

IUF 1000: What Is the Good Life

Fall 2017 Pilot

Lectures: Wednesday

Period 2 (8:30-9:20 am) in Flint 105

INSTRUCTOR

Dr. Andrew Wolpert, Associate Professor of Classics and Director of IUF 1000

Contact Info: wolpert@ufl.edu, 273-3702

Office Hours: Wednesdays Periods 4-5 (or by appointment) in Dauer 138

TEACHING ASSISTANT

Mr. Michael Vincent, School of Music

Contact Info: michaelvincent@ufl.edu

Office Hours are posted in Canvas

Section	Discussion Time	Discussion Location
1238	Friday Period 6	MCCA 1142
1241	Friday Period 4	LIT 217
124D	Friday Period 2	AND 021

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 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.

THE FALL 2017 PILOT

Sections 1238, 124D, and 1241 are for Honors students. These sections are piloting a new structure and organization to the course. The weekly readings in the other sections consist of “Gateways,” which students in all sections of the course read, and “Pillars,” selected by the individual instructors for their students to read in conjunction with the Gateways. For the Fall 2017 pilot, the syllabus does not include weekly Pillars taught in conjunction with Gateways. Instead Part 3 is a “Special Topic” developed by the instructor that is intended to allow students to explore in depth topics discussed in Parts 1 and 2. In addition, Sections 1238, 124D, and 1241 are piloting a new class format. Students attend a lecture, delivered by Dr. Wolpert, on Wednesday and a discussion, led by Mr. Vincent, on Friday. For the third contact hour, students participate in an online discussion that takes place asynchronously throughout the week.

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.

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

- <http://elearning.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

- 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 **Wednesday, October 4.** (160 points, 16% of the course grade)
2. A Written Essay (1,300-1,650 words) **due 8:00 AM on Monday, November 20.** 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. Discussion Activities. (390 points, 39% of course grade)
 - a. Participation in weekly discussions. (60 points)
 - b. Ten Discussion Board Posts. (270 points)
 - c. Sacred Space Postcard. (20 points)
 - d. Essay Outline, Thesis Statement, and Rough Draft. (40 points)
5. Common Activities. (40 points, +20 extra-credit points)
Students receive forty points for participating in two of the three Common Activities: (i) The Good Life Tour of the Harn, (ii) the Good Life Performance, and/or (iii) the Good Life Tour of the Florida Museum of Natural History. Students who complete all three activities receive 20 extra credit points.
6. Attendance in lecture and discussion. (100 points, 10% of course grade)

GRADING SCALE AND ASSIGNMENT SUMMARY

Assignment Weights	Grade Scale*	Grade Value
Attendance: 100 points (10%)	930-1,000 = A	A = 4.0
Discussion Activities: 390 points (39%)	900-929 = A-	A- = 3.67
Common Activities: 40 points (4%)	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
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

*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.).

More information on grades and grading policy is available here:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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 Written Essay on time and an extension has not been granted, there is a 15-point penalty for missing the deadline and a 30-point deduction for every day that passes before the paper is submitted.
 - For all other assignments, students will not be granted an extension 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 \$10.65.

WEEKLY SCHEDULE

PART 1: THE INDIVIDUAL

WEEKS 1 – 2: THINKING ABOUT THE GOOD LIFE (AUGUST 21 – SEPTEMBER 8)

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.
2. Roy Baumeister, “The Meanings of Life,” Aeon, 16 September 2013 (web).

WEEKS 3 – 4: SEEKING THE GOOD LIFE (AUGUST 28 – SEPTEMBER 8)

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

WEEK 5: EMBODYING THE GOOD LIFE (SEPTEMBER 11 – 22)

1. Susan Bordo, “Reading the Slender Body,” in *Unbearable Weight: Feminism, Western Culture, and the Body* (Berkeley: University of California, 1993), 185–212.
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 6: FIGHTING FOR THE GOOD LIFE (SEPTEMBER 25 – OCTOBER 5)

1. Martin Luther King, “Letter from a Birmingham Jail” (16 April 1963), *The Martin Luther King, Jr. Research and Education Institute*, n. d., web.
2. Martha Nussbaum, “Beyond Anger,” Aeon, 26 July 2016 (web).

WEEK 7: MIDTERM EXAM (OCTOBER 2 – 5)

Midterm Exam in Lecture on Wednesday, October 4

Friday, October 6: Homecoming (No Class)

WEEK 8: OWNING THE GOOD LIFE (OCTOBER 9 – 13)

1. The Painted Desert
 - a. Geraldine Brooks, “The Painted Desert,” *Griffith Review* 2 (2005): 146–57.
 - b. Australian Exhibit
2. Michael Sandel, “Markets and Morals,” in *What Money Can’t Buy: The Limits of Markets* (New York: Farrar, Straus, and Giroux, 2010), 3-15.

WEEK 9: SUSTAINING THE GOOD LIFE (OCTOBER 16 – 20)

1. Aldo Leopold, “The Land Ethic,” from *A Sand County Almanac and Sketches Here and There* (New York: Oxford University Press, 1948), 201–226.
2. Wangari Maathai, “Foresters without Diplomas,” in *Unbowed: A Memoir* (New York: Alfred A. Knopf, 2006), 119–138.

WEEK 10: CONSTRUCTING THE GOOD LIFE (OCTOBER 23 – 27)

1. Margaret Carr, Multimedia Lecture on Sacred Spaces.
2. Randy Hester, “Subconscious Landscapes of the Heart,” *Places* 2 (1985): 10–22.
3. Charles Jencks, *The Architecture of Hope* (London: Frances Lincoln Limited, 2010), 11–43.

Sacred Space Postcard due at the start of Discussion Section on Friday, October 27

PART 3: SPECIAL TOPIC

WEEKS 11 – 12: SOPHOCLES’ ANTIGONE (OCTOBER 30 – NOVEMBER 9)

1. *Sophocles’ Antigone*, trans. by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998).
2. Douglas Cairns, *Sophocles’ Antigone* (London: Bloomsbury Publishing, 2016) 29–57.
3. Joshua Barone, “‘The Cradle Will Rock’ Returns with Its Brazen Politics Intact,” *New York Times*, 9 July 2017 (web).

November 10: Veteran’s Day (No Class)

WEEKS 13 – 14: THE ESSAY (NOVEMBER 13 – 20)

Outline and Thesis Statement due 8:00 AM on Wednesday, November 15 in Canvas

Rough Draft of Essay due at start of Discussion Section on Friday, November 17

Final Draft of Essay due 8:00 AM on Monday, November 20 in Canvas

November 22–24: Thanksgiving (No Class)

PART 4: SYNTHESIS (THIS I BELIEVE)

WEEKS 15–16: ACHIEVING THE GOOD LIFE (NOVEMBER 27 – DECEMBER 6)

This I Believe Audio Essay (see Canvas for more information)

FALL HOLIDAYS (NO CLASSES)

September 4: Labor Day

October 6: Homecoming

November 10: Veteran's Day

November 22-24: Thanksgiving