



| **UF QUEST** |
UNIVERSITY
OF FLORIDA

IUF1000: What Is the Good Life?

Spring 2018

Head Instructor

Dr. Sarah Bushey, College of Liberal Arts and Sciences

Section 0841, 085B, 088E

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Office Hours: R periods 5, 8 and by appointment

Discussion Leaders (see Canvas for their office hours)

Ms. Carla Brisotto/Architecture, c.brisotto@ufl.edu

Section 08HD, 08GE, 089E

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Course Description

Drawing on the 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.

Course Format

Each week students watch web lectures and online context videos and complete all required reading assignments before attending a discussion section meeting led by an instructor or graduate teaching assistant. *Please consult the Registrar's [Schedule of Courses](#) for the times and locations of the discussion section meetings.*

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 Websites

- General [Good Life](#) website.
- Course materials for the individual sections are available in [Canvas](#).

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](#).

Texts

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. An Assembly Midterm Exam on **Wednesday, February 21 from 8:20 – 9:05 pm (Carleton 100)**. (200 points, 20% of the course grade)
2. Analytical Essay (1,000-1,250 words) **due 8:00 AM on Monday, March 26 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. (80 points, 8% of course grade)
4. Discussion Activities. (330 points, 33% of course grade)
 - a. Participation in weekly discussions. (60 points)
 - b. Eleven Discussion Board Posts. (242 points)
 - c. Sacred Space Postcard. (20 points)
 - d. Essay Outline and Thesis Statement. (8 points)
5. Common Activities. (40 points, +20 extra-credit points, 4% of course grade)

Students receive forty points for completing 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 Nature Activity at 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

Attendance: 100 points (10%)
Discussion Activities: 330 points (33%)
Common Activities: 40 points (4%)
Midterm Exam: 200 points (20%)
Analytical Essay: 250 points (25%)
TIB Audio Essay: 80 points (8%)
Total: 1,000 points (100%)

Grade Scale*

Grade Value

930-1,000 = A	A = 4.0
900-929 = A-	A- = 3.67
870-899 = B+	B+ = 3.33
830-869 = B	B = 3.00
790-829 = B-	B- = 2.67
750-789 = C+	C+ = 2.33
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 in the [Undergraduate Catalog](#).

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 discussion leaders in this class.

Students with Disabilities

Please do not hesitate to ask for accommodation for a documented disability. Students requesting 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 discussion leader. 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 Analytical Essay on time and an extension has not been granted, there is 15-point deduction 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 (beyond the grace period specified in the rubric) 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 discussion leaders within a week after the assignment has been returned so they can explain how you were graded.** If after meeting with your discussion leader, 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. *Materials and Supplies Fee*: \$10.65.

Weekly Schedule

PART 1: THE INDIVIDUAL

WEEK 1: THINKING ABOUT THE GOOD LIFE (JANUARY 8 – 12)

Readings and Works:

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.

Context video(s):

1. David Wallace, “This is Water.”
2. Chris Surprenant, “The Good Life: Plato.”
3. Sir Ken Robinson, “Changing Education Paradigm.”

WEEKS 2 – 3: SEEKING THE GOOD LIFE (JANUARY 16 – 26)

Week Two:

Readings and Works:

1. Henry D. Thoreau, “Chapter 2: “Where I Lived, and What I Lived For,” in *Walden*.

Context video(s):

1. David Hackett, multimedia lecture on H.D. Thoreau
2. “Inside Mecca: Part I (Pilgrimage),” *National Geographic*, 18 October 2012, web.

Week Three:

Readings and Works:

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

Context video(s):

1. David Hackett, multimedia lectures on “Leaving Home,” “Encountering Obstacles,” and “Enlightenment”

WEEKS 4 – 5: EMBODYING THE GOOD LIFE (JANUARY 29 – FEBRUARY 9)

Week Four:

Readings and Works:

1. Susan Bordo, *Unbearable Weight: Feminism, Western Culture, and the Body*, “Reading the Slender Body,” 185-212.
2. Kevin Connolly, *Double Take: A Memoir*, Chapter 3: “What If?” and Chapter 11: “Snapshot.”

Context videos:

1. Aimee Mullins, “My Twelve Pairs of Legs” (2009 TED talk).
2. Cameron Russell, “Looks Aren’t Everything. Believe Me, I’m a Model” (2012 TED talk).
3. Lizzie Velasquez, “How Do You Define Yourself?” (2013 TED talk).

