

IUF 1000: WHAT IS THE GOOD LIFE

Spring 2016

Lecture: T R Period 7 (NPB 1001)

INSTRUCTOR

Dr. Andrew Wolpert, Associate Professor of Classics and IUF 1000 Course Director
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TEACHING ASSISTANTS (see Canvas for office hours)

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Section	Time	Location	Teaching Assistant
0684	F 3	RNK 220	Laura Dedenbach
069A	R 9	TUR 2305	Laura Dedenbach
07AB	R 9	LIT 203	James Andrew Babcock
07AC	R 9	LIT 219	Stephanie Boothby
07AE	F 2	TUR 2354	Stephanie Boothby
07AF	F 2	TUR 2353	Jose Sebastián Sclofsky
07B4	F 3	ROL 115	Jose Sebastián Sclofsky
07B7	F 3	MAT 2	James Andrew Babcock
07BC	F 2	LIT 217	James Andrew Babcock
07C1	F 4	MAT 5	Stephanie Boothby
07DH	F 6	WEIL 279	Jose Sebastián Sclofsky
07EG	F 6	MAT 112	Laura Dedenbach

COURSE DESCRIPTION

Drawing on the cluster of disciplines that make up the Humanities and the considerable resources at UF in support of the Humanities, this course inquires into the very nature and experience of being human. Applying multi-disciplinary and cross-cultural approaches to explore the question “What is the good life?” students consider the cost of the good life, examine how people have chosen to live as members of local and global communities, and analyze conceptions and expressions of beauty, power, love, and health.

COURSE OBJECTIVES

Students are provided instruction in multi-disciplinary approaches used in the humanities to study the good life through an analysis of juxtaposed works of art, architecture, history, literature, music, religion, and philosophy.

- **Content Objectives:** Students will identify how different people from different societies across time conceptualize the good life, what meaning and value individuals ascribe to the lives that they live or want to live, and what are the choices, costs, and benefits of the good life.
- **Communication Objectives:** Students will communicate concepts, expressions, and representations of the good life clearly and effectively in written and oral form as stated in the rubrics of the course.
- **Critical Thinking Objectives:** Students will analyze the conflicts and tensions that arise between the individual and the community, the normative and the exceptional, culture and nature, needs and wants, pleasure and happiness, short-term benefits and long-term consequences of the pursuit of the good life. They will critically evaluate the costs and benefits of the good life in order to make sound decisions.

COURSE FORMAT

Elements common to all sections include the required “gateway” readings, the three common activities, and the course assignments. In addition, there are “pillar” readings assigned by the individual instructors. The faculty select pillars to complement the gateways, while also drawing on their own areas of interest and expertise to make the course a unique experience for the students in their sections.

COMMON ACTIVITIES

This course expects students to become actively engaged in experiences unique to UF. As such, course requirements include attending the Good Life Performance at the Phillips Center for the Performing Arts and seeing the Good Life exhibit at the Harn Museum of Art. More information on these activities can be found on the course’s Canvas page.

COURSE WEB SITE

- General Good Life course site at <http://undergrad.aa.ufl.edu/hum-course.aspx>
- Course materials are available in Canvas at <https://lss.at.ufl.edu/>

THE UNIVERSITY HUMANITIES & GENERAL EDUCATION REQUIREMENTS

Undergraduates are required to take IUF 1000, What is the Good Life, to fulfill 3 credits of the Humanities General Education Requirement. Additional information is available at

- <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-program.aspx>

TEXTS

Required readings and materials for the course consist of two types: “Gateways” and “Pillars.” Gateways are common to all sections of IUF 1000 regardless of the instructor. Pillars have been chosen by the individual instructors. The following required readings are available in local bookstores and online retailers either as eBooks or paperbacks:

- Hermann Hesse, *Siddhartha*, translated by Joachim Neugroschel (New York: Penguin Books, 2002). ISBN: 978-0142437186.
- *Sophocles’ Antigone*, translated by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998). ISBN: 978-0941051255.

All other required readings and materials are in the Resources folder of the course’s e-Learning webpage.

