

IUF 1000: What is the Good Life
Spring 2017 Pilot
Lectures: Tuesday and Thursday
during Period 4 (10:40-11:30 am) in Turlington 2319

INSTRUCTOR

Dr. Andrew Wolpert, Associate Professor of Classics
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Office Hours: Tuesday Period 5 and Thursday Period 5-6 or by appointment

TEACHING ASSISTANT

Mr. Michael Wylde (mwylde@ufl.edu), Department of Anthropology. See Canvas for his office hours.

Section	Time	Location
086E	Thursday Period 7	MAT 0012
088C	Thursday Period 8	LIT 0203
088E	Thursday Period 9	RNK 225

COURSE DESCRIPTION

Drawing on the cluster of disciplines that make up the Humanities and the considerable resources at UF in support of the Humanities, this course enquires 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.

THE SPRING 2017 PILOT

Sections 086E, 088C, and 088E are piloting a new structure and organization to the course. Presently, the weekly readings consist of two types: “Gateways” and “Pillars.” Gateways are common readings, which students in all sections of the course read. Pillars are readings selected by the individual instructors for their students to read in conjunction with the Gateways. For the Spring 2017 pilot, the syllabus does not include weekly Pillars taught in conjunction with Gateways. Instead Part 3 is a Special Topic developed by the instructor that is intended to allow students to explore in depth a topic discussed either in Part 1 or 2.

HONORS SECTION

Students enrolled in the Honors section (086E) 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. As such, course requirements include attending the Good Life Performance at the Constans Theatre, seeing the Good Life exhibit at the Harn Museum of Art, and viewing the exhibits at the Florida Museum of Natural History. More information on these activities can be found on the course's Canvas page.

COURSE WEBSITE

- Course materials are available in Canvas at <https://lss.at.ufl.edu/>

REQUIRED TEXT

- Hermann Hesse, *Siddhartha*, translated by Joachim Neugroschel (New York: Penguin Books, 2002). ISBN: 978-0142437186.

All other required readings and materials are on the course's Canvas webpage

ASSIGNMENTS AND REQUIREMENTS

1. A forty-five-minute Midterm Exam in lecture on **Thursday, March 2.** (200 points, 20% of the course grade)
2. An Analytical Essay (1,000-1,250 words; 1,250-1,500 for Honors students) **due 8:00 AM on Friday, April 7.** Detailed instructions will be supplied prior to the due date. (250 points, 25% of course grade)
3. This I Believe (TIB) Audio Essay (Final Version is **due 10:00 AM on April 24.**

Instructions and deadlines for each part of the assignment are in Canvas. (150 points, 16% of course grade)

4. Discussion Activities. (260 points, 26% of course grade)
 - a. Participation in weekly discussions. (70 points)
 - b. Discussion Board Posts. (150 points)
 - c. Sacred Space Postcard. (20 points)
 - d. Essay Outline and Thesis Statement. (20 points)
5. Common Activities. (40 points, +20 extra-credit points, 4% of course grade)
 Students receive forty points for attending and completing Spark stories for two of the three Common Activities: (i) The Good Life Tour of the Harn, (ii) the Good Life Performance at the Constans Theatre, and/or (iii) the Good Life Nature Activity at the Florida Museum of Natural History. Students who complete Spark stories for all three activities receive 20 extra credit points. (40 points, +20 extra-credit points)
6. Attendance in lecture and discussion. (100 points, 10% of course grade)

GRADING SCALE AND ASSIGNMENT SUMMARY

Grade Proportion	Grade Scale	Grade Value
Attendance: 100 points (10%)	930-1,000 = A	A = 4.0
Discussion Activities: 260 points (26%)	900-929 = A-	A- = 3.67
Common Activities: 40 points (4%)	870-899 = B+	B+ = 3.33
Midterm Exam: 200 points (20%)	830-869 = B	B = 3.00
Analytical Essay: 250 points (25%)	790-829 = B-	B- = 2.67
TIB Essay: 150 points (15%)	750-789 = C+	C+ = 2.33
Total: 1,000 points (100%)	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

**An earned grade of "C-" will not be a qualifying grade for Gen Ed distribution credit.*

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 TAs in this class.

STUDENTS WITH DISABILITIES

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/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 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, the Analytical Essay will be marked down 1/3 grade (e.g., from B+ to B) for each day it is late.
 - For all other assignments, the students will not be granted an extension or be permitted to make up the assignment 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. Instructors may ask a student engaging in disruptive behavior 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. The Materials and Supplies fee for the course is \$10.95.

N.B.: 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.).

WEEKLY SCHEDULE

PART 1: THE INDIVIDUAL

Week 1 (January 4 – 6): Introduction

David Foster Wallace, “This Is Water,” 2005 Commencement at Kenyon College. Kenyan College, Gambier, OH (speech), adapted by *Glossary*, available through the *Wall Street Journal*, 10 May 2013 (web).

Weeks 2–3 (January 9 – 20): Search for Meaning

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.
2. Roy Baumeister, “The Meanings of Life,” *Aeon*, 16 Sept 2013 (web).
3. Hermann Hesse, *Siddhartha*, translated by Joachim Neugroschel (New York: Penguin Books, 2002).

