



IUF 1000:What is the Good Life?

Fall 2018

Head Instructor

Lynne Clark

Email: clarklhr@ufl.edu

Phone: 352-870-1748

Office: Matherly Hall 220B

Office Hours: Mon & Tue Period 8 and by appointment

Sections: 12Bo (18126), 1C82 (18043), 1C89 (17956)



IUF1000: What is the Good Life? Fall 2018

Teaching Assistants (see Canvas for their office hours)

Anthony Boucher, Anthropology, CLAS, aboucher@ufl.edu

Sections: ID85 (17990), 1D86 (17991), 1D90 (17994), 1D91 (17995)

Jessica Jenkins, Anthropology, CLAS, jjenkins@ufl.edu

Sections: 2338 (18119), 1D14 (17954), 12BC (18128), 12GG (18130)

Robert Lierse, History/CLAS, rlierse54@ufl.edu

Sections: 2334 (18117), 2349 (18101), 1D76 (18003), 234B (18103)

Carissa Nicholson, Art and Art History, College of the Arts, carissan@ufl.edu

Sections: 234A (18102), 234D (18105), 234F (18107), 1D78 (18005)

Jeeye Song, Political Science, CLAS, jeeyesong@ufl.edu

Sections: 2344 (18121), 1D16 (18067), 1D60 (17965), 18AA (18124)

Kedon Willis, English, CLAS, kedonkwillis@ufl.edu

Sections: 1D68 (17968), 1D71 (17998), 1D72 (17999), 1D74 (18001)

Discussions

Consult the Registrar's [Schedule of Courses](#) for the times and locations of the discussion section meeting

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 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.

Part 1 (Individual) and Part 2 (Society) of the course consist of “gateway” works, which are common to all sections regardless of instructor, and “pillar” works, which the individual instructors assign to their own sections. Faculty select pillars to complement the gateways while also drawing on their own areas of interest and expertise. 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.

Honors Sections

Students enrolled in the Honors sections have additional readings, which are annotated in the syllabus as “Honors Readings.” In addition, the word limit on the analytical essay for students in the Honors section is 1,250-1,500.

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. Students will participate in some of the following Common Activities: The Good Life Performance, and/or the Good Life exhibit at the Harn Museum of Art. More information about these activities can be found on the course's Canvas page.

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](#).

Students Requiring Accommodations

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.

Texts

Required readings and materials for the course consist of two types: "Gateways" and "Pillars." Gateways are common to all sections of IUF 1000 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 forty-five-minute Midterm Exam. This is a closed-book, assembly exam. **Time and Place will be announced in class and on the Canvas webpage.** (200 points, 20% of the course grade)
2. Analytical Essay (1,000-1,250 words; 1,250-1,500 for Honors students) **due 8:00 am on November 19.** 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 twenty points for completing either the Good Life Tour of the Harn or the Good Life Performance at the Phillips Center. Students who complete both activities and submit Adobe Spark Stories for both activities may receive up to 20 extra credit points.
6. Attendance in discussion. (100 points, 10% of course grade)

Assignment Summary Grade Scale and Value*

Assignment	Points	Percentage
Attendance	100 points	10%
Discussion Activities	340 points	35%
Common Activities	20 points	2%
Midterm Exam	200 points	20%
Analytical Essay	250 points	25%
TIB Audio Essay	90 points	8%
Total:	1000 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

*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 to satisfy a requirement for IUF 1000 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.

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 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. **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.

Part 1: The Individual

August 22-31: Thinking about the Good Life

- David Foster Wallace, “This is Water,” 2005 Commencement at Kenyon College. Kenyon College, Gambier, OH (speech), adapted by *Glossary*, available through the *Wall Street Journal*, 10 May 2013, web.
- 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.
- Flow by Mihaly Csikszentmihalyi, Animated Book Review, Fight Mediocrity, YouTube, 19 Jun 2015, web.
- 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.
- Mediasite Video on Syzmborska's "The Onion" by Dr. Victoria Pagán (Department of Classical Studies, University of Florida)
- Pablo Neruda, “Parthenogenesis,” in *Five Decades: A Selection (Poems: 1925-1970)*, edited and translated by Ben Belitt (New York: Grove, 1974), 192-195.
- Mediasite Video on Neruda's "Parthenogenesis" by Dr. Victoria Pagán (Department of Classical Studies, University of Florida)

Extra-Credit Start-Here Quiz due 8:00 am on Wednesday, August 29

September 4-14: Seeking the Good Life

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

September 17-21: 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.
- “Henrietta’s Tumor,” (Links to an external site.) Radiolab (season 7, episode 4), n. d. (web)
- Julian, Savulescu, “The Moral Argument for Human Cloning, Genetic Enhancement,” *To the Best of Our Knowledge*, 18 October 2015.