ASSIGNMENTS AND REQUIREMENTS

1. A forty-five minute Midterm Exam in lecture on **Thursday, Feb. 18 in Lecture**. (150 points, 15% of the course grade)
2. An Essay (1,000-1,250 words) **due 8:00 AM on Monday, March 21 in Canvas**. Detailed instructions will be supplied prior to the due date. (200 points, 20% of course grade)
3. A Final Exam (cumulative) during the course’s assembly exam scheduled time: **Monday, April 25 from 10:00 – 11:40 AM (Location TBA)**. (300 points, 30% of course grade)
5. Quizzes (short-answer). Instructions are in Canvas. (120 points, 12% of course grade)
6. Discussion Activities. (110 points, 11% of course grade)
 - a. Participation in weekly discussions. (30 points)
 - b. Oral Presentation. (30 points)
 - c. Sacred Space Postcard, due by discussion section for Week 13. (30 points)
 - d. Essay Outline and Thesis Statement. (20 points)
7. Attendance. (120 points, 12% of course grade)
 - a. Lecture and Discussion. (100 points, approximately 2 unexcused absences are permitted and will be factored in by 6 extra-credit points)
 - b. Common Activities. Students receive twenty points for attending two of the three Common Activities : (i) The Good Life Tour of the Harn, (ii) the Good Life Performance at the Constans Theatre, and (iii) the Good Life Nature Activity at the Florida Museum of Natural History. Students who attend all three activities receive 10 extra credit points. (20 points, +10 extra-credit points)

GRADING SCALE AND ASSIGNMENT SUMMARY

Grade Proportion	Grade Scale	Grade Value
Quizzes: 120 points (12%)	930-1,000 = A	A = 4.0
Attendance: 120 points (12%)	900-929 = A-	A- = 3.67
Activities: 110 points (11%)	870-899 = B+	B+ = 3.33
Mid-Term Exam: 150 points (15%)	830-869 = B	B = 3.00
Essay: 200 points (20%)	790-829 = B-	B- = 2.67
Final Exam: 300 points (30%)	750-789 = C+	C+ = 2.33
Total: 1,000 points (100%)	720-749 = C	C = 2.00
	690-719 = C-	C- = 1.67
	660-689 = D+	D+ = 1.33
	620-659 = D	D = 1.00
	600-619 = D-	D- = 0.67
	0-599 = E	E = 0.00

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

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

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. 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](#) 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 or TAs in this class.

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/drc>). 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. **All other assignments must be submitted online in Canvas.**
2. *Attendance and Make-up Policy:* Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
 - In the case of an absence due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other university-approved absence (e.g., jury duty) which the student knows about in advance, the student is expected to notify the instructor of the conflict *before the assignment is due*, and if possible at the start of the semester.
 - If a student does not hand in the Essay on time and an extension has not been granted, the Essay will be marked down 1/3 grade (e.g., from B+ to B) for each day it is late.
 - For all other assignments, the students will not be granted an extension or be permitted to make up the assignment without an acceptable reason, such as an illness or serious family emergencies, in accordance with [university policies](#) on absences.
3. *Grading Policy:* If you have questions about your grade on an assignment, please make an appointment to meet with your TA within a week after the assignment has been returned so your TA can explain how you were graded. If after meeting with your TA, you wish to dispute your grade, you may email your instructor to request that the instructor re-grade the assignment. The instructor will then re-grade the assignment and the second grade will stand, regardless of whether it is higher or lower than the original grade. You may request re-grading or dispute a grade up to one week after the assignment has been returned to you or the grade released.
4. *Common Courtesy:* Cell phones and other electronic devices must be set to vibrate mode 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 a student engaging in disruptive behavior, including but not limited to whispering or snoring, to leave the class, and the student will be marked absent for the day.
5. *Counseling Resources:* Resources available on-campus for students include the following:
 - a. University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;
 - b. Student Health Care Center, 392-1161; and
 - c. Dean of Students Office, 202 Peabody Hall, 392-1261, umatter.ufl.edu.

6. Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.
7. The Materials and Supplies fee for the course is \$10.95.

