



HUM 2020: Encountering the Humanities

Department of Philosophy
College of Arts and Humanities, University of Central Florida

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| Instructor: | Dr. Jeffrey Nall | Term: | Summer 2016 |
| Office Hours: | By appointment via Skype | Course Number: | 60371 |
| | | Section Number: | |

About the Professor

Dr. Jeffrey Nall is a Visiting Lecturer in Philosophy. He earned a Ph.D. in Comparative Studies from Florida Atlantic University (FAU). He has a Master of Liberal Studies from Rollins College and a Graduate Certificate in Women's Studies from FAU. Dr. Nall has taught a range of courses in philosophy, humanities, and women, gender, and sexuality studies.

University Course Catalog Description

Examination of the range of ideas, research methods and approaches to scholarship, critical reflection, and creative work in the humanities. (3 credits)

Course Overview

Encountering the Humanities introduces students to the meaning and purview of the humanities. The course will offer a multifaceted exploration of themes that are of interest and concern to the interwoven fields that comprise the discipline. The topics to be explored will include education, the meaning of life, happiness, the sacred, love, and Dignity and Ethics. This study will be accompanied by an examination of salient concepts and scholarly methods of critical and creative examination within the humanities. One of the goals of the course is to demonstrate the relevance of the humanities to students' contemporary lives. Course assignments will also provide students with the opportunity to develop their critical thinking and communication skills.

Course Objectives/Learning Outcomes

Upon successful completion of "Encountering the Humanities," students will have:

1. Identified the basic components of critical and creative thinking.
2. Accurately identified and expressed the basic meaning and scope of the humanities.
3. Thoughtfully articulated their perspective on key questions within the humanities.
4. Examined and reflected upon the works of distinguished individuals within the humanities.
5. Encountered and considered the merits of diverse representations and theories of the human condition.
6. Authored several one-page critical reflections upon the value and relevance of salient works within the humanities to the present and the future.
7. Engaged their peers in considerate, open-minded discussion of key questions within the humanities.

FINANCIAL AID ASSIGNMENT REQUIREMENT

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the short syllabus quiz available via the webcourse site. Failure to do so will result in a delay in the disbursement of your financial aid.

Texts and Materials

Required Texts

1. Eagleton, Terry. *The Meaning of Life: A Very Short Introduction*. New York: Oxford University Press, 2008. (ISBN-13: 9780199532179)
2. Bok, Sissela. *Exploring Happiness: From Aristotle to Brain Science*. New Haven, Ct.: Yale University Press, 2010. (ISBN: 9780300178104)
3. Sousa, Ronald. *Love: A Very Short Introduction*. New York: Oxford University Press, 2015. (ISBN-13: 9780199663842)
4. *Don Jon*. Dir. Joseph Gordon-Levitt. Relativity Media, 2013. DVD. (The film is widely available and may be streaming on Netflix, Hulu, etc. (Available to be streamed [here](#))
5. *Seeking a Friend for the End of the World*. Dir. Lorene Scafaria (2012) (Available to be streamed [here](#))

Optional Text

1. Benton, Janetta Rebold, and Robert DiYanni. *Handbook for the Humanities*. Boston: Pearson, 2014. (ISBN-10: 0205949789 • ISBN-13: 9780205949786)

Webcourse-Site

- The Webcourse site contains links to readings, the most recent version of the syllabus and schedule, and additional announcements. Students should check the Webcourse site frequently to be well informed about any changes or additional material relevant to the course.

Course Delivery Mode

This is a fully online course accessible only through Webcourses. The course is organized into units with dates provided for each.

