

IDS2935: What is the Good Life [Spring 2011]
M, W period 8 (3:00-3:50), plus 1 discussion section/week
Turlington, Room 007

**Professors: Ferdinand Lewis (College of Design, Construction and Planning),
Brenda Smith (School of Music), Victoria L. Rovine (School of Art and Art History)**

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Office hours: to be announced in sections**

Course web site: <http://www.aa.ufl.edu/humanities/goodlife/index.html>

Introduction

Through a close examination of relevant works of art, music, literature, history, religion, and philosophy, students will consider the basic question, “What is the Good Life?” The course will serve as an invitation to the Humanities and to a lifetime of reflection on the human condition through the unique opportunities available to the students at the University of Florida.

The Humanities, a cluster of disciplines that inquire into the very nature and experience of being human, provide many approaches to the question ‘What is a good life,’ as well as a multiform treasury of responses that comprises the cultural and intellectual legacy of world humanity.

The question is especially relevant for a detailed examination as you become more and more involved in making the decisions that will shape your future and the future of others. In order to make reasonable, ethical, well-informed life choices, it is useful to reflect upon how one might aspire to live both as an individual, and a member of local and global communities.

The course is interdisciplinary and draws on the considerable humanities resources at UF. It is also cross-cultural and draws on the full range of human experience across the world and through time in trying to answer the question: “What is the good life?” It contains elements such as the gateway readings, museum exhibits, and performances that are common to the several sections being taught this semester. The lectures, discussion sections, and other readings are specific to your section of this course.

Common Activities

This course includes special exhibits at the Samuel P. Harn Museum of Art, a musical performance, and a lecture by a distinguished scholar. We will discuss how these events fit into the larger themes of the course throughout the semester. More information on them can be found at the What is the Good Life Course Website <http://www.aa.ufl.edu/humanities/goodlife/index.html>

Texts and Enhancement Materials

For this course, all common (“gateway”) readings and most of other readings (“pillar”) are available on ARES Online Reserve. The enhancement materials are online video experiences.

Assignments and Requirements

1. One 500-word essay, due January 26th, on how Siddhartha exemplifies the themes of the Good Life learned thus far. Detailed assignment instructions will be supplied prior to the due date. 10% of final grade.
2. One 500-word essay, due March 16th, on a topic relating to one or more of the three events experienced outside of class (the concert, Harn Exhibit, or common Humanities lecture). Students will choose one or more of the events and evaluate the experience as it relates to the Good Life theme. Detailed instructions will be supplied prior to the due date. 10% of final grade.
3. One 1000-word essay on the question: What is the Cost of the Good Life? In consultation with the teaching assistants and instructors, students will select a subject for an analytical essay. Topics will be chosen by March 24th. The first draft of the paper is due on April 1st. Please submit two copies, one for the instructors and one to be distributed to the student reviewer for a peer review. Instructions for peer review will be provided in advance. Completed peer reviews are due on April 8th. Student reviewers must submit two copies of the reviewed paper, one

for the instructor and one for the student author. The final draft will be due on April 13th. Please note: If you do not complete your peer review in a punctual and satisfactory manner, you will not receive a grade for your own paper. 20% of final grade (total for draft, final, and peer reviewing).

4. A one-hour Midterm Exam, worth 20% of the course grade in class on February 23rd.
5. A one-hour Final Exam, worth 20% of final grade (April).
6. Oral and written quizzes (given at the discretion of instructor and teaching assistants). 10% of final grade
7. Participation in discussion sections and attendance at lecture and discussions: 10% of final grade

Other Policies, Rules, and Resources

1. *Handing in Assignments:* Assignments due in class should be handed directly to your TA. Please also keep a dated electronic copy of all your papers.
2. *Late or Make-Up Assignments:* You may receive an extension on an assignment *only* in extraordinary circumstances *and* with prior approval from the instructor. If an extension is not granted, the assignment will be marked down ½ grade (e.g., from B+ to B) for each day late.
3. *Attendance and Participation:* Class attendance is required. Do not register for this class if you cannot arrive on time. Students should arrive on time and prepared to discuss the day's readings. Tardiness harms your understanding of the material and disrupts the class. After the first late arrival, the instructor reserves the right to mark you absent for the day. The instructors will *not* excuse absences, provide notes, or discuss material that has already been covered, barring extraordinary circumstances.
5. *Common Courtesy:* Cell phones and other electronic devices must be turned off during class. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day.