WEEKLY SCHEDULE

PART 1: THE INDIVIDUAL

WEEKS ONE AND TWO: THINKING ABOUT THE GOOD LIFE (Jan 5-15)

Gateways:

1. 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.
2. Dominik Wujastyk, ed., and trans. *The Roots of Ayurveda* (New York: Penguin, 2003), 61-70.
3. Herodotus, *The History*, translated by David Greene (Chicago: University of Chicago, 1987), 1.29-45, 85-87 (on Solon and Croesus).
4. President Bernie Machen, "All That & More: The True Purposes of College," 24 January 2013, Gainesville, FL.

Pillars:

1. Joel K. Kupperman, *Six Myths about the Good Life: Thinking About What Has Value* (Indianapolis: Hackett, 2006), Chapter 1: "Myth One: Pursuing Comfort and Pleasure Will Lead to the Best Possible Life," 1-21.

WEEKS THREE AND FOUR: SEEKING THE GOOD LIFE (Jan 19-29)

Gateway:

1. Hermann Hesse, *Siddhartha*, translated by Joachim Neugroschel (New York: Penguin Books, 2002).

Pillars:

1. Wislawa Szymborska, "The Onion," in *View with a Grain of Sand: Selected Poems*, translated from the Polish by Stanislaw Baranczak and Clare Cavanagh (New York: Harcourt Brace and Co, 1995) 120-121.
2. Pablo Neruda, "Parthenogenesis," in *Five Decades: A Selection (Poems: 1925-1970)*, edited and translated by Ben Belitt (New York: Grove, 1974), 192-195.
3. Inside Mecca Part I (Pilgrimage), *National Geographic*, 18 October 2012 (Web).

WEEK FIVE: EMBODYING THE GOOD LIFE (Feb 1-5)

Gateways:

1. "Henrietta Lacks': A Donor's Immortal Legacy" (audio interview, 37 min) and an excerpt from Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Crown, 2010). Available at the National Public Radio website.
2. Emily Prager, "Our Barbies, Ourselves," *Interview* 21.12 (Dec 1991): 36, reprint. in *Signs of Life in the U.S.A.: Readings on Popular Culture for Writers*. Ed. Sonia Maasik and Jack Solomon, 3rd Ed. (Boston: Bedford St. Martin's Press, 2000), 355-356.
3. Kevin Connolly, *Double Take: A Memoir* (New York: Harper, 2009), Chapter 3: "What If?" and Chapter 11: "Snapshot."

Pillars:

1. Juan Enriquez, "Will Our Kids Be a Different Species," *TED*, Youtube, 4 June 2012, Web.
2. Julian Savulescu, "The Moral Argument for Human Cloning, Genetic Enhancement," *To the Best of Our Knowledge*, 18 October 2015, Web.

PART 2: SOCIETY

WEEK SIX: SHARING THE GOOD LIFE (Feb 8-12)

Pillars:

1. Clive Thompson, "Brave New World of Digital Intimacy," *New York Times*, September 5, 2006.
2. Kenneth Fletcher, "Befriending Luna the Killer Whale," *The Smithsonian*, April 14, 2008.
3. Mark Twain, *The Diaries of Adam and Eve*, reprinted in *Harper's Magazine* 298.1789

(1999): 55–62.

4. Plato, *Symposium* 189c2-193d5 (Aristophanes' Speech).

WEEK SEVEN: CELEBRATING THE GOOD LIFE (Feb 15-19)

Mid-Term Exam on Thursday, February 18 in Lecture

Gateways:

1. Brenda Smith and Ronald Burrichter, Multimedia Lecture.
2. Excerpt from "Bernstein in Vienna."
3. Leonard Bernstein's Video on "Ode to Joy."
4. Abraham Joshua Heschel, *The Sabbath* (New York: Farrar, Straus and Giroux, 2005), Chapter 1: "A Palace in Time."

Discussion sections are cancelled for Week 7.

WEEK EIGHT: GOVERNING THE GOOD LIFE (Feb 22-26)

Gateways:

1. Declaration of the Rights of Man and of the Citizen.

Pillars:

1. Talal Asad, "French Secularism and the 'Islamic Veil Affair'," *The Hedgehog Review* 8 (2006): 93–106.
2. The Universal Declaration of Human Rights.
3. Samuel Freeman, "Original Position," in *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta (Spring 2012 Edition), Introduction, Chapter 2, 3, and 6.

