

IDS 2935: The Quest for Wisdom and Human Flourishing

Quest 2

I. General Information

Class Meetings

- Spring 2023
- Lecture: Thursdays 7-8th period (1:55-3:50 p.m.) in Turlington L005
- Breakout discussion sessions: Tuesdays either 6th, 7th, or 8th period in Turlington B310

Instructor

- Monika Ardelt, PhD
- 3350 Turlington Hall
- Tuesdays and Wednesdays: 1:45 – 2:45 p.m.
- Email: ardelt@ufl.edu; Phone: 352-294-7166

Teaching Assistant

- Bhavna Sharma, MA
- Turlington 3347
- Tuesdays 11:30 am to 12:30 pm (face-to-face) and Wednesdays 12 noon to 1 pm (over Zoom)
- bhavna.sharma@ufl.edu

Course Description

How does wisdom promote human flourishing in individuals, organizations, and societies and why is wisdom not more prevalent in modern life? This course introduces philosophical, sociocultural, and psychological approaches to the study of wisdom and provides an overview of the different ways wisdom has been defined, conceptualized, and assessed in Western and Eastern cultures. We will discuss how wisdom is related to emotions, morality, spirituality, and personality and how it fosters human flourishing. We will learn how wisdom might develop and explore the benefits of wisdom for individuals in organizations and for society at large. We will investigate the role of wisdom in the social and political sphere and conclude by speculating how wisdom might be nurtured and taught.

In addition to scholarly discussions about wisdom, we will also practice living wisely by following a different ancient Greek (and one spiritual) philosophy each week and reflecting on the experience.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Required books:

- Sternberg, R. J., & Glück, J. (Eds.)(2022). *The psychology of wisdom: An introduction*. Cambridge University Press. <https://www.cambridge.org/core/books/psychology-of-wisdom/4574074ADD165DF18A9F8B82B69C01D2>
- Evans, J. (2013). *Philosophy for life and other dangerous situations*. New World Library.

All other readings are available in Canvas.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Graded Activity	Points	% of Grade
Completion of online surveys (2)	1.5 points each (3 points total)	3%
Attendance of lecture and discussion sections	26 points total	5%
Participation in discussion sections (1 st and 2 nd half)	10 points each (20 points total)	5%
Discussion question responses (11)	2 points each (22 points total)	22%
Applied wisdom reflections (11)	4 points each (44 points total)	44%
Draft exchange and peer review of analytical essay	1 point	1%
Analytical wisdom essay	100 points	20%
Total		100%

Completion of Online Surveys: You will fill out an online Qualtrics survey about attitudes, opinions, and behaviors about a variety of topics at the beginning and toward the end of the semester. Completion of the baseline survey is **due on January 16 before midnight (11:59 p.m.)** and the completion of the follow-up survey is due on **April 17 before midnight (11:59 p.m.)** so that we can talk about the survey results and possible changes in attitudes, opinions, and behaviors during the lecture on April 20. Each survey is worth 1.5 points and the completion of both surveys contributes 3% to your final grade. Completion of the survey is required, but you will have the option to decide whether your survey data can be included anonymously in any future research and publications that utilizes the survey data.

Attendance of Lecture and Breakout Discussion Sessions: Attendance of lectures and breakout discussion sessions is required. To take attendance in lectures, you will write 1-minute reflections at the end of each lecture, which you will give to your TA on the way out. Each attendance from January 19 to

April 20 is worth 1 point. The sum of your attendance points comprises 5% of your final grade. You will need to inform your TA if you have an excused absence. Any unexcused absence will result in a reduction of your attendance grade.

Tardiness: If you arrive late to the lecture, 0.25 will be subtracted from your attendance point. If you arrive late to the discussion session, you will be marked as “absent.” In this case, it is your responsibility to let the TA know at the end of the class that you were actually present. Otherwise, your tardiness will be counted as absent from class. **Two unexcused late arrivals to the discussion sections will be recorded as one absence.**

Breakout Discussion Session Participation: To receive the full 10 points of the discussion session participation grade for the 1st and 2nd half of the semester, you will need to participate **regularly** in class discussions in the breakout sessions. If you never or rarely participate, you cannot earn a high participation grade even if you do not miss class. Please refer to the class participation rubric for the grade on discussion session participation.