Basis for Final Grade

Final grades will be calculated on the basis of successful completion of the following assessments:

| <u>Assessment</u> | <u>Percent of Grade</u> |
|--------------------------------|-------------------------|
| Humanities Journal | 30 points/ 15% |
| Discussion Board Participation | 20 points/ 10% |
| Midterm Exam | 50 points/ 25% |
| Self-Examination Paper | 50 points/ 25% |
| Final Exam | 50 points/ 25% |
| | 200 points/ 100% |

- **Midterm and Final Exams**
The midterm exam will test students' knowledge of all material covered through the first half of the semester. The final exam will test students' knowledge of all material covered throughout the course from start to finish.
- **Self-Examination Paper**
Author an examination of your present values, beliefs, commitments and/or actions in the light of course readings in topic areas such as the Humanities, Education, Meaning of Life, Love, Happiness,

The Sacred, Dignity and Ethics, and The Arts, Popular Culture, and Our Humanity. Students are encouraged to concentrate on a specific topic area, but are free to draw on readings from more than one area of interest. The paper must be a minimum of 1,300 words but should not exceed 2,000.

The paper need not be a cut-and-dry argument driven paper, but it must have discernable purpose and direction. Furthermore, the paper should feature consideration of ideas that challenge as well as confirm the author's own thinking. Be sure to thoughtfully organize and develop the paper. The purpose of this paper is to engage ideas and works presented in course materials to foster critical-creative and hopefully illuminating introspection.

Since this is a "self-examination" paper, you are encouraged to write from a personal point of view. However, it is important that you use proper form and adhere to basic academic standards (see MLA or Chicago style writing guidelines).

Keys to a successful paper:

- Identify and articulate the key questions your paper is considering and seeking to answer or at least clarify.
- Draw on and implement a variety of ideas and thinkers from course materials to critically examine the features of your life and beliefs.
- Use good form: introduction, body paragraphs complete with engaging and informative topic sentences, a conclusion; adhere to MLA or Chicago writing style; use in-text citations and provide a work's cited page.
- Do not be afraid of acknowledging ambiguity or uncertainty.
- Avoid making sweeping and unsubstantiated statements. If you think that violent media desensitizes people, for example, be sure to discuss reasons that support such a contention (from your personal experience, related studies found in course materials, etc.)
- As this is a self-examination paper, personal experiences and perspectives are expected and looked forward to.
- Support your claims with relevant reasons. You may draw on personal experience, research, and of course relevant course materials.
- Be sure that you do not simply "drop" a quote into your work; that does not count as sufficient engagement with course materials. Instead, enter into dialogue with key readings and authors; or perhaps bring them in to support your own insights.

- **Humanities Journal**

Throughout the term students will author a variety of reflections related to key course materials. These reflections will be integral to developing understanding of key course concepts and aiding students for the midterm and final essay exams.

Self-evaluation cover page

Upon completion of the final entry, students are to read over all journal entries and to write a no-more than one-page evaluation of their overall journal: Have you developed new insights about yourself? Has your thinking developed or changed in any particular way? Have you developed new insights or broadened your perspective? Did you discover anything about yourself, or perhaps simply clarify something? This self-evaluation page will be the cover page for the assignment. On this first page, in addition to the above evaluation, students should include: 1) total number of entries and 2) word-count. Finally, students are to identify one entry they believe is the most important of the semester to be

placed directly after the self-assessment page. This entry, regardless of its chronological order, will be the “first” entry in the journal.

Journal Grading

- ✓ Students are to compile all journal entries in one Microsoft word document to be turned in via Webcourses at the end of the semester.
- ✓ Each student’s collection of journal entries will be graded as one assignment (just as an exam comprised of 50 questions is given a single grade).
- ✓ Unless otherwise noted, no reflection should be under 150-words: You know you’re not finished when the question is longer than your entry!
- ✓ Points will be earned for thoughtful completion of each journal entry.
- ✓ *Do not include the question* in the final collection of journal entries; only include the heading and your entry
- ✓ Only include headings for prompts/questions you have actually answered
- ✓ Deductions will be made for
 - Missing entries
 - Superficial entries
 - Late turn-ins
 - Failure to clearly label each journal entry
 - Listing reflection prompts that you have not authored replies to

Formatting of Journal Entries

- ✓ Title of entry should be in bold
- ✓ Number each entry (the particular order of the entries is not of particular concern so long as entries are clearly labeled)
- ✓ All typed entries must be single-spaced

