

IDS2935: What is the Good Life? (section 7336)

Lectures: Mon & Wed. 5th, 170 Pugh Hall

Instructor

Anna Peterson, Department of Religion, 392-1625, annap@ufl.edu

Office Hours: Mondays and Wednesdays, 10:30-11:30 a.m. and by appointment

Teaching Assistants

Thursday sections

Ms. Emily Casey, Department of History, Room 9, Keene-Flint Hall, emcasey@ufl.edu

Office Hours: Mondays 10:00-11:30 a.m. and by appointment

Friday sections

Ms. Lisa Dusenberry, Department of English, 4108 Turlington Hall, ldusenbe@ufl.edu

Office Hours: Friday 9:35-10:25 a.m. and by appointment

Wednesday sections

Mr. Joseph Witt, Department of Religion, 121 Anderson Hall, joseph23@ufl.edu

Office Hours: Tuesday 11:00 a.m. – 12:00 noon and by appointment

Lecture Time and Room

Lecture: Mondays and Wednesdays, 5th period (11:45-12:35)

Room: Pugh Hall 170

Websites

For this section: <https://lss.at.ufl.edu> and click on “Continue” underneath “Sakai System Entry”

General Good Life website: <http://www.aa.ufl.edu/humanities/goodlife>

Introduction/Overview

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?” A number of elements of the course are common to the several sections being taught this semester, including about half

the readings, museum exhibits, and performances. The lectures, discussion sections, and other readings are specific to our section of this course.

Enhancement materials

In addition to readings, you will be assigned enhancement materials for most weeks. These will be short videos available on line. We will discuss some of these in class and/or in discussion sections. Please note: Even if these are not discussed in class directly, you will be responsible for them on quizzes and/or the final exam.

Common Activities

This course will include three special events, attendance at which is required for all students:

1. Exhibit at the Samuel P. Harn Museum of Art – tours to be arranged.
2. Concert by Lafit Bolat, on October 18, at the University of Florida Performing Arts Center.
3. Lecture by Dr Nalini Nadkarni, November 3 at 8 p.m. in the Reitz Ballroom

More information on these activities can be found at the course website at e-learning/sakai and at the general Good Life course site at <http://www.aa.ufl.edu/humanities/goodlife/materials.html>

General Education Requirements

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.

Readings

All readings will be available online on the course website and/or through ARES, with the exception of the following book, which you must purchase:

William Kamkwamba and Bryan Mealer, *The Boy Who Harnessed the Wind: Harnessing Currents of Electricity and Hope* (New York: Harper, 2010).

This book is the 2010 selection for UF's Summer Reading Program and will be read by all entering freshmen prior to their first semester here. We will be discussing the book the weeks of November 15 and 22.

Assignments and Requirements

1. One 500 word essay, due September 13, on how *Siddhartha* exemplifies the themes of the Good Life learned thus far. Detailed assignment instructions will be supplied prior to the due date. 15% of final grade.

2. One 500 word essay, due November 8, on a topic relating to one or more of the three events experienced outside of class (the concert, museum exhibit, or lecture). Students will choose one or more of the events and evaluate the work of art or music or some aspect of the sustainability issue as it relates to the Good Life theme. What does the work of art mean in the culture from which it comes? Why is it important to our world today? Detailed instructions will be supplied prior to the due date. 15% 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 October 29. The first draft of the paper is due on November 15. 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 November 22. 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 December 1. 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. 25% of final grade (total for draft, final, and peer reviewing).

4. Final Exam (to be held during the scheduled exam time). 25% of final grade

5. Oral and written quizzes (given at the discretion of instructor and teaching assistants). 10% of final grade

6. Participation in discussion sections and attendance at lecture and discussions: 10% of final grade

Turning in assignments

Students must submit all written papers (except in-class exams and quizzes) through turnitin.com AND you must also provide a print copy, to be handed in to your TA (if due in class) or to Dr Peterson's mailbox in 107 Anderson Hall. Please turn in both electronic and print copies on time. You are encouraged to print your paper on both sides or to use scratch (reused) paper for all assignments.

Gordon Rule Requirement

This course is 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.

Please make sure that your essays fulfill the minimum word requirements so that you can receive Gordon Rule credit for this class. Please keep in mind that in order to secure E2 Gordon Rule credit for this course, you 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.

Grading Scale and Assignment Summary

Grade Proportion	Grade Scale	Grade Value
Analytical essay 25%	100-93=A	A=4.0
First Short Essay 15%	92-90=A-	A-=3.67
Second Short Essay 15 %	89-86=B+	B+=3.33
Final Exam 25%	85-82=B	B=3.00
Participation/Attendance 10%	81-79=B-	B-=2.67
Quizzes 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

Academic Honesty

Students must conform to UF's academic honesty policy regarding plagiarism and other forms of cheating. This means that 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 university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.dso.ufl.edu/judicial/academic.php> and <http://www.chem.ufl.edu/~itl/honor.html>.