Use of Electronic Devices: I request that you do NOT use any electronic devices, such as a laptop or cell phone, that might distract you during class or discussion sections. Even if you use a laptop for note-taking, the temptation will be too strong to go on the internet and leave the classroom mentally.

Discussion Question Responses: To prepare for each discussion section after the first week of classes, you will reply to discussion questions in writing based on the assigned readings. Each discussion question response is worth 2 points. Discussion question responses for each discussion section are to be submitted via e-Learning in Canvas after the file has been saved as a Word document (*.doc or *.docx). **The deadline for submission of each discussion question response is before midnight (11:59 p.m.) each Monday** from January 16 to April 17. For general information about e-Learning in Canvas visit <https://elearning.ufl.edu/keep-learning/>.

Your discussion question responses will be graded as follows:

- To receive 2 points, you will need to write at least 500 words of original text (excluding headings and quotations), refer back to the reading to demonstrate that you have read the assigned material, and also discuss the questions from your own viewpoint.
- If you follow the above instructions but write less than 500 words of original text, your grade point will be proportionally reduced.
- If your response does not demonstrate that you have read the assigned material, but you answer the discussion questions and write at least 500 words of original text, you will earn 1 point.
- If your response only repeats what has been written in the assigned material without adding your own viewpoint, but you write at least 500 words of original text, you will earn 1 point.
- If you do not answer the discussion section prompts, you earn 0 points.

You will have 13 opportunities to submit a discussion question response, but the 2 lowest scores will be deleted. The maximum score you can earn for your discussion question responses is 22 points, which count toward 22% of your final grade.

Applied Wisdom Reflections: You will follow a different ancient Greek (and one spiritual) philosophy for about one week each week during the semester (without engaging in any unlawful or harmful activity) and reflect on your experience during the discussion sections and in writing (600 words of original text minimum each week). In your written reflections, answer the following five questions (number your answers from 1-5):

1. Describe the philosophy you followed this week in detail: What did the philosophy require you to do?
2. What exactly did you do to follow this philosophy? Give concrete examples.
3. What were the obstacles you encountered when you tried to follow this philosophy? Give concrete examples.
4. What did you learn by following this philosophy? Give concrete examples.
5. How would you need to change your life if you wanted to follow this philosophy for more than a week?

Each reflection submission should contain a heading that identifies the philosophy you followed. Make sure that you number your answers from 1-5. **You will earn 4 points for each submission if you answer each of the 5 questions in sufficient detail and write at least 600 words of original text** (excluding headings and quotations) for a total of 44% of your final grade. You will have 12 opportunities to practice wise living, but the lowest score will be deleted.

Submit assignments via e-Learning in Canvas after the file has been saved as a Word document (*.doc or *.docx). **The deadline for submission of each applied wisdom reflection is before midnight (11:59 p.m.) each Wednesday** (except for the first week of class).

Analytical Wisdom Essay: For your analytical wisdom essay, you will explore a societal issue (e.g., social inequality, economic inequality, global warming, gun control, criminal justice, death penalty, health care) from the perspective of wisdom. You will write about potential wise solutions and obstacles to implement these solutions. **The analytical wisdom essay is due on April 26 before midnight (11:59 p.m.)** and should be between 6 and 8 double-spaced pages long (excluding references). It is worth 100 points or 20% of your final grade. During the discussion section on April 25, you will exchange a draft of your analytical wisdom essay with fellow students and conduct a peer review of other students' draft essays for which you will earn 1 point or 1% of your final grade. Detailed instructions for the term paper can be downloaded in e-Learning.

Cheating: I define copying parts or all of an author's or another student's work, allowing another student to copy parts or all of your work, or simply duplicating parts or all of your prior submissions as cheating.

WARNING: Students who are caught cheating in this way will fail the class immediately!