Humanities Journal Rubric

There are 13 journal assignments, each worth 1 point. The self-evaluation cover page is worth 2 points.

| Criteria | Scoring |
|-------------------|---|
| Content and depth | 15 Points Completed entries respond to prompt with appropriate depth and meet minimum word-count expectations of 150-words. (150-word minimum, unless otherwise noted). |

• **Discussion Board Participation**

Students will complete discussion board posts and replies for each major unit. Posts must be a minimum of 150-words, provide sufficient detail, engage relevant course materials, and posted in a timely manner. Replies to fellow students must be substantive. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. “I agree,” “Ditto” and the like are not acceptable replies. Rules of Netiquette are followed. Replies are not texts with your friends. Full sentences and proper spelling are expected.

Discussion Board Rubric

There are 5 Discussion Forums, each worth 2 points.

| Criteria | Scoring per discussion board assignment |
|----------|---|
|----------|---|

| | |
|----------------------|---|
| Participation | 1 Points Met the minimum posting requirement of one original post and two substantive responses. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette are followed. Replies are not texts with your friends. Full sentences and proper spelling are expected. |
| Topical Relevance | 0.5 Points Thoughtfully stated post that addresses question or topic. |
| Grammar and Spelling | 0.5 Points Few grammatical or spelling errors and thought is clear. Posting must include relevant course resources. MLA, APA or Chicago style citations used on all material created by another author. In text citations included on all quoted or paraphrased material from text or any other source including websites. |

Grading Scale

| Grading Scale (%) | |
|-------------------|----|
| 90-100 | A |
| 87-89 | B+ |
| 80-86 | B |
| 77-79 | C+ |
| 70-76 | C |
| 67-69 | D+ |
| 60-66 | D |
| 0 - 59 | F |

Incompletes and Withdrawals

Incompletes and Instructor Withdrawals are given solely at the instructor's discretion. Only on rare occasions will the professor give a student an "incomplete." Students who have not attended the majority of courses or not completed the vast majority of coursework will not be considered for an "incomplete." Instructor withdrawals are reserved for very unique circumstances. Under no circumstances will students be granted such withdrawals at or near the end of the semester because they do not like the final grade they are on course to earn.

Examination Make-up Policy

Students are encouraged to take exams when they are assigned. Exam make-ups are done at the discretion of the instructor. Exams not taken will be given a failing grade.

Academic Paper Format

Students' grade will be substantially based on academic writing assignments. These papers must be written in MLA format ([Purdue's MLA formatting and style guide](#)) or Chicago Style Author-Date (Parenthetical) System (<http://www.lib.umd.edu/ues/guides/citing-chicago-ad>). This means that papers must be double-spaced and must include citations among other features. Students are urged to take their papers to the University Writing Center (see below) prior to submission.

University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more

UCF Support Services

Students in need of assistance with issues such as safety and wellbeing, sexual violence, and mental health are encouraged to contact [UCF Cares](#)

“UCF Cares is an umbrella of care-related programs and resources dedicated to fostering a caring community of Knights. However, it takes all of us from students to staff, from faculty to friends, to show that we care about one another. The goal of the UCF CARES initiative is to build a culture of care one KNIGHT at a time. We are all UCF and need to do our part in connecting any fellow knights in distress to appropriate resources.”

Students who have knowledge of sexual misconduct should contact [UCF Shield](#):

“Together, we can work toward eliminating sexual misconduct in the UCF community. We’ve provided this comprehensive source for information about identifying, preventing, and responding to sexual misconduct including sexual assault and sexual harassment affecting members of the UCF community. We are committed to providing a safe educational, working, and living environment.”

[Victim Services](#) is another key resource for UCF students

“We offer support, crisis intervention, options, information, referrals, practical assistance, and educational programs. We inform our clients of their options and potential outcomes and empower them to make the best decision for themselves. Although reporting to law enforcement or university administrative offices is presented as an option, we will never force a client to report.”

