



## IDS 1161: What is the Good Life? Spring 2020

### Head Instructor

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**UF** | Spanish and Portuguese Studies  
College of Liberal Arts and Sciences

## Teaching Assistants (see Canvas for their office hours)

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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 investigates the very nature of the human condition. 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.

For Part 1 (Individual) and Part 2 (Society) of the course, students explore questions related to the good life first from the perspective of the individual and then from the perspective of the community and society. The class will consider to what extent the pursuit of the good life is individually driven and determined and how society impacts and shapes the efforts of the individual to achieve the good life. For Part 3 (Special Topic), students explore in depth a special topic, designed by their instructor. The Special Topic provides a synthesis of the materials covered in Parts 1 and 2. For Part 4 (This I Believe), students reflect on what they have learned in a short audio essay.

## Course Format

Each week students watch web lectures and online context videos, complete the required readings, and submit posts to an online discussion in [Canvas](#), before going to a classroom to attend a face-to-face discussion 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

## Common Activities

This course invites students to become actively engaged in experiences unique to UF by participating in the Good Life Tour of the Samuel P. Harn Museum of Art and/or the Good Life Tour of the Florida Museum of Natural History. More information about these activities can be found on the course's Canvas page

## The University Humanities & General Education Requirements

IDS 1161 fulfills the UF Core requirement and 3 credits of the Humanities [General Education](#) Requirement.

## General Education Objectives and Student Learning Outcomes

IDS 1161 (What is the Good Life?") is a Humanities (H) subject area course in the General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished through:

- Examination of the ways different people from different societies across time conceptualize the good life, the meaning and value individuals ascribe to the lives that they live or want to live, and the choices, costs, and benefits of the good life.
- Evaluation of 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.
- Communication of concepts, expressions, and representations of the good life clearly and effectively in written and oral form as stated in the rubrics of the course.

At the end of the course, students will be expected to have achieved the following learning outcomes in content, critical thinking, communication, and connection:

- **Content:** *Students demonstrate competence in the terminology, concepts, methodologies and theories used.* Students will acquire a knowledge of the different conceptions and representations of the good life, how such conceptions and representations vary in time and place, and the impact that they have on the way people live their lives. Achievement of this learning outcome will be assessed through the Discussion Board Posts, the Midterm Exam, and the Analytical Essay.
- **Critical Thinking:** *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems from multiple perspectives.* Students will analyze the costs and benefits of the good life and the tensions that arise as individuals and groups of individuals pursue the good life. Achievement of this learning outcome will be assessed through

the Discussion Board posts, the Midterm Exam, and the Analytical Essay.

- **Communication:** *Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms.* Achievement of this learning outcome will be assessed through the Spark Story of the Harn and/or the Natural History Museum, the Analytical Essay, and the TIB Audio Essay.
- **Connection:** *Students connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.* Achievement of this learning outcome will be assessed through in-class discussions and the TIB Audio Essay.

## Course Accessibility

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Texts

Required readings and materials for the course consist of two types: “Gateways” and “Pillars.” Gateways are common to all sections of IDS 1161 regardless of the instructor. Pillars have been chosen by the individual instructors.

All required readings and materials are on the course’s [Canvas](#) webpage, except for the following works, which 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.

## Assignments and Requirements

1. A sixty-minute Midterm Exam. This is a closed-book, assembly exam from 8:20-9:20 pm on February 26. Place TBA. (200 points, 20% of the course grade)
2. Analytical Essay (1,000-1,250 words) **due 8:00 am on April 13**. 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. (90 points, 9% of course grade)
4. Discussion Activities. (340 points, 34% of course grade)
  - a. Participation in weekly discussions. (50 points)
  - b. Nine Discussion Board Posts. (270 points)
  - c. Essay Outline and Draft. (20 points)
5. Common Activities. (20 points & 20 extra-credit points, 2% of course grade)  
Students receive up to 20 points for participating in and submitting an Adobe Spark story for the Good Life Tour of the Harn and up to 20 extra-credit points for the Good Life Tour of the Florida Museum of Natural History.
6. Attendance in discussion. (100 points, 10% of course grade)