Grade Information

Grade Proportion	Grade Scale	Grade Value
1 long Essay: 20%	100-93=A	A=4.0
2 Brief Essays: 10% each = 20%	92-90=A-	A-=3.67
Midterm Exam = 20%	89-86=B+	B+=3.33
Final Exam = 20%	85-82=B	B=3.00
Quizzes = 10%	81-79=B-	B-=2.67
Attendance = 10%	78-75=C+	C+=2.33
	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

General Education Requirement

This course meets three (3) hours of the University of Florida's General Education Requirement in the Humanities (H) area by providing instruction in the key themes, principles and terminology of several humanities disciplines. By focusing on the history, theory and methodologies used within these disciplines, you will be able to identify and to analyze some of the key elements, biases and influences that shape human thought. By introducing students to the rich legacy of the humanities, this course will emphasize clear and effective analysis and approach to issues and problems from multiple perspectives.

This course has several Student Learning Outcomes. By the conclusion of this course, students will be able to:

- Know the history, underlying theory and methodologies used across several humanities disciplines.
- Identify and analyze key elements, biases, and influences that shape thought within those disciplines.
- Approach issues and problems from multiple disciplinary perspectives.
- Communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the disciplines, individually and/or in groups.

Gordon Rule Requirement

This course is categorized as an E2 Gordon Rule Course, which means that students will have a minimum of 2,000 written words evaluated on the effectiveness, organization, clarity and coherence of the writing, as well as the grammar, punctuation and usage of standard written English.

The assignments due in sections on weeks 4, 10, and 14 will satisfy this Gordon Rule requirement, which means that students will be provided feedback on that written work before the last class meeting of the semester. These assignments will be assessed using a standard rubric that shall evaluate content, organization and coherence, argument and supporting evidence, and the style of writing.

Please keep in mind that in order to secure E2 Gordon Rule credit for this course, students will need to earn a C grade or better and satisfy the writing requirements of this course. It is possible not to meet the writing requirement and still pass the class. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component.

Academic Honesty

All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at <http://www.dso.ufl.edu/judicial/academic.php>. Students found guilty of academic misconduct will be prosecuted to the full extent of the UF honesty policy.

Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Schedule of Courses and Readings

Unless otherwise noted, all readings available on ARES Online Reserve.

(Access the system at www.uflib.ufl.edu click on "Course Reserves." Sign up for an account.)

[The lead professor for each week's lectures is noted in brackets.]

Week One (January 5) Introducing What is the Good Life [Profs. Lewis, Rovine, Smith]

Week Two (January 10 and 12 lecture): Thinking About the Good Life [Prof. Smith]

Gateway Readings:

Wendell Berry, "The Way of Ignorance," from *The Way of Ignorance* (Berkeley, CA: Shoemaker and Hoard, 2005), 53-67.

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.

Dominik Wujastyk, ed. and trans. *The Roots of Ayurveda* (New York: Penguin, 2003), 61-70.

Pillar Readings:

Leo Tolstoy, "After the Ball," from *The Death of Ivan Ilyich and other stories*, trans. by Wilks, et. al, (New York, NY: Penquin Classics, 2008); 219-233.

Marcel Proust, "Another Memory" from *The Complete Short Stories of Marcel Proust*, trans. by J. Neugroschel, (New York, NY: Cooper Square Press, 2001); 186-188.

Edna St. Vincent Millay, "On Hearing A Symphony of Beethoven" from *The Buck in the Snow* in *Collected Poems: Edna St. Vincent Millay*, (New York, NY: Harper& Row, 1956); 29.

Virginia Woolf, "How should One Read a Book?" from *The Second Common Reader* (New York, NY: Harcourt, Brace & World, 1960); 234-245.

No class on January 17, Martin Luther King Holiday

Week Three (January 19 lecture): Seeking a Good Life [Prof. Smith]Gateway Reading:

Hermann Hesse, *Siddhartha* (1922) . Available for free as an e-Gutenberg text at the following address: <http://www.gutenberg.org/files/2500/2500-8.txt>

Pillar Reading:

Peter J. Gomes, "Living for Goodness' Sake", Chap. 3 from *The Good Life* (San Francisco, CA: Harper, 2003);49-69.

Enhancement materials:

The National Geographic: Inside Mecca Part I (Pilgrimage) <http://www.youtube.com/watch?v=6rlsZfce8jU>

Paul Basler's *Missa Kenya*, a work composed for the University Choir, School of Music, University of Florida, 1995.

Week Four (January 24 and 26 lectures): Celebrating a Good Life [Prof. Rovine]Pillar Readings:

Emily Grosholz, "On Necklaces," *The Prairie Schooner*, 81 #2 (Summer 2007): 182-195.

Manthia Diawara, "The Song of the Griot," *Transition*, #74 (1997): 16-30.

Stephen Wooten, "Antelope Headdresses and Champion Farmers," *African Arts* 33 #2 (2000): 18-33.