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	92.5 – 100%		C	72.5 – < 77.5%
A-	90.0 – < 92.5%		C-	70.0 – < 72.5%
B+	87.5 – < 90.0%		D+	67.5 – < 70.0%
B	82.5 – < 87.5%		D	62.5 – < 67.5%
B-	80.0 – < 82.5%		D-	60 – < 62.5%
C+	77.5 – < 80.0%		E	< 60

Grading Rubrics

Participation Rubric

Participation Grading Rubric for the 1st and 2nd half of the semester for Tuesdays discussion session
(10 points each – 20 points total – 5% of final grade)

Criteria	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	4 points. On average, student actively and consistently contributes to group and class discussions.	3-2 points. On average, student contributes to group discussions but only sometimes to class discussions.	1-0 point. Student has missed many discussion sessions or only contributes minimally or not at all to group and class discussions.
Thoughtful: Shows evidence of having understood and reflected on the assigned work.	3 points. On average, student discusses assigned work from several angles.	2-1 points. On average, student discusses assigned work only from one viewpoint.	0 point. On average, student does not appear to have understood the assigned work.
Considerate: Takes the perspective of others into account.	3 points. On average, student listens to and considers others' points of view.	2-1 points. On average, student ignores others' points of view.	0 point. On average, student demeans others' points of view.

Discussion Question Rubric

“Reply to discussion question prompts in writing based on the assigned readings.”

Criterion	Full Marks	Needs some Improvement	Needs Improvement	No Marks
Responses to discussion question prompts. Write at least 500 words of original text, referring back to the reading to demonstrate mastery of the assigned material, and also discuss the questions from your own viewpoint.	2 points. Student wrote at least 500 words of original text, demonstrated mastery of the assigned material, and discussed the questions from own viewpoint.	# of words/250 points. Student wrote less than 500 words of original text but demonstrated mastery of the assigned material and discussed the questions from own viewpoint.	1 point * (# of words/500 if < 500 words). Student did not demonstrate mastery of assigned material or did not discuss questions from own viewpoint * (word count/500 if less than 500 words of original text).	0 point. Student did not submit the assignment or failed to answer the discussion question prompts.

Applied Wisdom Reflections Rubric

Criterion	Full Marks	Needs Improvement	No Marks
Reflections on practicing philosophy. After following an ancient philosophy for about one week, write at least 600 words of original text, reflecting on your experience by answering 5 questions.	4 points. Student wrote at least 600 words of original text and answered all 5 questions in satisfactory detail.	(# of questions answered in satisfactory detail) * 0.8 points * (# of words/600 if < 600 words). Student failed to answer 1 or more questions in satisfactory detail and/or wrote less than 600 words.	0 point. Student did not submit reflections or failed to follow instructions.

Analytical Wisdom Essay Rubric

Criteria	Ratings					Points
Content Students followed the provided organization and format of the paper and gave detailed explanations or descriptions for each part.	30.0 to 27.0 pts Excellent - Very Good Students followed the provided organization and format of the paper and gave detailed explanations or descriptions for each part.	26.5 to 24.0 pts Good Students followed the provided organization and format of the paper but gave only cursory explanations or descriptions for each part.	23.5 to 21.0 pts Satisfactory Students followed the provided organization and format of the paper but some of the required explanations or descriptions were missing.	20.5 to 18.0 pts Incomplete Students only partially followed the provided organization and format of the paper and many of the required explanations or descriptions were missing..	17.5 to 0 pts Unsatisfactory Students did not follow the provided organization and format of the paper.	30 pts
Critical Thinking Critical and deep analysis of potential wise solutions to societal problems and potential obstacles.	50.0 to 45.0 pts Excellent - Very Good Critical and deep analysis of potential wise solutions to societal problems and potential obstacles.	44.5 to 40.0 pts Good A detailed analysis of potential wise solutions to societal problems and potential obstacles.	39.5 to 35.0 pts Satisfactory A basic analysis of potential wise solutions to societal problems and potential obstacles.	34.5 to 30.0 pts Incomplete A superficial analysis of potential wise solutions to societal problems and potential obstacles.	29.5 to 0 pts Unsatisfactory An analysis of potential wise solutions to societal problems and potential obstacles is partly or completely missing.	50 pts
Communication: Clarity	10.0 to 9.0 pts Excellent - Very Good The paper is easy to follow, it is well organized, and the reader can understand the individual sentences and paragraphs without having to reread them.	8.5 to 8.0 pts Good The paper is for the most part understandable and well organized, but a couple of sentences are confusing and difficult for the reader to understand.	7.5 to 7.0 pts Satisfactory The paper is understandable, but there are some points when it is difficult to follow the student's reasoning.	6.5 to 6.0 pts Incomplete The paper is difficult to follow, the reasoning is disorganized and confusing, and many sentences are difficult to understand.	5.5 to 0 pts Unsatisfactory The paper is very difficult to understand. The reasoning is presented in a manner that makes it very difficult for the reader to follow or the sentences are incomplete, disjointed, and/or confusing. Even after several readings, the reasoning remains unclear.	10 pts
Communication: Grammar, Spelling	8.0 to 7.5 pts Excellent - Very Good With no or only one or two spelling or grammatical errors	7 to 6.5 pts Good Only a few minor grammatical and spelling errors	6.0 pts Satisfactory Either many minor errors or a few serious errors	5.5 to 5 pts Incomplete Many serious errors	4.5 to 0 pts Unsatisfactory Excessive number of serious grammatical and syntactical errors (e.g. fragmented sentences, missing subjects, missing verbs, etc.)	8 pts
Communication: Format, Citations	2 pts At least 3 correctly cited references		1.5 pts The citations contain some inconsistencies	1.0 point Less than 3 cited references	0 pts No references listed	2 pts
Total points						100