## Assignment Summary

Assignment	Points	Percentage
<b>Attendance</b>	100 points	10%
<b>Discussion Activities</b>	340 points	34%
<b>Common Activities</b>	20 points	2%
<b>Midterm Exam</b>	200 points	20%
<b>Analytical Essay</b>	250 points	25%
<b>TIB Audio Essay</b>	90 points	9%
<b>Total:</b>	1000 points	100%

## Grade Scale and Value\*

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

\*The final grade is rounded to the nearest whole number (e. g., 89.4% = 89%, 89.5% = 90%, 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](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Both [Plagiarism](#) and the [Unauthorized Use of Materials or Resources](#) violate the Honor Code.

**You may not reuse an assignment that you previously submitted to another course or to IDS 1161 in a previous semester to satisfy a course requirement unless you receive express authorization.**

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.

## 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 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 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. *Campus Resources:*

- Counseling and Wellness Center (<https://counseling.ufl.edu/>, 392-1575)
- Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 392-1161
- Student Health Care Center (<https://shcc.ufl.edu/>, 392-1161)
- [U Matter, We Care](#): [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575

6. *Course Evaluation:* Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

## Part 1: The Individual

### January 6-17: Thinking about the Good Life

- 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.
- Wislawa Szymborska, “The Onion,” in *View with a Grain of Sand: Selected Poems*, translated from the Polish by Stanislaw Baranczak and Clare Cavanagh (New York: Harcourt Brace and Co, 1995) 120-121.
- Pablo Neruda, “Parthenogenesis,” in *Five Decades: A Selection (Poems: 1925-1970)*, edited and translated by Ben Belitt (New York: Grove, 1974), 192-195.

Extra-Credit Start-Here Quiz due 8:00 am on Monday, January 13.

### January 20-31: Seeking the Good Life

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

### February 3-7: Embodying the Good Life

- “Double Take Author: Skiing Hard and Staring Back,” *NPR*, 25 June 2010 (web).
- Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Random House, 2010), 1–7.
- Julian, Savulescu, “The Moral Argument for Human Cloning: Genetic Enhancement,” *To the Best of Our Knowledge*, 23 July 2017.

## Part 2: Society

### February 10-14: Fighting for the Good Life

- Martin Luther King, “Letter from a Birmingham Jail” (16 April 1963), *The Martin Luther King, Jr. Research and Education Institute*, n. d., web.
- “Wo-Haw between Two Worlds,” a drawing by Kiowa Artist, c. 1875, Missouri Historical Society, Columbia, MO.

### February 17-21: Owning the Good Life

- Geraldine Brooks, “The Painted Desert,” *Griffith Review* 2 (2005): 146–57.
- “Ngurrara: The Great Sandy Desert Canvas,” National Museum Australia, n. d., web.
- Michael Sandel, “Markets and Morals,” in *What Money Can’t Buy: The Limits of Markets* (New York: Farrar, Straus, and Giroux, 2010), 3-15.

### February 24-28: Midterm Exam

The Midterm is an Assembly Exam (February 26, Location TBA).

### March 9-13: Sustaining the Good Life

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

### March 16-20: Constructing the Good Life

- Randy Hester, “Subconscious Landscapes of the Heart,” *Places* 2 (1985): 10–22.
- Kirk Savage, “The Politics of Memory: Black Emancipation and the Civil War Monument,” in *Commemorations: The Politics of National Identity*, edited by John Gillis (Princeton: Princeton University, 1994), 127–49.

## Part 3: Synthesis

### March 23-April 3: Special Topic

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

### April 6-13: Analytical Essay



Outline and Thesis Statement are due 8:00 am on April 7

Rough Draft is due by discussion of Week 13 (April 6-10)

Essay is due 8:00 am on April 13

## Part 4: This I Believe

### **April 13-24: TIB Audio Essay**

Final Version of the TIB Audio Essay is due 8:00 am on April 22

### **Spring Holidays (No Classes)**

January 10: Martin Luther King, Jr. Day

February 29-March 7: Spring break