Enhancement Material:

Kole Odotola, Dept. of Languages, Literatures, and Cultures, "Life is like a Dance"

****Brief Essay #1 due January 26th****

Week Five (January 31 and February 2 lectures): Constructing the Good Life [Prof. Lewis]Gateway Readings:

Kathleen Cox, "The Power of Space," from *The Power of Vastu Living* (New York: Simon and Schuster, 2002), 3-26.

Allison Arieff, "Opinionator: A Breath of Fresh Air for Health Care," from the *New York Times*, 13 December 2009. Available online at the following address:

<http://opinionator.blogs.nytimes.com/2009/12/13/a-breath-of-fresh-air-for-health-care/>

Pillar Readings:

Ebenezer Howard, *Garden Cities of To-Morrow* (1898, reprint MIT Press,1965), pp. 50-57

Lewis Mumford, *The City in History: Its Origins, Its Transformations and Its Prospects* (New York: Harcourt, Brace and World, 1961), pp. 543-560.

Enhancement Materials:

Meg Portillo, Interior Design Dept., "Gift of the Senses: Living the Good Life in Living Color, A Design Perspective"

Vandana Baweja, School of Architecture, "Mughal Gardens"

Week Six (February 7 and February 9 lectures): Embodying a Good Life [Prof. Lewis]Gateway Readings:

Sandra Steingraber, *Living Downstream: An Ecologist Looks at Cancer and the Environment* (New York: Vintage Books, 1998), 14-30.

Interview and excerpt from Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Crown, 2010). Available online at the National Public Radio website at the following address:

<http://www.npr.org/templates/story/story.php?storyId=123232331>

Pillar Reading:

Frederick Law Olmsted, *Walks and Talks of an American Farmer in England* (original 1852, Library of American Landscape History, 2002), pp. 86-96.

Week Seven (February 14 and 16 lectures): Owning the Good Life [Prof. Rovine]Gateway Reading:

Michael Kimmelman, "Who Draws the Borders of Culture? Greece's claim for the Elgin marbles is as much about nationalism as about art," from the *New York Times*, 4 May 2010. Available online:
<http://www.nytimes.com/2010/05/09/arts/09abroad.html>

Pillar Reading:

Alexandra Jacobs, "Happy Feet," *The New Yorker* (Sept. 14, 2009)
 Monica Udvardy, Linda Giles, John Mitsanze, "The Transatlantic Trade in African Ancestors,"
American Anthropologist vol 105 #3 (2003): 566-580.

Trey McIntyre Project/preservation Hall Jazz Band at Phillips Center for Performing Arts

<http://performingarts.ufl.edu/events/2010/tmp-phjb/>

Week Eight (February 21 lecture): Sustaining the Good Life [Prof. Rovine]Gateway Reading:

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

Pillar Readings:

Geraldine Brooks, "The Painted Desert," *The New Yorker* 79 #20 (7/28/03): 60-67.
 Wangari Maathai, "A People Without Culture Feel Insecure," *New African* #438 (March 2005): 36-38.

Enhancement Material:

Peggy Carr, Dept. of Landscape Architecture, "Green Infrastructure to Support Humanity"

****February 23 Midterm Exam******Week Nine (February 28 and March 2 lectures): Governing the Good Life [Prof. Lewis]**Gateway Reading:

Thucydides, "The Melian Dialogues," from Richard Crawley, trans., *The History of the Peloponnesian War*
 (London: Everyman Press, 1993), 288-295.

Pillar Reading:

Amartya Sen, *Development as Freedom* (New York: Anchor Books, 1999), p. 146-159.

****Spring Break, March 5-12******Week Ten (March 14 and 16 lectures): Fighting for a Good Life [Prof. Lewis]**Gateway Readings:

Martin Luther King, "Letter from a Birmingham Jail," (1963). Available online at the University of Pennsylvania's African Studies Center at the following address:
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
 Pablo Neruda's 1971 Nobel Lecture, "Towards the Splendid City." Available online at the following address:
http://nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture-e.html

Pillar Reading:

Pramoedya Ananta Toer, *Tales from Djakarta: Caricatures of Circumstances and Their Human Beings*
 (original 1963, reprinted 2000), p. 3-22.