Deduction of 10 points for every day that passes before the paper is submitted in Canvas.

III. Annotated Weekly Schedule

Week 1 (of January 9)

Topic

Why do we need wisdom? Introducing Socrates' 'street philosophy' and Epictetus' philosophy of maintaining control

Summary

We will explain the format of the class and discuss why it might be important to study and pursue wisdom. I will introduce Socrates' 'street philosophy' and the Stoic philosophy of Epictetus and explain how to follow Epictetus' philosophy of maintaining control.

Required Readings

Sternberg, R. J., & Glück, J. (2022). Introduction: What is wisdom and why is it important? In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 3-14). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Morning roll call: Socrates and the art of street philosophy. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp.1-21). New World Library.

Evans, J. (2013). Epictetus and the art of maintaining control. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 25-38). New World Library.

Week 2 (of January 16)

Topic

Folk conceptions of wisdom and introducing Musonius Rufus' engaged philosophy

Summary

We will explore how people in different cultures and places around the world describe wisdom and wise persons and analyze commonalities and differences of wisdom descriptions. We will also discuss the differences between wisdom and intelligence. I will introduce the philosophy of Musonius Rufus and explain how to follow Musonius Rufus' engaged philosophy.

Required Readings

Weststrate, N. M. (2022). Folk conceptions of wisdom around the world. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 35-52). Cambridge University Press.

Choi, D., Lynch, S. F., & Kaufman, J. C. (2022). Wisdom, creativity, and intelligence. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 107-117). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Musonius Rufus and the art of fieldwork. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 39-56). New World Library.

Optional further readings

Ardelt, M., Ferrari, M., & Shi, W. (2020). Implicit wisdom theories from around the world and their implications for wise business and management. In B. Schwartz, C. Bernacchio, C. González-Cantón, & A. Robson (Eds.), *Handbook of practical wisdom in business and management* (pp. 1-30). Springer.

Ardelt, M. (2008). Being wise at any age. In S. J. Lopez (Ed.), *Positive psychology: Exploring the best in people* (Vol. 1: Discovering Human Strengths, pp. 81-108). Praeger.

Assignments

- Complete online survey by Monday, January 16, before midnight (11:59 p.m.)
- Submit 1st discussion question response by Monday, January 16, before midnight (11:59 p.m.)
- Submit 1st applied wisdom reflection on following Epictetus' philosophy by Wednesday, January 18, before midnight (11:59 p.m.)

Week 3 (of January 23)

Topic

The (paradoxical) nature of wisdom and introducing Seneca's philosophy of managing expectations

Summary

We will learn about the philosophical foundations of wisdom and discuss why wisdom might appear paradoxical. I will explain how to follow Seneca's philosophy of managing expectations.

Required Readings

Swartwood, J. D. (2022). Philosophical foundations for the study of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 15-34). Cambridge University Press.