Week Five:

Readings and Works:

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.
3. Mike Webster Sports Injury Series and Timeline: “The NFL’s Concussion Crisis”

Context video(s):

1. Henrietta Lacks’ “Immortal” Impact on Medical Research (2013 PBS Newshour).
2. Iron Mike Webster: Patient Zero in the NFL’s “League of Denial” (Part 1 and 4)

PART 2: SOCIETY

WEEKS 6 – 7: SHARING THE GOOD LIFE (FEBRUARY 12 – 23)

Week 6

Readings and Works:

1. Kenneth Fletcher. “Befriending Luna the Killer Whale.”
2. Clive Thompson. “I’m So Totally, Digitally Close to You.”

Context video(s):

1. “Don’t Touch the Whale” (video clip)
2. Robert Waldinger, “What Makes the Good Life? Lessons from the Longest Study on Happiness” (2015 TED talk).

Week 7

Readings and Works:

1. Mark Twain, *The Diaries of Adam and Eve*, 55-62.

Context video(s):

1. Brenda Smith, multimedia lecture on The Diaries of Adam and Eve

Assembly Mid-Term Exam on Wednesday, February 21 from 8:20 – 9:05 pm in Carleton 100

WEEK 8: CELEBRATING THE GOOD LIFE (FEBRUARY 26 – MARCH 2)

Readings and Works:

1. Abraham Joshua Heschel, “A Palace in Time,” in *The Sabbath* (New York: Farrar, Straus and Giroux, 2005), 13–24.

Context video(s):

1. Brenda Smith and Ronald Burrichter, Multimedia Lecture on “Ode to Joy.”
2. Leonard Bernstein’s Video on “Ode to Joy.”
3. Excerpt from “Bernstein in Vienna.”
4. Sabadell flashmob—“Ode to Joy.”
5. PBS video on Abraham Heschel

WEEKS 9 – 10: FIGHTING FOR THE GOOD LIFE (MARCH 12 – 23)

Week Nine:

Readings and Works:

1. *Sophocles’ Antigone*, trans. by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998).

Context video(s):

1. Victoria Pagán, Multimedia Lecture on *Antigone*, Parts 1&2.

Week Ten:

Readings and Works:

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. “Wo-Haw Between Two Worlds,” a drawing by Kiowa artist/warrior Wo-Haw, c. 1875.
3. Nelson Mandela, *Long Walk to Freedom*, Chapter 15.

Context video(s):

1. Elizabeth Ross, Multimedia lecture on *Wo-Haw Between Two Worlds*
2. Martin Luther King Jr. (1965 NBC Meet the Press)

PART 3: NATURE AND THE PHYSICAL ENVIRONMENT

WEEK 11: OWNING THE GOOD LIFE (MARCH 26 –30)

Readings and Works:

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.

Context video(s):

1. New Economic Thinking: Michael Sandel, *The Moral Limits of Markets*
2. Elizabeth Ross, Multimedia lecture on “The Painted Desert”

Analytical Essay due 8:00 AM on Monday, March 26 in Canvas

WEEK 12: SUSTAINING THE GOOD LIFE (APRIL 2 – 6)

Readings and Works:

1. Aldo Leopold, “The Land Ethic,” in *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.

Context video(s):

1. David Hackett, Multimedia lecture on *The Land Ethic*
2. Strides in Development: Wangari Maathai & the Green Belt Movement and “I will be a hummingbird”
3. Sylvia Earle, “How to Protect the Oceans” (2009 TED talk)

WEEK 13: CONSTRUCTING THE GOOD LIFE (APRIL 9 – 13)

Readings and Works:

1. Kirk Savage, *Commemorations: The Politics of National Identity*, “The Politics of Memory: Black Emancipation and The Civil War Monument,” 127-149.
4. Randy Hester, “Subconscious Landscapes of the Heart.” *Places* 2 (1985): 10-22.

Context video(s):

1. Margaret Carr, Multimedia Lecture on Sacred Spaces

2. David Hackett, Multimedia lecture on Subconscious Landscapes of the Heart
3. PBS Documentary: The Shaw Memorial

Sacred Space Postcard due by discussion section meeting

PART 4: EPILOGUE (THIS I BELIEVE)

WEEKS 14–15: ACHIEVING THE GOOD LIFE (APRIL 16 – 25)

Readings and Works:

This I Believe. Web Project.

1. Herodotus, *The History*, translated by David Greene, 1.29-45, 85-87 (on Solon and Croesus)
2. Roy Baumeister, Do you want a meaningful life or a happy life?

Context video(s):

1. Andrew Wolpert, Multimedia Lecture on Solon and Croesus

SPRING HOLIDAYS (NO CLASSES)

January 15: Martin Luther King, Jr. Day

March 3 – 10: Spring Break