**IUF 1000: What is the Good Life**  
**The Signature UF Humanities Course**

**Course Description**
IUF 1000: What is the Good Life is the signature course in the Humanities at the University of Florida. The course is taught in collaboration by faculty and graduate teaching assistants from the College of Liberal Arts and Sciences, the College of the Arts, and the College of Design, Construction and Planning. Through a close examination of works of art, architecture, history, literature, music, religion, and philosophy, students are asked to address the most basic question: What is a Good Life?

In IUF 1000, students come together to explore the meaning and value that people from different societies ascribe to the lives that they live or want to live, so they can better evaluate how to make well-informed life choices as individuals and as members of local and global communities.

With support from UF centers and organizations, such as the Constans Theatre, the Harn Museum of Art, and the Phillips Center for the Performing Arts, IUF 1000 offers students a variety of enriching cultural activities and events, enabling them to appreciate art and literature as a holistic lived experience while also making the most out of the unique opportunities available at UF.

**Class Format**

**In Summer B 2015,** students attend lectures delivered by faculty on Monday, Wednesday, and Friday and discussion sections led by graduate teaching assistants on Tuesday and Thursday.

**In Fall 2015 and Spring 2016,** IUF 1000 is offered in two different formats: 100% face-to-face and hybrid (online lectures and face-to-face discussion section meetings).

- **100% face-to-face format:** Each week students attend two lectures delivered by faculty and one discussion meeting led by a graduate teaching assistant.

- **Hybrid format:** Each week students watch web lectures and online context videos before attending one discussion-section meeting led by a graduate teaching assistant. The Fall 2015 hybrid sections are 2334, 2337, 2338, 2339, 2344, 2349, 234A, 234B, 234C, 234D, 234E, 234F, 234G, 234H.

**Required Readings and Works**
The “Gateways” are a selection of foundational works that all sections of the course study. They include Hesse's *Siddhartha*, King’s “Letter from a Birmingham Jail,” the *Bhagavad Gita*, and Sophocles’ *Antigone*, to name just a few. In addition, the individual faculty assign works called “Pillars” to their own sections. Faculty choose Pillars that 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. Past syllabuses may be viewed on the course’s website.

**Assignments**
Five quizzes on course readings, one midterm (short-answer and essay questions), one essay (1,000-1,250 words), several discussion assignments, and a final exam (cumulative).

[http://undergrad.aa.ufl.edu/hum-course.aspx](http://undergrad.aa.ufl.edu/hum-course.aspx)
IUF 1000: What is the Good Life
The Good Life Faculty for 2015-2016

UF faculty who have been selected to teach sections of IUF 1000 are exceptional researchers, creative thinkers, and outstanding scholars with demonstrated excellence in teaching. These are model educators who want to help UF undergraduates make the most out of their education.

Summer B 2015 Faculty

Archie Birkner (Music, Ph.D. University of Florida)

- Lectures with Watkins MWF 2 NRN 137
- Teaching philosophy: Prof. Birkner seeks to connect each student with the course content. He strives to make the material as relevant to the learners as possible. The classroom environment should be a place to offer opinions, respectfully challenge the opinions of others, and dig deeply into the subject matter.
- Favorite reading on the syllabus: Rubin’s “The Happiness Project.” If happiness is necessary to live a “good” life, can we make ourselves happier? This reading is an excellent example of self-reflection and purposeful action to make one’s life happier.

Aida Hozic (Political Science, Ph.D. University of Virginia)

- Lectures MWF 4 CAR 100
- Teaching philosophy: Prof. Hozic encourages students to see that things could always be otherwise, to think before responding with certainty to any question, and to be open to the possibility that learning is not a linear process that ever ends.
- Favorite Reading: Hemon’s “If God Existed, He’d Be a Solid Midfielder.” Ostensibly, a story about a group of immigrants who meet every week to play soccer in Chicago, it really speaks about the art of finding beauty and making connections in the most ordinary things, even in dire circumstances.

John Maze (Architecture, M. Arch. Arizona State University)

- Lectures MWF 3 CAR 100
- Teaching philosophy: Prof. Maze believes in the power of sharing. He has been teaching in design studios for twenty years and this has contributed to his treating each student as a unique human being already filled with knowledge and experiences rather than an empty vessel ready to be filled by his teaching.
- Favorite reading on the syllabus: Berger’s Ways of Seeing and Clark’s Replacement. Berger demonstrates how we are taught to be consumers by the media. Clark presents a philosophy of how our actions as a part of an interconnected world should atone for the losses to the environment that our decisions and actions have caused. These are two sides of the same coin, and both are very well written.