WEEKS NINE AND TEN: FIGHTING FOR THE GOOD LIFE (March 7-18)

Gateways:

1. Watch Parts 1 and 2 of the Multimedia Lecture on *Antigone* by Dr. Victoria Pagán instead of going to class on Tuesday, March 8.

2. *Sophocles' Antigone*, translated by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998).
3. Martin Luther King, "Letter from a Birmingham Jail" (1963).
4. "Wo-Haw Between Two Worlds," a drawing by Kiowa artist/warrior Wo-Haw, c. 1875.
5. Bessie Head, "The Prisoner Who Wore Glasses" in *Under African Skies*, edited by Charles R. Larson (New York: Farrar, Strauss, and Giroux, 1997), 169-176.

Pillars:

1. Nelson Mandela, *Long Walk to Freedom*, Vol. 2: 1962-1994 (London: Abacus, 1994), Chapter 115, 431-38.

PART 3: NATURE AND THE PHYSICAL ENVIRONMENT

WEEK ELEVEN: OWNING THE GOOD LIFE (March 21-25)

Gateways:

The Painted Desert

- a. Article by Geraldine Brooks
- b. Australian Exhibit

Pillars:

1. Michael Sandel, "Markets and Morals," in *What Money Can't Buy: The Limits of Markets* (New York: Farrar, Straus, and Giroux, 2010), 3-15.
2. John Berger, *Ways of Seeing* (London: Penguin Books, 1972), 129-54.

Essay due 8:00 AM on Monday, March 21 in Canvas

WEEK TWELVE: SUSTAINING THE GOOD LIFE (March 28-April 1)

Gateways:

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

Pillars:

1. Jared Diamond, *Guns, Germs, and Steel* (New York: W. W. Norton and Company, 1997), 85-92, 282-92.

2. Cynthia Barnett, *Mirage: Florida and the Vanishing Water of the Eastern U.S.* (Ann Arbor: University of Michigan Press, 2007), Chapter 7: “Water Wars,” 114–27.
3. Wangari Maathai, *Unbowed: A Memoir* (New York: Alfred A. Knopf, 2006), Chapter 6: “Foresters without Diplomas,” 119–138

WEEK THIRTEEN: CONSTRUCTING THE GOOD LIFE (April 4-8)

Gateways:

1. Margaret Carr, Multimedia Lecture.

Pillars:

1. Randy Hester, “Subconscious Landscapes of the Heart,” *Places* 2 (1985): 10–22.
2. Kirk Savage, “The Politics of Memory: Black Emancipation and the Civil War Monument,” in *Commemorations: The Politics of National Identity*, edited by John Gillis (Princeton: Princeton University, 1994), 127–49.

Sacred Space Postcard due by discussion section meeting

PART 4: EPILOGUE (AFTER THE GOOD LIFE)

WEEK FOURTEEN: QUESTIONING THE GOOD LIFE (April 11-15)

Gateway:

1. Henry Thoreau, “Where I Lived, and What I Lived For” and “Conclusion,” from *Walden* in *The Thoreau Reader*, 2009, Web.

Pillars:

1. Ursula LeGuin, “The Ones Who Walk Away From Omelas,” Reprinted in Ursula LeGuin, *The Wind’s Twelve Quarters* (New York: Harper and Row, 1975), 276–84.
2. Samuel Beckett, *Waiting for Godot* (either the video, if still active, or the text).

WEEK FIFTEEN: PERPETUATING THE GOOD LIFE (April 18-20)

Gateway:

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

Pillar:

1. Philip Roth, *Ghost Writer* (New York: Farrar, Straus, and Giroux, 1979), Chapter 3: “*Femme Fatale*,” 122–55.

Final Exam (cumulative) on Monday, April 25 from 10:00 – 11:40 AM (Location TBA)

The Final is an assembly exam, which must be taken at its formally scheduled time. Every student must make whatever arrangements are necessary to be present on this day and at this time to take the final. An alternate time will not be granted unless there is an acceptable reason for the student’s absence as specified in the undergraduate catalog and only if necessary written documentation is provided. For university policies on final examinations, please consult

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

SPRING HOLIDAYS (NO CLASSES)

January 18: Martin Luther King Jr. Day
Feb 27 – March 5: Spring Break