

IUF 1000: WHAT IS THE GOOD LIFE

Summer B 2017

Lecture: MWF Period 3 (TUR L007)

11:00 a.m.--12:15 p.m.

INSTRUCTOR

Kathy Byrne, Adjunct Professor, School of Theatre and Dance
Contact Info: kathybyrne@ufl.edu, 3rd Floor McCarty C
Office Hours: MW 4th and by appointment (12:30 p.m.–1:45 p.m.)

TEACHING ASSISTANTS (see Canvas for their office hours and locations)

Ms. Katherine Haeuser (haeuserk@ufl.edu), Arts/Theatre, Sections 4D89, 4D97
Ms. Kristina Johnson (kmj5100@ufl.edu), Arts/Theatre, Sections 4D96, 4E15
Mr. Ryan MacLennan (maclen15@ufl.edu), Arts/SAAH, Sections 4E17, 4E26
Ms. Samira Roostaie (sroostaie@ufl.edu), Arts/SAAH, Sections 4E25, 4E37
Ms. Lauren Walter (laurenwalter@ufl.edu), Arts/SAAH, Sections 4E19, 4E38

Section	Time	Location	Teaching Assistant
4E15	Tue & Thur Period 3	CSE E221	Johnson, Kristina
4E17	Tue & Thur Period 4	FLI 0117	MacLennan, Ryan
4E19	Tue & Thur Period 4	CSE E221	Walter, Lauren
4E25	Tue & Thur Period 5	TUR 2306	Roostaie, Samira
4E26	Tue & Thur Period 5	TUR 2305	MacLennan, Ryan
4E37	Tue & Thur Period 6	TUR 2306	Roostaie, Samira
4E38	Tue & Thur Period 6	TUR 2328	Walter, Lauren
4D89	Tue & Thur Period 2	MAT 0105	Haeuser, Katherine
4D96	Tue & Thur Period 2	LEI 0142	Johnson, Kristina
4D97	Tue & Thur Period 3	AND 0032	Haeuser, Katherine

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 enquires into the very nature and experience of being human. Applying multi-disciplinary and cross-cultural approaches to explore what is a 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, participating in the Good Life Nature Activity at the Florida Museum of Natural History, and viewing 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*, trans. by Joachim Neugroschel (New York: Penguin Books, 2002). ISBN: 978-0142437186.
- *Sophocles’ Antigone*, trans. by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998). ISBN: 978-0941051255.

All other required readings and materials are on the course’s Canvas webpage.

ASSIGNMENTS AND REQUIREMENTS

1. A forty-five-minute Midterm Exam in lecture on **Friday, July 14.** (160 points, 16% of the course grade)
2. An Essay (1,000-1,250 words) **due 8:00 AM on Monday, July 24 in Canvas.** Detailed instructions will be supplied prior to the due date. (250 points, 25% of course grade)
3. This I Believe (TIB) Audio Essay. Instructions and deadlines for each part of the assignment are in Canvas. (60 points, 6% of course grade)
4. A sixty-minute Final Exam (non-cumulative) in lecture on **Friday, August 4.** (200 points, 20% of course grade)
5. Discussion Activities. (210 points, 21% of course grade)
 - a. Participation in weekly discussions. (70 points)
 - b. Seven Discussion Board Posts. (105 points)
 - c. Sacred Space Postcard. (20 points)
 - d. Essay Outline and Thesis Statement. (15 points)
6. Common Activity. (20 points, +20 extra-credit points)
Students receive 20 points for completing either (a) The Good Life Tour of the Harn or (b) the Good Life Nature Activity at the Florida Museum of Natural History. Students who complete both common activities receive 20 extra credit points. (20 points, +20 extra-credit points)
7. Attendance in lecture and discussion. (100 points, 10% of course grade)

N.B.: Because Canvas cannot round to whole numbers, the Grade Scale in Canvas has been adjusted to achieve the same effect (e.g., 92.5% = A, 89.5% = A-, 86.5% = B+, etc.).

GRADING SCALE AND ASSIGNMENT SUMMARY

Grade Proportion	Grade Scale	Grade Value
Attendance: 100 points (10%)	930-1,000 = A	A = 4.0
Discussion Activities: 210 points (21%)	900-929 = A-	A- = 3.67
Common Activity: 20 points (2%)	870-899 = B+	B+ = 3.33
Midterm Exam: 160 points (16%)	830-869 = B	B = 3.00
Essay: 250 points (25%)	790-829 = B-	B- = 2.67
TIB: 60 points (6%)	750-789 = C+	C+ = 2.33
Final Exam: 200 points (20%)	720-749 = C	C = 2.00
Total: 1,000 points (100%)	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.

STUDENTS IN DISTRESS

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. 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. In case of emergency, call 9-1-1.

OTHER POLICIES, RULES, AND RESOURCES

1. *Assignments*: Assignments due in class should be handed directly to your TA. All other assignments must be submitted online in Canvas by their deadline.
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/>.

WEEKLY SCHEDULE

PART 1: THE INDIVIDUAL

THINKING ABOUT THE GOOD LIFE (JUNE 26 – 27)

Gateways:

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

Pillar:

1. Mihaly Csikszentmihalyi, “On Flow” Animated Book Review, FightMediocrity, YouTube, 19 June 2015, web.

SEEKING THE GOOD LIFE (JUNE 28 – JULY 3)

Gateway:

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

Pillars:

1. *Inside Mecca Part 1*, National Geographic, 18 October 2012 (web).
2. Sebastian Purcell, “What the Aztecs Can Teach Us About Happiness and The Good Life,” Aeon, 11 November 2016, web.