Victoria Pagán (Classics, Ph.D. University of Chicago)

- Lectures MWF 2 MCCC 100
- Teaching philosophy: Prof. Pagán’s classes are student centered. She gives her students every opportunity to succeed by giving them all of the tools and strategies they need for the class.
- Favorite reading on the syllabus: Hesse’s Siddhartha. She loves to teach the book because she becomes the student: she always learns from the class new reasons to appreciate the book. Come and tell her why you think it is such a good book to read!
Constance Shehan (Sociology and Women’s Studies and Gender Research, Ph.D. Pennsylvania State University)

- Lectures MWF 3 TUR L007
- Teaching philosophy: Prof. Shehan approaches teaching from the perspective of the learner. She believes that learning is a communal activity and that every member of a community can learn from everyone else. She views her role in the classroom as a guide and co-learner rather than as a deliverer of knowledge. She loves to teach because it enables her to continue to learn—from her students as well as from the readings and other course-related materials.
- Favorite reading on the syllabus: Hesse's *Siddhartha* and *Enrique's Journey*. She has read *Siddhartha* many times over her lifetime and has discovered that its meaning has evolved along with her own growth and development. *Enrique's Journey* follows a young man's search for a better life and a new home in the US, while chronicling the challenges he faces along the way.

John “Jay” Watkins (Music, M.M. Valdosta State University)

- Lectures with Birkner MWF 2 NRN 137
- Teaching philosophy: Prof. Watkins thinks learning should be engaging, relevant and enlightening. All students have the capacity for greatness, they just need someone to mentor them through the discovery process! He believes that looking at current events through the filter of the past provides students the tools they need to be successful in the future, and he wants them to have fun while they are going through the experience!
- Favorite reading on the syllabus: King’s “*Letter from a Birmingham Jail*” because of the eloquent writing and powerful message it conveys.

**Fall 2015 Faculty**

Jesse Dallery (Psychology, Ph.D. Emory University)

- Lectures TR 9 TUR L007
- Teaching philosophy: Prof. Dallery hopes to help students think about and live a good life, and to appreciate the diversity of good lives. He wants students to “stay thirsty” about asking questions and examining life choices and values. He hopes to promote positive and enduring change in as many students as possible.
- Favorite reading on the syllabus: *Hesse’s Siddhartha*. He read it as he traveled from New England to Atlanta to attend graduate school in psychology. It enriched him as a graduate student by introducing new paths to a meaningful life, and it challenged him to use experiences—both good and bad—to grow.

David Hackett (Religion, Ph.D. Emory University)

- Lectures TR 3 NRN 137
- Teaching philosophy: Prof. Hackett believes that a good liberal arts education offers students the an opportunity to encounter what it means to be a responsible citizen in a changing society. He helps students develop their control of language and powers of expression, their ability to handle evidence in a variety of disciplines, and their critical facility to probe arguments or choices, whether their own or society’s.
- Favorite reading on the syllabus: *Hesse’s Siddhartha*. The novel captures for Hackett the ageless movement from a known and secure world, outward into a period of discovery and change, and then finally settling into a place of openness and anchor. He likens how Hesse deals both with the arc of a religious quest and at the same time the journey from one stage of life to another.

http://undergrad_aa.ufl.edu/hum-course.aspx
Jennifer Lee (Arts in Medicine, M.A. Antioch New England Graduate School)

- Lectures TR 8 CLB C130
- Teaching philosophy: Human beings are creative by nature. For Prof. Lee, creativity is at the heart of the pursuit of the Good Life. Creativity connects us to ourselves and to one another. Creativity awakens and stirs us, enhancing our capacity to pay close attention and to assimilate learning. As an instructor, she values active and eager engagement in self-reflection, critical thinking, and dialogue in a creative classroom environment.
- Favorite reading on the syllabus: Sophocles’ Antigone and Frankl’s Man’s Search for Meaning. Although her favorite reading changes each time she teaches the course, Antigone persists as a favorite. It challenges the reader to add shades of gray to their palate. Man’s Search for Meaning examines human desire for meaningful existence. A good read of both texts reveals the nature of suffering, justice and love, while investigating the term, “good”.

Ferdinand Lewis (Urban and Regional Planning, Ph.D. University of Southern California)

- Lectures MW 10 CAR 100

Daniel O’Neill (Political Science, Ph.D. University of California, Los Angeles)

- Lectures with Wise TR 5 NRN 137

Andrew Nichols (Classics, Ph.D. University of Florida)

- Lectures TR 6 CAR 100
- Teaching philosophy: Prof. Nichols believes that the more ways one can engage the students—through varied topics and through auditory, visual, and written reinforcement—the more students gain from the course. He encourages critical thinking and communication among his students by withholding his own views and maintaining that they do not have to agree with him.
- Favorite reading on the syllabus: Wilde’s Picture of Dorian Gray. The novel offers the students numerous ways to examine pleasure and hedonism and consider how such pursuits help or hinder one’s quest for a good life.

Ralf Remshardt (Theatre and Dance, Ph.D. University of California at Santa Barbara)

- Lectures TR 4 NRN 137
- Teaching philosophy: Although almost everything about how we access and process information has changed in the last 20 years, Prof. Remshardt believes the basics of teaching have not: showing up on time, being prepared, and caring. It is really that simple.
- Favorite reading on the syllabus: Aldo Leopold and Oliver Sacks. For those with a curious mind and open heart, there are many wonderful essays on the most fragile and profound questions—on justice, on learning, on love, and so on.

