

HUM 2305: What is the Good Life?

SUMMER 2014

Lecture: MWF 4 (Carleton Auditorium Room 100)

INSTRUCTOR

Dr. Daniel O'Neill, Associate Professor of Political Science

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Office Hours: MW 5 and by appointment

TEACHING ASSISTANTS

Daniel Robinson, dsrobinson@ufl.edu; Office hours: TBA

Katherine Reed, katherine.reed@ufl.edu; Office hours: TBA

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Yen Li Loh, yloh@ufl.edu; Office Hours: TBA

Section	Time	Location	Teaching Assistant
4E25	TR2	LIT 0217	Daniel Robinson
4E37	TR3	TUR 2318	Daniel Robinson
4E26	TR2	LIT 0221	Katherine Reed
4E38	TR3	TUR 2328	Katherine Reed
4E39	TR4	TUR 2328	Alana Lord
4E43	TR5	LIT 0233	Alana Lord
4E42	TR4	TUR 2346	Kevin Bennett
4E45	TR6	LIT 0239	Kevin Bennett
4E44	TR5	LIT 0235	Yen Li Loh
4E46	TR6	LIT 0201	Yen Li Loh

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 inquires into the very nature and experience of being human. Applying multi-disciplinary and cross-cultural approaches to explore the question “What is the good life?,” students consider the cost of the good life, examine how people have chosen to live as members of local and global communities, and analyze conceptions and expressions of beauty, power, love, and health.

COURSE 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.

COURSE FORMAT

Elements common to all sections include the required “gateway” readings, the three common activities, and the course assignments. In addition, there are “pillar” readings assigned by the individual instructors. The faculty select pillars to complement the gateways, while also drawing on their own areas of interest and expertise to make the course a unique experience for the students in their sections.

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 Phillips Center, seeing the Good Life exhibit at the Harn Museum, and watching the Common Lecture. More information on these activities can be found on the course Sakai site.

COURSE WEB SITE

- General Good Life course site at <http://undergrad.aa.ufl.edu/hum-course.aspx>
- Course materials are available on Sakai at <https://lss.at.ufl.edu/>

THE UNIVERSITY HUMANITIES & GENERAL EDUCATION REQUIREMENTS

Undergraduates are required to take HUM 2305, What is the Good Life, to fulfill 3 credits of the Humanities General Education Requirement. Additional information is available at

- <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>
- <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

TEXTS

Required readings and materials for the course consist of two types: “Gateways” and “Pillars.” Gateways are common to all sections of HUM 2305 regardless of the instructor. Pillars have been chosen by the individual instructors. The following required readings are available in local bookstores and online retailers either as eBooks or paperbacks:

- Hermann Hesse, *Siddhartha*, translated by Joachim Neugroschel (New York: Penguin Books, 2002). ISBN: 978-0142437186.
- *Sophocles’ Antigone*, translated by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998). ISBN: 978-0941051255.

All other required readings and materials are in the Resources folder of the course’s Sakai webpage.

ASSIGNMENTS AND REQUIREMENTS

1. A forty-five minute Midterm Exam in lecture on **Friday, July 18** (150 points, 15% of the course grade)
2. An Essay (1,000-1,250 words) **due 8:00 AM on Monday, July 28 via Sakai**. Detailed instructions will be supplied prior to the due date. (200 points, 20% of course grade)
3. A Final Exam (cumulative) in lecture on **Friday, August 8**. (300 points, 30% of course grade)
5. 4 Quizzes (identification and/or multiple choice). Each quiz is worth 25 points. (100 points, 10% of course grade)
6. Discussion Activities. (130 points, 13% of course grade)
 - a. Participation in weekly discussions. (30 points)
 - b. Oral Presentation. (30 points)
 - c. Sacred Space Postcard, due in lecture on Friday, August 1. (30 points)
 - d. Essay Outline. (10 points)
 - e. Common Activity Assignment. (30 points)