All students found to have cheated, plagiarized, or otherwise violated the Honor Code in *any assignment* for this course will be prosecuted to the full extent of the university honor policy, including judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. For serious violations, you will fail this course.

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/drp/>). 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.

Other Policies, Rules, and Resources

1. *Handing in Assignments:* Assignments due in class should be handed directly to your TA. If you cannot attend class on the date due, or if papers are due on a date when there is no class, please turn papers in to Dr Peterson's mailbox in the Religion Department office, 107 Anderson Hall. DO NOT slip papers under an office door. 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. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course.
4. *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 (which do not include missing your bus, failing to find a parking place, or sleeping in). In lecture classes, you will sign in with your TA at the start of class. In discussion sections, your TA will take attendance.
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. The instructors may ask students engaging in disruptive behavior, including but not limited to whispering, flossing, or snoring, to leave the class. If that occurs, the student will be marked absent for the day.
6. *Computer Use in Class:* You may take notes on a laptop computer **ONLY WITH PRIOR PERMISSION OF THE INSTRUCTOR**. Such permission is usually granted only in cases of documented disabilities. If you are given permission to use a computer in class, you must sit in the back row where the TAs can check your screen to make sure you are taking notes rather than playing poker, emailing, or otherwise straying off task.
7. *Counseling Resources:* Resources available on-campus for students include the following:
 - a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
 - b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
 - c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;

d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

8. *Software Use*: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Schedule of Readings and Assignments

WEEK ONE: THINKING ABOUT THE GOOD LIFE

August 23 lecture

Introduction to the course

August 25 lecture

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. ARES Online Reserve.

The Four Noble Truths (<http://www.thebigview.com/buddhism/fourtruths.html>) and the Eightfold Path (<http://www.thebigview.com/buddhism/eightfoldpath.html>)

Week one discussion sections

What is the good life for you? What is the relationship between “being good” and having a “good life”? Write paragraphs and discuss.

WEEK TWO: THINKING ABOUT THE GOOD LIFE, CONTINUED

August 30 lecture

Wendell Berry, “The Way of Ignorance,” from *The Way of Ignorance* (Berkeley, CA: Shoemaker and Hoard, 2005), 53-67. ARES Online Reserve.

Wes Jackson, “Toward an Ignorance-Based World View” (*The Land Report*, October 2004) <http://www.landinstitute.org/vnews/display.v/ART/2004/10/03/42c0db19e37f4>

September 1 lecture

Roger Lancaster, “This Book and Its Title,” from *Life is Hard: Machismo, Danger, and the Intimacy of Power in Nicaragua* (Berkeley: University of California Press, 1992), pp. xiii–xx.

Week two enhancement materials

Kerry Oliver Smith: “Notions of Paradise and the Ideal World”

Week two discussion sections

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

Assignment for first short paper (due Sept. 13) handed out in discussion sections this week

WEEK THREE: SEEKING A GOOD LIFE

September 6: LABOR DAY, no class

September 8 lecture

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

Week three enhancement materials

Ron Burcher,

Week three discussion sections

Immigration Stories from PBS series "Destination America,"
<http://www.pbs.org/destinationamerica/ps.html>

WEEK FOUR: CELEBRATING A GOOD LIFE

September 13 lecture

Abraham Joshua Heschel, *The Sabbath*, pp. 3-32.

First essay due in class Monday Sept. 13

September 15 lecture

Holidays in different cultures

Amy Tan, "Best Quality," from *The Joy Luck Club*, pp. 21-36.

Barbara Kingsolver, "Celebration Days," from *Animal, Vegetable, Miracle*, pp. 277-295.

Week four enhancement materials

Kole Oduola: "Life is like a Dance"

Week four discussion sections

Comparative holidays: what is being celebrated? How is it related to the good life?

WEEK FIVE: CONSTRUCTING THE GOOD LIFE

September 20 lecture

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

September 22 lecture

William McDonough, *Cradle to Cradle*, Putting Eco-Effectiveness into Practice," pp. 157-186.

McDonough TED talk on cradle to cradle design, available online at:

http://www.ted.com/talks/lang/eng/william_mcdonough_on_cradle_to_cradle_design.html

Week five enhancement materials

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

Vandana Baweja, “Mughal Gardens”

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=ef7439c001ce48cb9e9ccb87d0aca41d>

Week five discussion sections

Discuss idea of “total health” based on reading [Allison Arieff](#), “Opinionator: A Breath of Fresh Air for Health Care,” from the *New York Times*, 13 December 2009. Available online at <http://opinionator.blogs.nytimes.com/2009/12/13/a-breath-of-fresh-air-for-health-care/>

WEEK SIX: EMBODYING A GOOD LIFE

September 27 lecture

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

September 29 lecture

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> (37 minutes)

Week six discussion sections

How is physical health related to a good life?