Brenda Smith (Music, D.M.A. University of Maryland, College Park)

- Lectures TR 2 NRN 137
- Teaching philosophy: “Everything must have a beginning... and that beginning must be linked to something that went before”, wrote Mary Shelley. Prof. Smith hopes to help all students connect links from the past that will be valuable as building blocks for the future. She strives to establish a learning community that encourages an open exchange of ideas that will benefit student and teacher alike.
- Favorite reading on the syllabus: Keegan’s “The Opposite of Loneliness.” College life presents myriad opportunities and challenges. This reading helps first-year students recognize the heightened sense of belonging that college affords and Keegan calls “the opposite of loneliness.”
Benjamin Wise (History, Ph.D. Rice University)

- Lectures with O’Neill TR 5 NRN 137
- Teaching philosophy: Prof. Wise creates a dynamic in the classroom that tells students that they are people with ideas and that ideas need to be expressed. He encourages them to take risks in class discussion. When students believe in themselves and in their ideas, learning takes hold. By starting with learners, the classroom can be a dynamic, exploratory place. It is a place where new knowledge is created—knowledge students are not likely to forget since they themselves created it.
- Favorite reading on the syllabus: Thoreau’s Walden because of the way it challenges us to rethink our relationship to our education, our values, and our habits.

Spring 2016 Faculty
(lecture times will be announced in November)

Anita Anantharam (Center for Women’s Studies and Gender Research, Ph.D. University of California, Berkeley)

Ryan Duffy (Psychology, Ph.D. University of Maryland)

- Teaching philosophy: Prof. Duffy present course material in an entertaining and engaging way that maximizes student interest and learning. This often means showing TED talks, asking questions to the entire class, and connecting class concepts to present day news and events.
- Favorite reading on the syllabus: “Do You Want a Meaningful Life or a Happy Life.” This reading explores a major theme of the course: the difference between pursuing meaning, which often requires struggle and suffering, versus pursuing happiness which is more about pure pleasure.

James Gillooly (Biology, Ph.D. University of Wisconsin-Madison)

- Teaching philosophy: Prof. Gillooly aims to engage and inspire students by bringing energy and enthusiasm to the classroom, relating the material to students’ lives, and making it clear that he depends on and values student participation in lectures. He feels strongly that active student engagement is important for learning.
- Favorite reading on the syllabus: King’s “Letter from a Birmingham Jail. With the 50th anniversary of the march in Selma occurring this spring, this piece is very timely. It provides an historical perspective and personal narrative on current issues of civil rights.

Julia Morrisroe (Art and Art History, M.F.A. University of Washington)

- Teaching philosophy: Prof. Morrisroe invites her students to look, observe, read and question, to self-educate, and embrace education as a life-long endeavor. The study of art and culture fosters a climate of intellectual inquiry and curiosity and teaching the good life helps to expand that climate.
- Favorite reading on the syllabus: Lee’s My Mushroom Burial Suit and Bachelard’s The Poetics. Lee is a designer who invents an organic burial suit that helps the body decompose naturally. Bachelard is a philosopher who turns our attention to overlooked spaces, such as a corner or the back of the drawer, as intimate reflections of our lives. The readings are different and yet remarkably similar; they look at our world in a radically new way.

Andrew Nichols (Classics, Ph.D. University of Florida)

- Teaching philosophy: Prof. Nichols believes that the more ways one can engage the students—through varied topics and through auditory, visual, and written reinforcement — the more students gain from the course. He encourages critical thinking and communication
among his students by withholding his own views and maintaining that they do not have to agree with him.

• Favorite reading on the syllabus: Wilde’s *Picture of Dorian Gray*. The novel offers the students numerous ways to examine pleasure and hedonism and consider how such pursuits can help or hinder one’s quest for a good life.

Craig Smith (Art and Art History, Ph.D. University of London)

• Teaching philosophy: Prof. Smith brings to every class meeting enthusiasm for the subject under study. He encourages the students to believe their use of and professional and academic capacity with the subject is within reach, and he creates an environment where the most effective means of responding to the most engaging elements of the subject under study can be attained and utilized.

• Favorite reading on the syllabus: King’s “Letter from a Birmingham Jail” and Anderson’s “Castello Cavalcanti.”

Good Life Course Director

Andrew Wolpert (Classics, Ph.D. University of Chicago)

• Teaching philosophy: Prof. Wolpert believes that learning is first and foremost a conversation among the students and the instructor. The text is the medium for students to learn more about themselves and in the process gain a deeper understanding of the world in which they live. He loves to teach because the students always show him new ways to appreciate course readings.

• Favorite reading on the syllabus: Mandela’s *Long Walk to Freedom* and Thoreau’s *Walden*. Mandela and Thoreau plead passionately about the twin responsibilities that we have to ourselves and to each other and the need for each of us to make the world a better place to live.