WEEK EIGHT: SUSTAINING THE GOOD LIFE (Lectures: February 27 and 29)**

Gateway Reading:

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

<http://home.btconnect.com/tipiglen/landethic.html>



<http://www.aldoleopold.org/about/LandEthic.pdf>

**Pillar Work:**

Philip Glass, *Koyaanisqatsi: Life out of Balance*.

<http://www.youtube.com/watch?v=Sps6C9u7ras>

**Mid-Term Exam: Wednesday, February 29 (in lecture class)**

Spring Break: March 5-9

**WEEK NINE: CONSTRUCTING THE GOOD LIFE**  
**(Lectures: March 12 and 14)**

Gateway Reading:

Margaret Carr, Multimedia lecture on UF's "The Plaza of the Americas."

[http://streaming.video.ufl.edu/~hum2305/Good\\_Life\\_final.html](http://streaming.video.ufl.edu/~hum2305/Good_Life_final.html) and the related Assignment (see "Resources" in Sakai for Week 9.)

Pillar Reading:

Garry Wills, *Lincoln at Gettysburg* (New York: Simon and Schuster, 1992), Chapter 2 ("Gettysburg and the Culture of Death"), 63-79 (available on Sakai)

**Quiz 2: Take Home Assignment ("Margaret Carr—Introduction to Constructing the Good Life) available in "Resources" section of Sakai.**

**WEEK TEN: GOVERNING THE GOOD LIFE**  
**(Lectures: March 19 and 21)**

Gateway Reading:

Sherman A. Jackson, "What is Shariah and Why Does It Matter?"

[http://www.huffingtonpost.com/sherman-a-jackson/what-is-shariah-and-why-d\\_b\\_710976.html](http://www.huffingtonpost.com/sherman-a-jackson/what-is-shariah-and-why-d_b_710976.html)

Declaration of the Rights of Man and Citizen.

[http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)

**Pillar Reading:**

Pericles' Funeral Oration (Thucydides 2.34-46).

<http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.asp>

**First draft of Short Essay 2 (two copies) due in your discussion section**

**WEEKS ELEVEN AND TWELVE: FIGHTING FOR A GOOD LIFE**  
**(Lectures: March 26 and 28, April 2 and 4)**

Gateway Reading:

Martin Luther King, "Letter from a Birmingham Jail," (1963).

[http://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)

*Antigone*. <http://classics.mit.edu/Sophocles/antigone.html>

**Pillar Reading:**

Plato's *Apology*. <http://classics.mit.edu/Plato/apology.html>

**Final draft of Short Essay 2 due at noon on Tuesday, March 27 via Sakai**

**Quiz 3: Short-Answer quiz on either the *Antigone* or the *Apology* in sections during Week 12.**

### **WEEK THIRTEEN: SHARING A GOOD LIFE (Lectures: April 9 and 11)**

Gateway Reading:

Guido Guinizelli's Manifesto of Love. <http://www.elfinspell.com/GuidoGuinizelliPoems.html>

Song of Songs. <http://www.hebrewsongs.com/songofsongs.htm>

Plato, *Symposium* 210a-212b (Diotima's Ladder of Love). Read Aristophanes' speech first [see *Pillar Reading*]. <http://www.mesacc.edu/~yount/text/plato-ladder.html>

**Pillar Reading:**

Plato, *Symposium* (Aristophanes' speech). <http://www.anselm.edu/homepage/dbanach/sym.htm>  
"Befriending Luna the Killer Whale" (April 14, 2008).

<http://www.smithsonianmag.com/specialsections/ecocenter/greener-living/befriending-luna.html?c=y&page=1>

### **WEEK FOURTEEN: QUESTIONING THE GOOD LIFE (Lectures: April 16 and 18)**

**Pillar Reading:**

Henry Thoreau, "Economy" (Chapter 1-A, 1-B, 1-C, 1-D, 1-E)

<http://thoreau.eserver.org/walden1a.html>

<http://thoreau.eserver.org/walden1b.html>

<http://thoreau.eserver.org/walden1c.html>

<http://thoreau.eserver.org/walden1d.html>

<http://thoreau.eserver.org/walden1e.html>

Ursula LeGuin, "The Ones Who Walk Away From Omelas"

Gateway Reading:

Henry Thoreau, "Where I Lived, and What I Lived For" and "Conclusion," from *Walden*.

Available online at the following addresses:

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

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

**Analytical Essay due on Tuesday at noon, April 17 via Sakai.**

**Quiz 4: Short-Answer Quiz on Thoreau in sections during week 14**

**WEEK FIFTEEN: PERPETUATING THE GOOD LIFE  
(Lectures: April 23 and 25)**

Gateway Reading:

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

**Pillar Reading:**

Samuel Beckett, *Waiting for Godot*

Act 1: [http://samuel-beckett.net/Waiting\\_for\\_Godot\\_Part1.html](http://samuel-beckett.net/Waiting_for_Godot_Part1.html)

Act 2: [http://samuel-beckett.net/Waiting\\_for\\_Godot\\_Part2.html](http://samuel-beckett.net/Waiting_for_Godot_Part2.html)

**FINAL EXAM (12:30-1:30 PM on Wednesday, May 2, in accordance with the UF Final Exam Schedule). Please note: The exam must be taken during scheduled exam time, with no exceptions.**