WEEK SEVEN: OWNING THE GOOD LIFE

October 4 lecture

John C. Ryan, *Seven Wonders: Everyday Things for a Healthier Planet* (San Francisco: Sierra Club Books, 1999), pp. 3-18, 53-60.

October 6 lecture

James Nash, “On the Subversive Virtue: Frugality.” *The Ethics of Consumption: The Good Life, Justice, and Global Stewardship*, ed. David Crocker and Toby Linden (Rowman & Littlefield, 1997), pp. 416-436.

Week seven discussion sections

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 at <http://www.nytimes.com/2010/05/09/arts/09abroad.html>

Can art be owned? Should it be?

How do individual creativity and collective culture both contribute to a good life? What happens when they conflict?

How is national identity related to a good life?

WEEK EIGHT: SUSTAINING THE GOOD LIFE

October 11 lecture

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

October 13 lecture

David Kline, "Scratching the Woodchuck," in *Scratching the Woodchuck: Nature on an Amish Farm* (Athens: University of Georgia Press, 1997), pp. 143-146.

N. Scott Momaday, "A First American Views His Land," in *At Home on the Earth*, ed. David Landis Barnhill (Berkeley: University of California Press, 1999), pp. 19-29.

Wes Jackson, "Becoming Native to Our Places," in *Becoming Native to This Place* (Washington, DC: Counterpoint, 1996), pp. 87-103.

Week eight enhancement materials

Peggy Carr, "Green Infrastructure to Support Humanity"

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=cd0912f2eac0484ca11e5b261973489a>

Week eight discussion sections

Describe a natural place you love and why.

(Please note: Friday discussion sections on October 15th will not meet because of Homecoming. You may be given a short writing assignment in lieu of discussion.)

Lafit Bolat Concert October 18**WEEK NINE: GOVERNING THE GOOD LIFE****October 18 lecture**

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

Thomas Aquinas, *Summa Theologica*: First Part, Question 103: "Of the Government of Things in General," <http://www.ccel.org/a/aquinas/summa/FP/FP103.html#FPQ103OUTP1>, and First Part of the Second Part, Question 90, "Of the Law in General" (Four Articles), http://www.ccel.org/ccel/aquinas/summa.FS_Q90.html and Question 92 "Of the Effects of the Law" (Two Articles), http://www.ccel.org/ccel/aquinas/summa.FS_Q92.html (Continue by clicking "next" on each page to read all articles)

October 20 lecture

Jenny Pearce, *Promised Land: Peasant Rebellion in Chalatenango, El Salvador* (London: Latin American Bureau, 1986), pp. 241-288.

Wendy Shaull, *Tortillas, Beans, and M-16s: A Year with the Guerrillas in El Salvador* (London: Pluto Press, 1990), pp. 1-33.

Week nine enhancement materials

Andrew Wolpert, "Democratizing the Good Life"

Week nine discussion sections

Joel Salatin, "Everything I Want to do Is Illegal," *Acres*, vol. 33, no. 9 (Sept 2003);

<http://www.mindfully.org/Farm/2003/Everything-Is-Illegal1esp03.htm>

WEEK TEN: FIGHTING FOR A GOOD LIFE**October 25 lecture**

Martin Luther King, "Letter from a Birmingham Jail," (1963). Available at http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

October 27 lecture

Pablo Neruda's 1971 Nobel Lecture, "Towards the Splendid City." Available online at http://nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture-e.html

Week ten enhancement materials

Zoharah Simmons: "The Use of Non-Violent Passive Resistance as a tool of the oppressed: Dr. King's Vision of the Beloved Community"

Week ten discussion sections

Film clip from "The Good Fight" (documentary on Spanish Civil War)
<http://www.youtube.com/watch?v=VLM4aHQVKw4&feature=related>

Topic for analytical essay due by Friday, October 29**Nalini Nadkarni lecture November 3****WEEK ELEVEN: SHARING A GOOD LIFE****November 1 lecture**

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 and Cambridge: Hackett Publications, 1999), 288-293. ARES Online Reserve (and <http://www.uwec.edu/beachea/buber.html>)

Aelred of Rievaulx, *Spiritual Friendship*. Cistercian Fathers Series Number Five. Trans. Mary Eugenia Laker; Introduction by Douglas Roby (Kalamazoo, Mich.: Cisterian Publications, 1977), pp. 60-64 and 103-132

November 3 lecture

Caroline Knapp, "The Color of Joy," from *Pack of Two: the Intricate Bond Between People and Dogs* (New York: Random House, 1999), 3-16. ARES Online Reserve.