Ardelt, M., Achenbaum, W. A., & Oh, H. (2013). The paradoxical nature of personal wisdom and its relation to human development in the reflective, cognitive, and affective domains. In M. Ferrari & N. M. Weststrate (Eds.), *The scientific study of personal wisdom: From contemplative traditions to neuroscience* (pp. 265-295). Springer.

Applied wisdom

Evans, J. (2013). Seneca and the art of managing expectations. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 57-73). New World Library.

Assignments

- Submit 2nd discussion question response by Monday, January 23, before midnight (11:59 p.m.)
- Submit 2nd applied wisdom reflection on following Musonius Rufus' philosophy by Wednesday, January 25, before midnight (11:59 p.m.)

Week 4 (of January 30)

Topic

Scientific conceptions of wisdom and introducing the philosophy of the Skeptics

Summary

We will learn how contemporary researchers in the social sciences conceptualize wisdom and discuss whether wisdom and wise reasoning should be considered a trait or situation-dependent. I will explain how to follow the philosophy of the Skeptics.

Required Readings

- Sternberg, R. J., Glück, J., & Karami, S. (2022). Psychological theories of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 53-69). Cambridge University Press.
- Grossmann, I. (2022). Wisdom: Situational, dispositional, or both? In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 70-88). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Skeptics and the art of cultivating doubt. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 129-146). New World Library.

Assignments

- Submit 3rd discussion question response by Monday, January 30, before midnight (11:59 p.m.)
- Submit 3rd applied wisdom reflection on following Seneca's philosophy of managing expectations by Wednesday, February 1, before midnight (11:59 p.m.)

Week 5 (of February 6)

Topic

Measurement of wisdom and introducing the philosophy of Pythagoras

Summary

I will present and critically evaluate different approaches to measure wisdom in contemporary research and explain how to follow the philosophy of Pythagoras.

Required Readings

- Glück, J. (2022). Measurement of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 89-103). Cambridge University Press.
- Ardelt, M. (2004). Wisdom as expert knowledge system: A critical review of a contemporary operationalization of an ancient concept. *Human Development*, 47(5), 257-285.

Applied wisdom

Evans, J. (2013). Pythagoras and the art of memorization and incantation. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 115-127). New World Library.

Optional further readings

Baltes, P. B., & Kunzmann, U. (2004). The two faces of wisdom: Wisdom as a general theory of knowledge and judgment about excellence in mind and virtue vs. wisdom as everyday realization in people and products. *Human Development*, 47(5), 290–299.

Sternberg, R. J. (2004). Words to the wise about wisdom? A commentary on Ardel's critique of Baltes. *Human Development*, 47(5), 286–289.

Ardelt, M. (2004). Where can wisdom be found? - A reply to the commentaries by Baltes and Kunzmann, Sternberg, and Achenbaum. *Human Development*, 47(5), 304-307.

Assignments

- Submit 4th discussion question response by Monday, February 6, before midnight (11:59 p.m.)
- Submit 4th applied wisdom reflection on following the philosophy of the Skeptics by Wednesday, February 8, before midnight (11:59 p.m.)

Week 6 (of February 13)

Topic

Wisdom and emotions and introducing the philosophy of Heraclitus

Summary

We will discuss the relation between wisdom and emotions, and I will explain how to follow the philosophy of Heraclitus.

Required Readings

Kunzmann, U. (2022). The wisdom in emotions. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 157-171). Cambridge University Press.

Ardelt, M., & Ferrari, M. (2014). Wisdom and emotions. In P. Verhaeghen & C. Hertzog (Eds.), *The Oxford handbook of emotion, social cognition, and problem solving in adulthood* (pp. 256-272). Oxford University Press.

Applied wisdom

Evans, J. (2013). Heraclitus and the art of cosmic contemplation. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 99-114). New World Library.

Assignments

- Submit 5th discussion question response by Monday, February 13, before midnight (11:59 p.m.)
- Submit 5th applied wisdom reflection on following the philosophy of Pythagoras by Wednesday, February 15, before midnight (11:59 p.m.)

Week 7 (of February 20)

Topic

Morality, spirituality, and wisdom

Summary

We will discuss whether morality and spirituality are necessary for the development of wisdom and, conversely, whether wisdom might strengthen morality and spirituality. I will present the different effects of spirituality and wisdom on older adults' religious behavior, well-being, and attitudes toward death and explain how to follow Buddha's or Jesus Christ's philosophy.

