



IDS 1161: What is the Good Life?

Summer 2020

Head Instructor

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Course Description

Drawing on the disciplines that make up the Humanities and the considerable resources at UF in support of the Humanities, this course investigates the very nature of the human condition. Applying multi-disciplinary and cross-cultural approaches to explore what is a good life, students consider the cost of the good life, examine how people have chosen to live as members of local and global communities, and analyze conceptions and expressions of beauty, power, love, and health.

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

Sections meet synchronously online by Zoom (for no more than 50 minutes per day) on Monday and Wednesday for lectures, delivered by the head instructor, and Tuesday and Thursday for a synchronous online discussion, led by the TA. In addition, there are asynchronous online lectures and discussions in [Canvas](#).

Please consult the Registrar’s [Schedule of Courses](#) for the times of the synchronous lectures and discussion section meetings.

The UF Quest 1 and Humanities General Education Requirements

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

General Education Objectives and Student Learning Outcomes

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

These general education objectives will be accomplished through:

- Examination of the ways different people from different societies across time conceptualize the good life, the meaning and value individuals ascribe to the lives that they live or want to live, and the choices, costs, and benefits of the good life.
- Evaluation of conflicts and tensions that arise between the individual and the community, the normative and the exceptional, culture and nature, needs and wants, pleasure and happiness, short-term benefits and long-term consequences of the pursuit of the good life.
- Communication of concepts, expressions, and representations of the good life clearly and effectively in written and oral form as stated in the rubrics of the course.

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

- **Content:** *Students identify, describe, and explain the history, underlying theory, and methodologies used.* Students will acquire a knowledge of the different conceptions and representations of the good life, how such conceptions and representations vary in time and place, and the impact that they have on the way people live their lives. Achievement of this learning outcome will be assessed through the Discussion Board Posts and the Short and Long Essays.
- **Critical Thinking:** *Students identify and analyze key elements, biases and influences that shape thought within the subject area. They approach issues and problems within the discipline from multiple perspectives.* Students will analyze the costs and benefits of the good life and the tensions that arise as individuals and groups of individuals pursue the good life. Achievement of this learning outcome will be assessed through the Discussion Board posts and the Short and Long Essays.
- **Communication:** *Students communicate knowledge, thoughts and reasoning clearly and effectively.* Achievement of this learning outcome will be assessed through the Short and Long Essays.
- **Connection:** *Students connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.* Achievement of this learning outcome will be assessed through the online discussions, Sacred Space Postcard, and the TIB Audio Essay.

Course Accessibility

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

Texts

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

All required readings and materials are on the course’s [Canvas](#) webpage, except for the following works, which are available in local bookstores and online retailers either as eBooks or paperbacks:

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

Assignments and Requirements

1. A Short Essay (600-800 words) **due 8:00 am on July 23.** (200 points)
2. A Long Essay (1,000-1,250 words) **due 8:00 am on August 7.** (250 points)
3. This I Believe (TIB) Audio Essay. Instructions and deadlines for each part of the assignment are in Canvas. (72 points)
4. Discussion Activities. (378 points)
 - a. Participation in synchronous Zoom discussions. (70 points)
 - b. Discussion Board Posts. (288 points)
 - c. Thesis Statement, Outline, and Rough Draft for the Long Essay. (20 points)
5. Attendance in the synchronous Zoom meetings. (100 points)

Assignment Summary

Assignments	Points
Short Essay	200 points
Long Essay	250 points
TIB Audio Essay	72 Points
Discussion Activities	378 points
Attendance	100 points
Total	1000 points

*The final grade is rounded to the nearest whole number (e. g., 89.4% = 89%, 89.5% = 90%, etc.).

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

More information on grades and grading policy is available in [Undergraduate Catalog](#).