Part 2: Society

September 24-28: 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.
- Martin Luther King, Jr, NBC Meet the Press, 28 March 1965, YouTube, 13 January 2012 (web)
- “Wo-Haw between Two Worlds,” a drawing by Kiowa Artist, c. 1875, Missouri Historical Society, Columbia, MO.
- Mediasite Video on Wo-Haw, by Dr. Elizabeth Ross (School of Art and Art History, University of Florida).

October 1-5: 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.
- Multimedia Video on the Painted Desert by Dr. Elizabeth Ross (School of Art and Art History, University of Florida).
- Michael Sandel, “Markets and Morals,” in *What Money Can’t Buy: The Limits of Markets* (New York: Farrar, Straus, and Giroux, 2010), 3-15.
- “Michael Sandel: The Moral Limits of Markets,” *New Economic Thinking*, YouTube, 4 December 2013 (web).

October 8 - 12: Midterm Exam

The Midterm is an Assembly Exam. Date and Location TBA.

October 15-19: 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.
- “Aldo Leopold: Learning from the Land,” WPT Documentaries, 7 January 1999 (web).
- Wangari Maathai, “Foresters without Diplomas,” in *Unbowed: A Memoir* (New York: Alfred A. Knopf, 2006), 119-138.

- "Wangari Maathai and the Green Belt Movement," Nobility Project, YouTube, 19 November 2008 (web).

October 22-26: Constructing the Good Life

- Multimedia Video on Constructing the Good Life by Professor Carr (Design, Construction and Planning, University of Florida).
- 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.
- "Augustus Saint-Gaudens: Masters of American Sculpture—The Shaw Memorial," PBS Documentary, YouTube, 17 August 2009 (web).

Part 3: Synthesis

October 29-November 9: Special Topic

- Sophocles, *Antigone*, trans. by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998).
- Mediasite Video on Sophocles' *Antigone* by Dr. Victoria Pagán (Department of Classical Studies, University of Florida).
- "An Introduction to Greek Tragedy." National Theatre, YouTube 11 January 2013 (web).
- "'Antigone': The Ancient Greek Chorus," National Theatre, YouTube 1 February 2013 (web).
- "'Antigone': Creon and Antigone," National Theatre, YouTube, 4 February 2013 (web).
- "'Antigone': Family versus State," National Theatre, YouTube 5 February 2013 (web).
- Honors Reading: Douglas Cairns, "Tragedy and Sympathy," in *Sophocles' Antigone* (London: Bloomsbury Publishing, 2016) 29–57.

November 13-20: Analytical Essay

Outline and Thesis Statement are due by lecture Week 13 (Nov 13-16)

Rough Draft is due by discussion of Week 13 (Nov 13-16)

Essay is due 8:00 am on November 19

Part 4: This I Believe

November 26-December 5: TIB Audio Essay

Final Version of the TIB Audio Essay is due 8:00 am on December 5

Fall Holidays (No Classes)

September 3: Labor Day

November 2 - 3: Homecoming (TBA)

November 12: Veterans Day Observed

November 21- 24: Thanksgiving break

Photo Credits (Top left corner going clockwise):

- [El Anatsui, “Old Man's Cloth”](#) by [Hahnchen](#), licensed under [CC BY 3.0](#)
- [“Martin Luther King, Jr.”](#) by [Nobel Foundation](#), licensed under [CC0 1.0](#)
- [“Aerial view of Castillo De San Marcos”](#) by [Historic American Buildings Survey](#), licensed under [CC0 1.0](#)
- [“David Foster Wallace”](#) by [Steven Rhodes](#), licensed under [CC BY-NC-SA 2.0](#)
- [“University Auditorium, University of Florida”](#) by [University of Florida](#), licensed under [CC0 1.0](#)
- [“Wangari Maathai”](#) by [Oregon State University](#), licensed under [CC BY-SA 2.0](#)
- [Domenico Ghirlandaio, “Expulsion of Joachim from the Temple”](#) by [Web Gallery of Art](#), licensed under [CC0 1.0](#)
- [Statue of the Buddha, Cambodia](#) by [Albert Dezetter](#), licensed under [CC0 1.0](#)
- [“Sébastien Norblin, “Antigone donnant la sepulture à Polynice”](#) by [VladoubidoOo](#), licensed under [CC BY-SA 3.0](#)