EMBODYING THE GOOD LIFE (JULY 5 – 7, 11)

Gateways:

1. Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Random House, 2010), 1–7.
2. “Henrietta’s Tumor,” *Radiolab* (season 7, episode 4), n. d., web.
3. 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. by Sonia Maasik and Jack Solomon, 3rd ed. (Boston: Bedford St. Martin’s Press, 2000), 355–356.

Pillars:

1. Kevin Connolly, *Double Take: A Memoir*, Chapter 3: “What If?” and Chapter 11: “Snapshot” (New York: Harper, 2009).

2. Cameron Russell, “Looks aren’t everything. Believe Me, I’m a Model,” TED. October 2012 (web).
3. Lizzie Velasquez, “How Do You Define Yourself.” TED 5 December 2013 (web).

PART 2: SOCIETY

CELEBRATING THE GOOD LIFE (JULY 10 – 11)

Gateways:

1. Brenda Smith and Ronald Burcher, Multimedia Lecture.
2. Excerpt from “Bernstein in Vienna.”
3. Leonard Bernstein’s Video on “Ode to Joy.”
4. Abraham Joshua Heschel, “A Palace in Time,” in *The Sabbath* (New York: Farrar, Straus and Giroux, 2005), 13–24.

Pillars:

1. Zora Neale Hurston, *The Portable Harlem Renaissance Reader*, “Drenched in Light,” 690-98.

SHARING THE GOOD LIFE (JULY 12 – 14)

Pillars:

1. Ryan Van Meter, “First,” in *The Best American Essays*, ed. by Mary Oliver (Boston, Houghton Mifflin. Harcourt, 2009) 177-180.
2. Yan Arthus-Bertrand, *Human*, “Extended Version Volume 1,” YouTube, 12 September 2015, web.

Mid-Term Exam on Friday, July 14 in Lecture

FIGHTING FOR THE GOOD LIFE (JULY 17 – 21)

Gateways:

1. Victoria Pagán, Multimedia Lecture on *Antigone*, Parts 1&2.
2. *Sophocles’ Antigone*, trans. by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998).
3. Martin Luther King, “Letter from a Birmingham Jail” (16 April 1963), *The Martin Luther King, Jr. Research and Education Institute*, n. d., web.
4. “Wo-Haw Between Two Worlds,” a drawing by Kiowa artist/warrior Wo-Haw, c. 1875.
5. Nelson Mandela, *Long Walk to Freedom*, Vol. 2: 1962-1994 (London: Abacus, 1994), Chapter 115, 431-38.

Pillar:

1. Elizabeth Ross, Multimedia lecture on Wo-Haw Between Two Worlds.

PART 3: NATURE AND THE PHYSICAL ENVIRONMENT

OWNING THE GOOD LIFE (JULY 24 – 25)

Gateways:

1. The Painted Desert
 - a. Geraldine Brooks, “The Painted Desert,” *Griffith Review* 2 (2005): 146–57.
 - b. Australian Exhibit

Pillar:

1. Michael Sandel, *What Money Can't Buy: The Limits of Markets*, Introduction, 3-15.

Essay due 8:00 AM on Monday, July 24 in Canvas

CONSTRUCTING THE GOOD LIFE (JULY 26 – 27)

Gateways:

1. Margaret Carr, Multimedia Lecture on Sacred Spaces.

Pillars:

1. Kirk Savage, *Commemorations: The Politics of National Identity*, “The Politics of Memory: Black Emancipation and The Civil War Monument,” 127-149.
2. PBS Documentary: The Shaw Memorial (video). “Augustus Saint-Gauden, Master of American Sculpture,” August 17, 2009 (web).
3. Randy Hester, “Subconscious Landscapes of the Heart,” *Places* 2 (1985): 10-12.

Sacred Space Postcard due by discussion section meeting on Thursday, July 27

SUSTAINING THE GOOD LIFE (JULY 28, August 1)

Gateways:

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

Pillars:

1. Wangari Maathai, “The Green Belt Movement,” *YouTube*, July 9, 2010, web.
2. Wangari Maathai, “I will be a Hummingbird.” *YouTube*, May 11, 2010, web.
3. Sylvia Earle, “How to Protect the Oceans.” *TED*, February 2009, web.

PART 4: EPILOGUE (THIS I BELIEVE AUDIO ESSAY)

ACHIEVING THE GOOD LIFE (JULY 31 – AUGUST 4)

Pillars:

1. Herodotus, *The History*, translated by David Green (Chicago: University of Chicago, 1987), 1.29-45, 85-87 (on Solon and Croesus).
2. Thich Nhat Hanh, "The Miracle of Walking on the Earth." YouTube. December 16, 2011 (web).
3. JJ Sylvia IV, "How to Make the Best New Year's Resolutions." *Philosophy Matters*, 1 January 1, 2013, web.
4. Waldinger, Robert. "What Makes a Good Life? Lessons from the Longest Study on Happiness." TED, November 2015, web.

Final Exam in Lecture on Friday, August 4