Required Readings

Glück, J., & Sternberg, R. J. (2022). Wisdom, morality, and ethics. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 118-134). Cambridge University Press.

Ardelt, M., & Wingard, K. (2019). Spirituality and wisdom: Their differential effects on older adults' spiritual behavior, well-being, and attitudes toward death. In V. L. Bengtson & M. Silverstein (Eds.), *New dimensions in spirituality, religion, and aging* (pp. 183-213). Routledge.

Assignments

- Submit 6th discussion question response by Monday, February 20, before midnight (11:59 p.m.)
- Submit 6th applied wisdom reflection on following the philosophy of Heraclitus by Wednesday, February 22, before midnight (11:59 p.m.)

Week 8 (of February 27)

Topic

Wisdom, personality, and well-being and introducing the philosophy of Diogenes

Summary

We will discuss how and why personality traits are related to wisdom and how wisdom is related to psychological and subjective well-being. I will explain how to follow the philosophy of Diogenes.

Required Readings

Ardelt, M., & Pridgen, S. (2022). Wisdom, personality, and well-being. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 135-156). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Diogenes and the art of anarchy. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 149-167). New World Library.

Optional further reading

Ardelt, M., Gerlach, K. R., & Vaillant, G. E. (2018). Early and midlife predictors of wisdom and subjective well-being in old age. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 73(8), 1514–1525.

Assignments

- Submit 7th discussion question response by Monday, February 27, before midnight (11:59 p.m.)
- Submit 7th applied wisdom reflection on following Buddha's or Jesus Christ's philosophy by Wednesday, March 1, before midnight (11:59 p.m.)

Week 9 (of March 6)

Topic

Wisdom and resiliency and introducing Epicurus' philosophy of pleasure

Summary

We will discuss how wisdom leads to resiliency in times of crises and hardships and, therefore, preserves well-being. I will explain how to follow Epicurus' philosophy of pleasure.

Required Readings

Ardelt, M. (2005). How wise people cope with crises and obstacles in life. *ReVision: A Journal of Consciousness and Transformation*, 28(1), 7-19.

Ardelt, M., & Jeste, D. V. (2022). Wisdom as a resiliency factor for subjective well-being in later life. *Psychosoziale und Medizinische Rehabilitation [Practice of Clinical Behavioral Medicine and Rehabilitation]*, 118(2), 13-28.

Applied wisdom

Evans, J. (2013). Epicurus and the art of savoring the moment. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 77-96). New World Library.

Optional further readings

Ardelt, M., & Jeste, D. (2018). Wisdom and hard times: The ameliorating effect of wisdom on the negative association between adverse life events and well-being. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 73(8), 1374–1383.

Ardelt, M., & Edwards, C. A. (2016). Wisdom at the end of life: An analysis of mediating and moderating relations between wisdom and subjective well-being. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 71(3), 502-513.

Assignments

- Submit 8th discussion question response by Monday, March 6, before midnight (11:59 p.m.)
- Submit 8th applied wisdom reflection on following the philosophy of Diogenes by Wednesday, March 8, before midnight (11:59 p.m.)

Spring Break!

Week 10 (of March 20)

Topic

The development of wisdom and introducing the philosophy of Plato

Summary

We will discuss how wisdom might develop during the early years of life, how wisdom is related to educational attainment, the paradoxical process of growing wiser in adulthood, and whether wisdom might decline in old age. I will explain how to follow the philosophy of Plato.

Required Readings

Glück, J. (2022). The development of wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 175-192). Cambridge University Press.

Ardelt, M. (2008). Self-development through selflessness: The paradoxical process of growing wiser. In H. A. Wayment & J. J. Bauer (Eds.), *Transcending self-interest: Psychological explorations of the quiet ego* (pp. 221-233). American Psychological Association.

Applied wisdom

Evans, J. (2013). Plato and the art of justice. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 169-185). New World Library.

Optional further reading

Ardelt, M., Pridgen, S., & Nutter-Pridgen, K. L. (2018). The relation between age and three-dimensional wisdom: Variations by wisdom dimensions and education. *The Journals of Gerontology, Series B: Psychological Sciences and Social Sciences*, 73(8), 1339–1349.