7. Attendance. (120 points, 12% of course grade)
 - a. Lecture (50 points, one unexcused absence before and after the Midterm)
 - b. Discussion Attendance. (50 points, one unexcused absence)
 - c. Common Activities. (10 points for the Harn Tour, 10 points for the Good Life Performance)

GRADING SCALE AND ASSIGNMENT SUMMARY

Grade Proportion	Grade Scale	Grade Value
Quizzes: 100 points (10%)	930-1,000 = A	A = 4.0
Attendance: 120 points (12%)	900-929 = A-	A- = 3.67
Activities: 130 points (13%)	870-899 = B+	B+ = 3.33
Mid-Term Exam: 150 points (15%)	830-869 = B	B = 3.00
Essay: 200 points (20%)	790-829 = B-	B- = 2.67
Final Exam: 300 points (30%)	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

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

**Please note: An earned grade of "C-" will not be a qualifying grade for major, minor, Gen. Ed., or basic 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.

OTHER POLICIES, RULES, AND RESOURCES

1. *Handing in Assignments:* Assignments due in class should be handed directly to your TA. **All other assignments must be submitted online through Sakai.**
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 that can be found in the online catalog at <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 of the scheduled assignment, 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 Essay on time and an extension has not been granted, the 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. 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;
 - c. Dean of Students Office, 202 Peabody Hall, 392-1261;
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.

WEEKLY SCHEDULE

PART 1: THE INDIVIDUAL

THINKING ABOUT THE GOOD LIFE (June 30-July 3)

Gateways:

1. Vivien Sung, *Five fold Happiness: Chinese concepts of luck, prosperity, longevity, happiness, and wealth*. (San Francisco: Chronicle Books, 2002), 11-12; 18-19; 34, 49, 70-71; 94-95 and 97; 152, 156-157; 204-205; 207; 210-211, 214.
2. Dominik Wujastyk, ed., and trans. *The Roots of Ayurveda* (New York: Penguin, 2003), 61-70.
3. Herodotus, *The History*, translated by David Greene (Chicago: University of Chicago, 1987), I.29-33, 85-87 (on Solon and Croesus).
4. President Bernie Machen, "All That & More: The True Purposes of College," delivered on Thursday, January 24, 2013 in the Grand Ballroom of the Reitz Union, University of Florida, Gainesville, FL

Pillars: David Foster Wallace, "This is Water" (2005 Commencement Speech at Kenyon

College)

SEEKING THE GOOD LIFE (July 7-10)

Gateway:

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

Pillars: Thich Nhat Hanh, *The Heart of the Buddha's Teaching* (New York: Broadway Books, 1999), pp. 3-23.

EMBODYING THE GOOD LIFE (July 11, 15)

Gateways:

1. Interview and excerpt from Rebecca Skloot, *The Immortal Life of Henrietta Lacks* (New York: Crown, 2010). Available online at the National Public Radio website at the following address (37 minutes)

2. Emily Prager, "Our Barbies, Ourselves," originally titled "Major Barbie" by Emily Prager. Originally appeared in the December 1991 issue of *Interview*.

Pillars: Aldous Huxley, *Brave New World* (New York: Perennial Classics, 1998 [1932]), pp. 3-56.

PART 2: SOCIETY

SHARING THE GOOD LIFE (July 14-15)

Pillars: Plato, *Symposium* (translated by Benjamin Jowett)

CELEBRATING THE GOOD LIFE (July 16-17)

Gateways:

1. Brenda Smith and Ronald Burrichter, Multimedia Lecture.

2. Excerpt from "Bernstein in Vienna."

3. Leonard Bernstein's Video on "Ode to Joy."

4. Abraham Joshua Heschel, “A Palace in Time,” Chapter One from his *The Sabbath* (New York: Farrar, Straus and Giroux, 2005), 12-25.

Pillars: Albert Camus, “The Myth of Sisyphus,” in *Existentialism from Dostoevsky to Sartre*, ed. Walter Kaufmann (New York: Meridian Books, 1975), pp. 375-378; Omar Khayyam, *The Rubaiyat of Omar Khayyam* (translated by Edward FitzGerald).

