

# IUF 1000: WHAT IS THE GOOD LIFE

## Summer B 2017

### Lecture: MWF Period 2 (McCarty C 0100)

#### INSTRUCTOR

Dr. Stephanie Capaldo, Humanities Lecturer  
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Office Hours: M 11:00am-1:00pm and by appointment

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

Ms. Carla Brisotto ([c.brisotto@ufl.edu](mailto:c.brisotto@ufl.edu)), Architecture/DCP, Architecture building 154, Thursdays Period 4 and by appointment.  
Ms. Tyeshia Redden ([tredden@ufl.edu](mailto:tredden@ufl.edu)), Urban Planning/DCP.  
Mr. Kel Martin ([kellygmartin@ufl.edu](mailto:kellygmartin@ufl.edu)) English/CLAS, TUR 4106, Tuesdays Period 3 and by appointment.  
Ms. Mandisa Haarhoff ([harhoffmr@ufl.edu](mailto:harhoffmr@ufl.edu)) English/CLAS, TUR 4342, Fridays 11-1pm and by appointment.  
Ms. Kerri Blumenthal ([blumentk@ufl.edu](mailto:blumentk@ufl.edu)) Religion/CLAS.

Section	Time	Location	Teaching Assistant
4C35	TR 2	TUR 2342	Ms. Carla Brisotto
4C56	TR3	CSE E222	Ms. Carla Brisotto
4C36	TR2	FLI 0111	Ms. Tyeshia Redden
4C57	TR4	CSE E222	Ms. Tyeshia Redden
4C43	TR2	TUR 2306	Ms. Kelly Martin
4C72	TR4	CSE E220	Ms. Kelly Martin
4C99	TR5	TUR 2342	Ms. Mandisa Haarhoff
4D04	TR6	TUR 2305	Ms. Mandisa Haarhoff
4C74	TR5	TUR 2318	Ms. Kerri Blumenthal
4D03	TR6	TUR 2336	Ms. Kerri Blumenthal

#### 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
<b>Total: 1,000 points (100%)</b>	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](mailto: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](mailto: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](https://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.

##### Pillars:

1. Chimamanda Ngozi Adichie, “The Danger of a Single Story,” *TED*, October 2009 (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. Henry David Thoreau, “Where I Lived, and What I Lived For,” from *Walden* in *The Thoreau Reader*, 2009, web.

#### EMBODYING THE GOOD LIFE (JULY 5 – 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.

##### Pillars:

1. Kevin Connolly, *Double Take: A Memoir* (New York: Harper, 2009), Chapter 3: “What If?” and Chapter 11: “Snapshot.”
2. Susan Bordo, “Reading the Slender Body” in *Unbearable Weight: Feminism, Western Culture and the Body* (Berkeley: University of California Press, 1993), 185–212.

## PART 2: SOCIETY

### CELEBRATING THE GOOD LIFE (JULY 10 – 11)

#### Gateways:

1. Brenda Smith and Ronald Burrichter, Multimedia Lecture.
2. Excerpt from “Bernstein in Vienna.”
3. Leonard Bernstein’s Video on “Ode to Joy.”

### SHARING THE GOOD LIFE (JULY 12 – 14)

#### Pillars:

1. David Conrad, “Community murals as democratic art and education,” *Journal of Aesthetic Education*, 29.1 (1995): 98-102.
2. [352walls: Experience the Art](#), website.

\*\*\*Recommended: Visit 34<sup>th</sup> St. Wall

### 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.



## 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

#### Pillars:

1. Garret Hardin, “Tragedy of the Commons,” *Science*, 162 (1968): 1243-1248.

**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. William Cronon, “The Trouble with Wilderness,” *Uncommon Ground: Rethinking the Human Place in Nature*. (W.W. Norton & Company, 1996): 69-90.

**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. Margaret Atwood, “Time Capsule Found on the Dead Planet,” in John Joseph Adams eds. *Loosed Upon the World: The Saga Anthology of Climate Fiction*. (New York: Saga Press, 2015): 556-57.

## PART 4: EPILOGUE (THIS I BELIEVE AUDIO ESSAY)

### ACHIEVING THE GOOD LIFE (AUGUST 2 –4)

#### **Pillars:**

1. Scott Samuelson, “Why I Teach Plato for Plumbers: Liberal Arts and the Humanities Aren’t Just for the Elite,” *The Atlantic*, (29 April 2014) web.
2. Taiye Selasi, “Don’t Ask Where I’m From, Ask Where I’m a Local,” *TED*, October 2014 (web).

**Final Exam in Lecture on Friday, August 4**