Assignments

- Submit 9th discussion question response by Monday, March 20, before midnight (11:59 p.m.)
- Submit 9th applied wisdom reflection on following Epicurus' philosophy of pleasure by Wednesday, March 22, before midnight (11:59 p.m.)

Week 11 (of March 27)

Topic

Wisdom at work and introducing the philosophy of Plutarch

Summary

We will discuss the benefits of wisdom at work, the characteristics of wise leaders, and how wise leadership might be promoted. I will explain how to follow the philosophy of Plutarch.

Required Readings

Schwartz, B., & Sharpe, K. E. (2022). Wisdom in the professions. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 211-229). Cambridge University Press.

Rooney, D., & McKenna, B. (2022). Wisdom and leadership. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 230-244). Cambridge University Press.

Applied wisdom

Evans, J. (2013). Plutarch and the art of heroism. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 187-200). New World Library.

Assignments

- Submit 10th discussion question response by Monday, March 27, before midnight (11:59 p.m.)
- Submit 10th applied wisdom reflection on following the philosophy of Plato by Wednesday, March 29, before midnight (11:59 p.m.)

Week 12 (of April 3)

Topic

Wisdom in organizations and introducing Aristotle's philosophy of flourishing

Summary

We will discuss the differences between wise organizations and not-so-wise organizations and how wise organizations can benefit employees. I will explain how to follow Aristotle's philosophy of flourishing.

Required Readings

Ardelt, M., & Sharma, B. (2021). Linking wise organizations to wise leadership, job satisfaction, and well-being. *Frontiers in Communication: Organizational Psychology*, 6(235), 1-23.

Zacher, H., & Kunzmann, U. (2019). Wisdom in the workplace. In R. J. Sternberg, H. C. Nusbaum, & J. Glück (Eds.), *Applying wisdom to contemporary world problems* (pp. 255-292). Palgrave Macmillan.

Applied wisdom

Evans, J. (2013). Aristotle and the art of flourishing. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 201-220). New World Library.

Optional further reading

Ardelt, M., & Sharma, B. (Forthcoming). The benefits of wise organizations for employee well-being. *Business and Professional Ethics Journal*.

Assignments

- Submit 11th discussion question response by Monday, April 3, before midnight (11:59 p.m.)
- Submit 11th applied wisdom reflection on following the philosophy of Plutarch by Wednesday, April 5, before midnight (11:59 p.m.)

Week 13 (of April 10)

Topic

Wisdom in the social and political sphere

Summary

We will discuss how wisdom might help to solve contemporary social problems. I will explain how to write the analytical wisdom essay.

Required Readings

Ambrose, D. (2022). Wisdom and social policy. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 245-261). Cambridge University Press.

Weststrate, N. M. (2019). "Hate begets hate; violence begets violence": A wisdom-based analysis of contemporary social activism. In R. J. Sternberg, H. C. Nusbaum, & J. Glück (Eds.), *Applying wisdom to contemporary world problems* (pp. 143-171). Palgrave Macmillan.

Assignments

- Submit 12th discussion question response by Monday, April 10, before midnight (11:59 p.m.)
- Submit 12th applied wisdom reflection on following Aristotle's philosophy of flourishing by Wednesday, April 12, before midnight (11:59 p.m.)

Week 14 (of April 17)

Topic

Interventions for developing wisdom

Summary

We will discuss how wisdom might be nurtured, whether wisdom can be taught, and whether interventions might be able to increase individuals' wisdom. We will also briefly review the class.

Required Readings

Ferrari, M., Kim, J., & Morris, S. (2022). Interventions for developing wisdom. In R. J. Sternberg & J. Glück (Eds.), *The psychology of wisdom: An introduction* (pp. 193-207). Cambridge University Press.

Mcleod, M. (2016). The ultimate happiness: An exclusive interview with the Dalai Lama. Lion's Roar. BUDDHIST WISDOM for OUR TIME. <http://www.lionsroar.com/the-ultimate-happiness-dalai-lama/>

Optional further readings

Bruya, B., & Ardelt, M. (2018). Wisdom can be taught: A proof-of-concept study for fostering wisdom in the classroom. *Learning and Instruction, 58*, 106–114.