Mary Midgley, "The Mixed Community," in *Animals and Why They Matter* (Athens: University of Georgia Press, 1983), pp. 112-124.

Week eleven discussion sections: Love Poems

Love poems from Indian literature, c. 5th century CE (one page; includes poems from W.S. Merwin 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. ARES Online Reserve.

Pablo Neruda, "Tonight I Can Write," in *Twenty Love Poems and a Song of Despair*, trans. W. S. Merwin (New York: Penguin, 1969), pp. 56-69 (bilingual).

Adrienne Rich, "Twenty One Love Poems," numbers III, IV, XVII, and XIX, in *The Dream of a Common Language: Poems 1974-1977* (New York: W.W. Norton, 1978), pp. 26-27, 33-34.

WEEK TWELVE: QUESTIONING THE GOOD LIFE

November 8 lecture

Bhartri-hari, "Disenchantment," in *Love Lyrics by Amaru, Bhartrhari and Bilhana*, eds. Greg Bailey and Richard Gombrich (New York: New York University Press, 2005), p. 149. ARES Online Reserve.

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>

Second short essay due November 8

November 10 lecture

Virginia Woolf, *Three Guineas* (New York: Harcourt, Brace, and World, 1938), pp. 3-39.

Week twelve enhancement materials

Victoria Pagan, Sophocles' Antigone

Part 1

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=4cfb274984c8494f85ae3650278c1c6f>

Part 2

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=9df624bfcaa74476a0de476a46c007e9>

Week twelve discussion sections

Wendell Berry, "Why I Am Not Going to Buy a Computer," in *What Are People For?* (San Francisco: North Point, 1990), pp. 170-177.

(Please note: Thursday discussion sections on November 11 will not meet because of Veterans Day. You must read the Berry essay even if your discussion section does not meet this week, and you will be responsible for it on quizzes and/or exams.)

WEEK THIRTEEN: CHILDREN AND THE GOOD LIFE

November 15 lecture

Alison Acker, *Children of the Volcano* (Toronto: Between the Lines and Westport, CT: Lawrence Hill & Co., 1986), pp. 55-89.

First draft of analytical essay due in class on Nov 15; will be distributed this day for peer review.

November 17 lecture

William Kamkwamba, *The Boy Who Harnessed the Wind* (read during summer)

Week thirteen discussion sections

What can children do to contribute to a good life and a good society?

How does a good life for children relate to the good life for adults?

WEEK FOURTEEN: CHILDREN AND THE GOOD LIFE, continued

November 22 lecture

William Kamkwamba, *The Boy Who Harnessed the Wind*

YouTube materials on William Kamkwamba: <http://www.youtube.com/watch?v=arD374MFk4w>

Peer reviews due November 22

Wednesday November 24-Friday November 26: Thanksgiving holiday

WEEK FIFTEEN: ENVISIONING THE GOOD LIFE

November 29 lecture

John Winthrop, "A Model of Christian Charity," available at

<http://religiousfreedom.lib.virginia.edu/sacred/charity.html>

Ernesto Cardenal, *The Gospel in Solentiname*, vol. III (Maryknoll, NY: Orbis Books, 1979), "The Coming of the Kingdom of God," pp. 1-8.

December 1 lecture

Marx, *The Communist Manifesto*, available at

<http://www.marxists.org/archive/marx/works/1848/communist-manifesto/>

Final analytical essay due on Dec. 1

Week fifteen discussion sections

What is the good life for you? What is the relationship between "being good" and having a "good life"? Write paragraphs and discuss.

WEEK SIXTEEN: ENDING THE GOOD LIFE

December 6 lecture

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

Frederike Kaldewaij, "Animals and the Harm of Death," in *The Animal Ethics Reader*, 2nd ed., eds. Susan Armstrong and Richard Botzler (New York and London: Routledge, 2008), pp. 59-62.

December 8 lecture

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

Plato, "The Apology of Socrates." <http://classics.mit.edu/Plato/apology.html>

Week sixteen enhancement materials

Victoria Rovine (Art History), "Death in the Asante Tradition"

Part 1:

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=83d96316ada44a91a85f1ac477a822ae>

Part 2:

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=2b97b1746e634533bd0a78c5d630adab>

Part 3

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=4a6a46ae2d974ae190e01e75d0646157>

Part 4

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=c8cba1d20eea46ba9b3026e64ec89bdc>

No discussion sections this week due to reading days.

FINAL EXAM: Wednesday Dec. 15, 10 a.m. to 12 noon.

Please note: The exam must be taken during scheduled exam time, with no exceptions.