****Brief Essay #2 due March 16th****

Week Eleven (March 21 and 23 lectures): Sharing a Good Life [Prof. Rovine]Gateway Readings:

- Caroline Knapp, "The Color of Joy," from *Pack of Two: the Intricate Bond Between People and Dogs* (New York: Random House, 1999), 3-16.
- Martin Buber, "The Way of Man According to the Teachings of Hasidism," from Maurice Friedman, trans., *Hasidism and the Modern Man* (New York: Horizon, 1958). Reprinted in Charles Guignon, ed. *The Good Life* (Indianapolis: Hackett Publications, 1999), 288-293.
- Love poems from Indian literature, c. 5th century CE (1 page; includes poems from Merwin, W. S., and J. Moussaieff Masson, *Sanskrit Love Poetry* (New York: Columbia University Press, 1977), pp. 95 and 171; and Greg Bailey and Richard Gombrich, *Love Lyrics by Amaru, Bhartrhari and Bilhana* (New York: New York University Press, 2005), 97, 131.

Pillar Reading:

Ariel Levy, "The Lesbian Bride's Handbook," *New York* 40 #15 (April 30, 2007): 50-54.

Week Twelve (March 28 and 30 lectures): Questioning the Good Life [Prof. Smith]Gateway Readings:

- Henry Thoreau, "Where I Lived, and What I Lived for," "The Pond in Winter," and "Conclusion," from *Walden*. Available online at the following addresses: <http://thoreau.eserver.org/walden02.html>
<http://thoreau.eserver.org/walden16.html>
<http://thoreau.eserver.org/walden18.html>
- Selection of verses from Sanskrit literature Greg Bailey and Richard Gombrich, *Love Lyrics by Amaru, Bhartrhari and Bilhana* (New York: New York University Press, 2005), 149.

Pillar Readings:

- Charles Ives, "Thoreau" from *Essays before a Sonata*, (New York, NY: W.W. Norton, 1969); 51-69.
- Edward Hoagland, "About H.D. Thoreau" from *Balancing Acts: Essays by Edward Hoagland*, (New York, NY: Simon&Schuster, 1992); 157-166.
- Jacques Barzun "Toward a Fateful Serenity," (1990) from *A Jacques Barzun Reader*, ed. M. Murray, (New York, HarperCollins, 2002); 3-11.
- William Deresiewicz, "Solitude and Leadership" from *The American Scholar*, Spring 2010, Vol. 79. No. 2; 20-31.

Week Thirteen (April 4 and 6 lectures): Creating a Good Life [Prof. Smith]Pillar Readings:

- Aaron Copland "Music and the Human Spirit (1954) from *Aaron Copland: A Reader, Selected readings 1923-1972*, ed. by R. Kostelatz (New York, NY: Routledge, 2004); 26-32.
- William Shakespeare, Sonnet 128 in *The Art of Shakespeare's Sonnets* by Helen Vendler, (Boston, MA: Harvard University Press, 1997); 543-548.
- Jeanette Winterson, "Art Objects" from *Art Objects*, (New York, Knopf, 1997); 3-24.
- Carlos Fuentes, "How I Started to Write," in *The Art of the Personal Essay*, ed. P. Lopate, (New York, NY: Anchor/Doubleday, 1994); 432-453.
- Muriel Barbery, "Journal of the Movement of the World No. 4" from *The Elegance of the Hedgehog*, trans. by A. Anderson, (New York, Europa editions, 2006); 184-185.

Week Fourteen (April 11 and 13 lectures) [Prof. Lewis]Pillar Readings:

- David C. Sloane, *The Last Great Necessity: Cemeteries in American History* (Baltimore: Johns Hopkins Univ Press, 1991), "Mount Auburn and the Rural Cemetery Movement," :44-64
- Life and Death in Tana Toraja in www.transitionsabroad.com/listings/travel/narrative_travel_writing/life_and_death_in_tana_toraja_indonesia.shtml

****Final Paper due in discussion sections****

Week Fifteen (April 18 and 20 lectures): Ending the Good Life [Prof. Rovine & Prof. Smith]

Gateway Readings:

Thomas Nagel, "Death," from John Martin Fischer, *The Metaphysics of Death* (Stanford, CA: Stanford University Press, 1993), 61-70.

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

Pillar Readings:

Emily Dickinson, Poems #516, 712, 715, 1695, in *The Complete Poems of Emily Dickinson*, ed. T. Johnson, (Boston, MA: Little, Brown, 1960) 252, 350, 351, 691.

E.B. White, "Once More to the Lake" in *Essays of E.B. White*, (New York, NY: Harper, 1977); 246-253.

Philip Roth, "Femme Fatale" in *Anne Frank: Reflections on her Life and Legacy*, ed. Enzer and Solotaroff-Enzer, (Urban, IL: University of Illinois Press, 2000); 229-243.

Kwame Anthony Appiah preface and epilogue In *My Father's House* (Oxford University Press, 1992).

Enhancement Materials:

Victoria L. Rovine, School of Art and Art History, "Art, Life, Death in the Ashanti Kingdom (Ghana)"

****Final exam: April ____****