Week 4 (January 23 – 27): Self-Reflection and the Arts

1. Jeanne Winterson, *Art Objects* (New York: Knopf, 1996), 3–24.
2. “I Could Do That,” PBS, 5 June 2015 (web).
3. Christopher Mele, “Is It Art? Eyeglasses on Museum Floor Began as Teenagers’ Prank,” *New York Times*, 30 May 2016 (web).
4. Jerry Saltz, “Art at Arm’s Length: A History of the Selfie,” *Vulture*, 1 January 2014 (web).
5. Honors Reading: Clifford Geertz, “Art as a Cultural System,” *MLN* 91 (1976): 1473–99.

PART 2: SOCIETY

Week 5 (January 30 – February 3): Social Construction of Identity

1. Susan Bordo, “Reading the Slender Body,” in *Unbearable Weight: Feminism, Western Culture, and the Body* (Berkeley: University of California, 1993), 185–212.

2. Kevin Connolly, *Double Take: A Memoir* (New York: Harper, 2009), Chapter 3: “What If?” and Chapter 11: “Snapshot.”

Week 6 (February 6 – 10): Social Justice

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. Nelson Mandela, *Long Walk to Freedom*, Vol. 2: 1962-1994 (London: Abacus, 1994), Chapter 115, 431-38.
3. Honors Reading: Martha Nussbaum, “Beyond Anger,” *Aeon*, 26 July 2016 (web).

Week 7 (February 13 – 17): Society and the Built Environment

1. Randy Hester, “Subconscious Landscapes of the Heart,” *Places 2* (1985): 10–22.
2. Charles Jencks, *The Architecture of Hope* (London: Frances Lincoln Limited, 2010), 11–43.

Week 8 (February 20 –24): Society and the Natural Environment

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

Week 9 (February 27 – March 3): Midterm

Review on Tuesday

Midterm on Thursday in lecture

PART 3: INTERSECTIONS (SPECIAL TOPIC)

History, Memory, and Society

Purpose of Part 3: To explore in greater depth a topic discussed in either part 1 or part 2 so students can better understand the challenges that people face as they seek to achieve their own personal goals or as they come together to address the problems of the community.

Description of Special Topic for Wolpert's sections: How do people come together again as a group to heal past wounds after a traumatic event has torn apart the social fabric of the community and has created a residue of anger, fear, and distrust that threatens to produce a cycle of revenge and retribution? Students will examine how collective memories of past conflicts can either help people overcome the divisions that exist within society or exacerbate such divisions. In addition, they will consider the ways in which they are responsible for producing and circulating shared memories of the past that either promote reconciliation or create further social unrest.

Organization of Special Topic for Wolpert's sections: For Week 10, students will examine the various methods and theories that scholars have applied to the study of social and collective memory in order to better understand how groups construct memories of past events and how such memories are contested within the social arena. For Weeks 11-13, students will then examine Athens after the Peloponnesian War, as a case study, to understand the problems that arise as people attempt to work through troubling memories of past social conflicts.

Week 10 (March 13 – 17): Theories and Methods of Memory Studies

1. 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.
2. Barry Schwartz, "Two Faces of Collective Memory," in *Abraham Lincoln and the Forge of National Memory* (Chicago: University of Chicago Press, 2000), 8–20.
3. Yael Zerubavel, "The Dynamics of Collective Remembering," in *Recovered Roots: Collective Memory and the Making of Israeli National Tradition* (Chicago: University of Chicago Press, 1995), 1-12.

Week 11 (March 20 – 24): The Thirty of Athens (The Historical Event)

1. Sarah Pomeroy et al., *A Brief History of Ancient Greece* (Oxford: Oxford University Press, 2004), 200–27 (honors section), 225–27 (all other sections).
2. Aristotle, *Constitution of Athens* 34–41.
3. Xenophon, *Hellenica* 2.3-4.
4. Honors Reading: Andrew Wolpert, "The Violence of the Thirty," in *Ancient Tyranny*, edited by Sian Lewis (Edinburgh: Edinburgh University Press, 2006), 213–23.

Week 12–13 (March 27 – April 7): Memory of the Thirty Tyrants

1. Lysias, “Against Eratosthenes”
2. Honors Reading: Peter Krentz, “The Settlement of 403,” in *The Thirty at Athens* (Ithaca, NY: Cornell University Press, 1982), 102–24.

Analytical Essay due by 8:00 am on April 7.

PART 4: SYNTHESIS (THIS I BELIEVE)

Weeks 14–15 (April 10 – 19): Life’s Purpose

1. Herodotus, *The History*, translated by David Greene (Chicago: University of Chicago, 1987), I.29-45, 85-87 (on Solon and Croesus).
2. Elizabeth Manwell, “Learning to Look at Death with Herodotus,” *Eidolon*, 3 March 2016 (web).
3. Optional: Robert, Waldinger, “What Makes a Good Life? Lessons from the Longest Study of Happiness,” *TED*, November 2015 (web).

This I Believe Audio Essay due by 8:00 AM on April 18.