Mid-Term Exam on Friday, July 18 in lecture

GOVERNING THE GOOD LIFE (July 21-22)

Gateways:

1. Declaration of the Rights of Man and of the Citizen.

Pillars: Russell Kirk, “Ten Conservative Principles” in *Ideals and Ideologies: A Reader*, ed. Terence Ball, Richard Dagger, and Daniel O’Neill (New York: Pearson, 2014), pp. 174-180; Ayn Rand, “Collectivized Ethics” in *The Virtue of Selfishness* (New York: Signet Books, 1964), pp. 93-99; Isaac Kramnick, “Equal Opportunity and the Race of Life,” in *Dogmas and Dreams: A Reader in Modern political Ideologies*, ed. Nancy S. Love (Washington, DC: CQ Press, 2011), pp. 112-125.

FIGHTING FOR THE GOOD LIFE (July 23-25)

Gateways:

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

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

3. Martin Luther King, “Letter from a Birmingham Jail” (1963).

4. “Wo-Haw Between Two Worlds,” a drawing by Kiowa artist/warrior Wo-Haw, c. 1875.

5. Bessie Head, “The Prisoner Who Wore Glasses” in *Under African Skies*, edited by Charles R. Larson (New York: Farrar, Strauss, and Giroux, 1997), 169-176.

Pillars: Abraham Lincoln, “The Gettysburg Address” and “Second Inaugural”; Wilfred Owen, “Dulce et Decorum Est”

PART 3: NATURE AND THE PHYSICAL ENVIRONMENT

OWNING THE GOOD LIFE (July 28-29)

Gateways:

The Painted Desert

- a. Article by Geraldine Brooks
- b. Australian Exhibit

Pillars: John Locke, “On Property,” Chapter 5 of his *Second Treatise of Government*, ed. C.B. Macpherson (Indianapolis, IN: Hackett Publishing, 1980), pp. 18-30 ; Adam Smith, *The Theory of Moral Sentiments*, ed. D.D. Raphael and A.L. Macfie (Indianapolis, IN: Liberty Fund 1984), pp. 180-185.

Essay due 8:00 AM on Monday, July 28 10 via Sakai

CONSTRUCTING THE GOOD LIFE (July 30-31)

Gateways:

1. Margaret Carr, Multimedia Lecture.

Pillars: Mike Davis, “Fortress L.A.,” Chapter 4 of his *City of Quartz: Excavating the Future in Los Angeles* (New York: Vintage, 1992), pp. 223-263.

SUSTAINING THE GOOD LIFE (August 1, 5)

Gateways:

1. Aldo Leopold, “The Land Ethic,” from *A Sand County Almanac and Sketches Here and There* (New York: Oxford University Press, 1948), 201-226.

Pillars: Leslie Paul Thiele, “Sustainability in the Age of Ecology” in *Ideals and Ideologies: A Reader*, ed. Terence Ball, Richard Dagger, and Daniel O’Neill (New York: Pearson, 2014), pp. 417-426.

Sacred Space Postcard due in lecture on Friday, August 1

PART 4: EPILOGUE (AFTER THE GOOD LIFE)

QUESTIONING THE GOOD LIFE (August 4-5)

Gateway:

1. Henry Thoreau, “Where I Lived, and What I Lived For” and “Conclusion,” from

Walden.

Pillars: Herbert Marcuse, *One-Dimensional Man: Studies in the Ideology of Advanced Industrial Society* (Boston: Beacon Press, 1964), pp. 1-18.

PERPETUATING THE GOOD LIFE (August 6-7)

Gateway:

1. Chapter Two of Barbara Stoler Miller, trans. *The Bhagavad-Gita: Krishna's Counsel in Time of War* (New York: Bantam Classics, 1986), 31-41.

Pillars: Richard Rorty, “Education as Socialization and as Individualization,” in his *Philosophy and Social Hope* (New York: Penguin Books, 1999), pp. 114-126; Walt Whitman, “O Me! O Life!” and “A Noiseless Patient Spider”

Final Exam (cumulative) on Friday, August 8 in Lecture