Ardelt, M. (2020). Can wisdom and psychosocial growth be learned in university courses? *The Journal of Moral Education, 49*(1), 30-45.

Evans, J. (2013). Graduation: Socrates and the art of departure. In *Philosophy for life and other dangerous situations: Ancient philosophy for modern problems* (pp. 221–232). New World Library.

Assignments

- Complete the follow-up online survey by Monday, April 17, before midnight (11:59 p.m.)
- Submit 13th discussion question response by Monday, April 17, before midnight (11:59 p.m.)
- Work on analytical wisdom essay

Week 15 (of April 24)

Assignments

- Exchange a draft of your analytical wisdom essay with fellow students and conduct a peer review of other students' draft essays during the discussion section on April 25
- Submit your analytical wisdom essay by Wednesday, April 26, before midnight (11:59 p.m.)

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the social sciences.*

- Students will learn to identify contemporary conceptualizations of wisdom, describe the current state of wisdom research, and explain how wisdom can benefit individuals, organizations, and society (**Quest 2, S**). Students will also be introduced to several ancient Greek philosophies (**Quest 2**).
- Assessments:
 - Students write weekly discussion question responses and applied wisdom reflections that incorporate the assigned readings.
 - Students participate in weekly discussion sections that discuss the assigned readings.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the social sciences.*

- Students will critically analyze and evaluate current wisdom research, the results of a baseline and follow-up online survey, and the benefits and costs of applying wisdom in modern life (**Quest 2, S**).

- Assessments:
 - Students write weekly discussion question responses and applied wisdom reflections that invite students to reflect on the questions and their own experiences from multiple perspectives.
 - Students participate in weekly discussion sections that critically discuss these issues.
 - Students complete a baseline and follow-up online survey.
 - Students write an analytical wisdom essay that explores a societal issue (e.g., racism, sexism, ageism, global warming, gun control, criminal justice, death penalty, health care, economic inequality) from the perspective of wisdom.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the social sciences.*

- In written and oral form, students will discuss current wisdom research and ancient Greek philosophies and the benefits and obstacles of applying wisdom in modern life (**Quest 2, S**).
- Assessments:
 - Students write weekly discussion question responses and applied wisdom reflections.
 - Students participate in weekly discussion sections to discuss these issues.
 - Students write an analytical wisdom essay that explores a societal issue from the perspective of wisdom.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Students will follow a different ancient Greek (and one spiritual) philosophy for about one week each week during the semester and reflect on their experience during the discussion sections and in writing (**Quest 2**).
- Assessments:
 - Students participate in weekly discussion sections to reflect on their experiences with fellow students.
 - Students write weekly applied wisdom reflections that describe (1) the philosophy students followed during the past week, (2) what this philosophy required them to do, (3) the obstacles students encountered when they tried to follow this philosophy, (4) what they learned by following this philosophy, and (5) how they would need to change their life if they wanted to follow this philosophy for more than a week.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

As mentioned above, students will follow a different ancient Greek (and one spiritual) philosophy for one week each week during the semester (without engaging in any unlawful or harmful activity). students will follow the philosophy of Epictetus, Musonius Rufus, Seneca, Epicurus, the Skeptics, Heraclitus, Pythagoras, the Buddha or Jesus Christ, Diogenes, Plato, Plutarch, and Aristotle. Detailed instructions of how to follow each philosophy will be given during the lecture on Thursdays and also in Canvas.

2. Details of Self-Reflection Component

While following a specific philosophy, students will reflect on their experience during the discussion section on Tuesdays and after following the philosophy for about a week in writing as well. To reflect on their experience in writing, students will need to answer the following five questions:

1. Describe the philosophy you followed this week in detail: What did the philosophy require you to do?
2. What exactly did you do to follow this philosophy? Give concrete examples.
3. What were the obstacles you encountered when you tried to follow this philosophy? Give concrete examples.
4. What did you learn by following this philosophy? Give concrete examples.
5. How would you need to change your life if you wanted to follow this philosophy for more than a week?

VI. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

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.

UF Evaluations Process

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/>.

University Honesty Policy

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

(<https://www.dso.ufl.edu/sccr/process/student-conduct-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 TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.