

What is the Good Life? A Look through Western Eyes SUMMER 2018

Lecture & Discussion: Type 7

Tuesday, Wednesday, Thursday, Friday 08:30 – 12:00

INSTRUCTOR

Dr. Will Kesling, Professor of Music

Contact Info: wkesling@ufl.edu,

COURSE DESCRIPTION

Drawing on the cluster of disciplines that make up the Humanities, this course makes inquiries 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? A Look through Western Eyes" 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, one common activity, and the course assignments. The faculty selects the readings complement the faculty member's personal areas of interest and expertise to make the course a unique experience for the student.

COMMON ACTIVITIES

This course expects students to become actively engaged in experiences unique to the course. As such, course requirements include attending the Musical Performance, seeing an exhibit at a Museum, or watching the Common Lecture.

TEXTS

Required readings and materials for the course consist of the following online 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 prepared by the instructor

ASSIGNMENTS AND REQUIREMENTS

1. A forty-five minute Midterm Exam in lecture on **Friday** (150 points, 15% of the course grade)
2. An Essay (1,000-1,250 words) **due** Detailed instructions will be supplied prior to the due date. (200 points, 20% of course grade)
3. A Final Exam (cumulative) in lecture. (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 (100 points)
 - b. 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

ACADEMIC HONESTY

Students are bound by The Honor Pledge which states, "We, the members of the class, 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 in this class, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment. If you have any questions or concerns, please consult with the instructor.

OTHER POLICIES, RULES, AND RESOURCES

1. *Handing in Assignments*: Assignments due in class should be handed directly to your instructor.
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.
 - 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.
3. *Grading Policy*: If you have questions about your grade on an assignment, please make an appointment to meet with the Instructor within a week after the assignment has been returned that you may have an explanation as to how you were graded.
 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.

COURSE SCHEDULE

PART 1: THE INDIVIDUAL

THINKING ABOUT THE GOOD LIFE

Gateways:

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.

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

SEEKING THE GOOD LIFE (JULY 7-10)

Gateway:

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

EMBODYING THE GOOD LIFE

Gateways:

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)

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

PART 2: SOCIETY

SHARING THE GOOD LIFE (JULY 14-15)

Gateway:

Song of Songs Chapters 1-8 from the Bible (Old Testament)

CELEBRATING THE GOOD LIFE (JULY 16-17)

Gateway:

Brenda Smith and Ronald Burcher, Multimedia Lecture.

MID-TERM EXAM

GOVERNING THE GOOD LIFE (JULY 21-22)

Gateway:

Declaration of the Rights of Man and of the Citizen. Yale Law School: The Avalon Project.

PILLARS:

1. Freeman, Samuel, "Introduction, 2. The Original Position and Social Doctrine, 3. The Veil of Ignorance and 6. The Arguments for the Principles of Justice from the Original Position, from 'Original Position'", *the Stanford Encyclopedia of Philosophy (Spring 2012 Edition)*, Edward N. Zalta (ed.)

FIGHTING FOR THE GOOD LIFE

Gateways:

- Victoria Pagán, Multimedia Lecture on *Antigone*, Parts 1&2.
- *Sophocles' Antigone*, translated by Ruby Blondell (Newburyport, MA: Focus Publishing, 1998).
- Martin Luther King, "Letter from a Birmingham Jail" (1963).
- Dr. Kesling PowerPoint - "African American Spirituals: Slavery's Unchained Melodies" (available on Sakai)

PART 3: NATURE AND THE PHYSICAL ENVIRONMENT

OWNING THE GOOD LIFE

Gateways:

The Painted Desert

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

(ESSAY DUE)

CONSTRUCTING THE GOOD LIFE (JULY 30-31)

Gateway:

Charles Jencks, "Images" from *The Architecture of Hope: Maggie's Cancer Caring Centres* (London: Frances Lincoln Limited, 2010)

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.

<http://home.btconnect.com/tipiglen/landethic.html>

(SACRED SPACE POSTCARD DUE IN LECTURE)

PART 4: EPILOGUE (AFTER THE GOOD LIFE)

QUESTIONING THE GOOD LIFE (AUGUST 4-5)

Gateway:

Dudley Clendinen, "The Good Short Life," *The New Times Reprints*.

PERPETUATING THE GOOD LIFE

Gateway:

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