Grade Scale and Value*

Grade Scale	Grade Value
930-1,000 = A	A = 4.0
900-929 = A-	A- = 3.67
870-899 = B+	B+ = 3.33
830-869 = B	B = 3.00
790-829 = B-	B- = 2.67
750-789 = C+	C+ = 2.33
720-749 = C	C = 2.00
690-719 = C-	C- = 1.67
660-689 = D+	D+ = 1.33
620-659 = D	D = 1.00
600-619 = D-	D- = 0.67
0-599 = E	E = 0.00

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment’.”

The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Both [Plagiarism](#) and the [Unauthorized Use of Materials or Resources](#) violate the Honor Code.

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

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Other Policies, Rules and Resources

1. **Assignments:** All assignments must be submitted online in Canvas.
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.
 - In the case of the essays, there is a deduction (-10 short essay, -15 long essay) for missing the deadline and a deduction (-20 short essay, -30 long essay) for every day that passes before the assignment is submitted unless an extension has been granted in advance.
 - 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 speak 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. **Campus Resources:**
 - Counseling and Wellness Center (<https://counseling.ufl.edu/>, 352-392-1575)
 - Sexual Assault Recovery Services (SARS): [Student Health Care Center](#), 352-392-1161
 - Student Health Care Center (<https://shcc.ufl.edu/>, 352-392-1161)
 - **U Matter, We Care:** umatter@ufl.edu or 352-294-2273
5. **Course Evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results>.

Part 1: The Individual

July 6 – 7: Thinking about the Good Life

Gateway

- 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.

Pillar(s)

- Roy Baumeister, “Do You Want a Meaningful Life or a Happy Life?”

Extra-Credit Start-Here Quiz due 8:00 AM on July 7

July 8 – 14: Seeking the Good Life

Gateway

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

July 15 – 16: Embodying the Good Life

Pillars

- Julian Savulescu, "The Moral Argument for Human Cloning, Genetic Enhancement. "To the Best of Our Knowledge. 18 October 2015 (web).
- Bordo, Susan. "Reading the Slender Body." *Unbearable Weight: Feminism, Western Culture, and the Body*. Ed. Susan Bordo. Berkeley: University of California Press, 1993. 185-212. Print.

Part 2: Society

July 20– 21: Fighting for the Good Life

Gateway

- Martin Luther King, “Letter from a Birmingham Jail” (16 April 1963), *The Martin Luther King, Jr. Research and Education Institute*, n. d., web.

Pillar

- Nelson Mandela, *Long Walk to Freedom*, Vol. 2: 1962-1994 (London: Abacus, 1994), Chapter 115, 431-38.

July 23: Short Essay Due

July 27 – 28: Sustaining the Good Life

Gateway

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

Pillar

- Wangari Maathai, “Foresters Without Diplomas.” in *Unbowed: A Memoir* (New York: Alfred A. Knopf, 2006), 119–39.

July 29 – 30: Constructing the Good Life

Gateways

- Randy Hester, “Subconscious Landscapes of the Heart,” *Places 2* (1985): 10–22.
- Margaret Carr, Multimedia Lecture on Sacred Spaces.

Pillar

- Rubin, “The Happiness Project”

July 31: Sacred Space Postcard Due (Extra Credit, Optional)

Part 3: Synthesis (Special Topic)

Aug 3 – 7: Three P’s for Success: Passion, Perseverance and Positivity

Pillar

- Bill Burnett & Dave Evans, *Designing Your Life, How to Build a Well-Lived, Joyful Life* (New York: Alfred A. Knopf, 2016).
- Angela Duckworth, “Grit: The Power of Passion and Perseverance”, (New York: Scribner, Simon & Schuster, Inc., 2016)

Essay is due 8:00 AM on August 7

Part 4: Reflection (This I Believe)

August 10-14: This I Believe

Pillars

- Clayton M. Christensen, James Allworth & Karen Dillon, How Will You Measure Your Life? (New York; HarperCollins, 2012), 1-19, 193-211, pdf.
- Waldinger, Robert. "What Makes a Good Life? Lessons from the Longest Study on Happiness." TED. November 2015. Web.

Final Version of the TIB Audio Essay is due 8:00 am on August 14