“Advocates are available 24 hours a day to assist clients by phone or respond to the scene of a crime. To contact an advocate anytime day or night, call (407) 823-1200. We provide crisis counseling and emotional support in the aftermath of victimization.”

This [web-page](#) features a variety of UCF resources for students.



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Schedule of Readings and Assignments

Note: This schedule is tentative and subject to change as per instructor. Items may be added, removed, or rearranged.

| Key Dates | Assignments and Grades |
|--------------------------------|---|
| Wednesday, June 22 (or sooner) | Self Examination Paper via webcourses |
| Tuesday, June 21 | Humanities Journal due via webcourses |
| Friday, June 24 | Last Day of Class/ Last day to take Final exam |
| Wednesday, June 29 | Grades due in MyUCF |
| Academic Calendar | http://calendar.ucf.edu/2016/summer/a |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
|------------|---|-------------------|--|---|
| Start Here | Course Overview | | <ul style="list-style-type: none"> Read syllabus | <ul style="list-style-type: none"> Obtain assigned textbooks and films |
| 1.1 | Introducing the Humanities: What are the Humanities? | Monday, May 16-22 | <ul style="list-style-type: none"> Benton and DiYanni, "Introduction to the Humanities," <i>Handbook for the Humanities</i>, pp.xiv-xxiv https://www.pearsonhighered.com/assets/preface/0/2/0/5/0205949789.pdf Richard Jewell, "Introducing the Humanities," <i>Experiencing the Humanities</i> http://www.tc.umn.edu/~jewel001/humanities/book/1intro.htm Dr. Nall's Powerpoint PDF | Journal 1: The Appeal of the Humanities <ul style="list-style-type: none"> Which aspect(s) of the humanities most appeal to you and why? |
| 1.2 | Introducing the Humanities: Methods of Study, and the Humanities Journal | Monday, May 16-22 | <ul style="list-style-type: none"> "Reading in the Humanities and Social Sciences," Trent University https://www.trentu.ca/academic_skills/documents/ReadingArticlesintheHumanitiesandSocialSciences.pdf Noam Chomsky on Reading Dr. Nall's Powerpoint PDF | Journal 2: What are the Humanities Answer each question below <ul style="list-style-type: none"> Why are the humanities so maligned? Why do the humanities have to "prove" themselves in the ways these authors seek to, whereas STEM fields are presumed to be of great importance? KEY QUESTION: If you are a humanities major, have you had to defend your educational decision? Explain. If you are not a humanities major, how would your family and/or friends respond if you told them you were going to be a humanities major? (For the pranksters, you might consider telling someone you know that you have done just that, and report back to us about the |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
|------|--|-------------------|---|--|
| | | | | experience.) |
| 1.3 | Introducing the Humanities: <i>Why</i> Study the Humanities? | Monday, May 16-22 | <ul style="list-style-type: none"> Martha C. Nussbaum, "The Silent Crisis," 1-11, in <i>Not for Profit, Why Democracy Needs the Humanities</i> http://press.princeton.edu/chapters/s9112.pdf Nussbaum, excerpt from <i>Not for Profit, Why Democracy Needs the Humanities</i> http://harvardmagazine.com/2010/07/open-book-education-for-the-soul Mark Edmundson, "Why major in humanities? Not just for a good job — for a good life," <i>Washington Post</i>, August 8, 2013 http://www.washingtonpost.com/opinions/why-major-in-humanities-not-just-for-a-good-job--for-a-good-life/2013/08/08/83bc2734-fed1-11e2-96a8-d3b921c0924a_story.html David Behling, "On Studying the Humanities: What Does it Mean to be Human?," <i>Huffington Post</i>, August 5, 2012 http://www.huffingtonpost.com/david-behling/humanities-majors_b_1569600.html Judith Butler, "On the Value of Reading and the Humanities," https://soundcloud.com/brainpicker/judith-butler-on-reading-and-of-the-humanities (Audio: 7:44) Dr. Nall's Powerpoint PDF | <p>Journal 3: Nussbaum and the Humanities</p> <ul style="list-style-type: none"> Sum up and then respond to the key points Nussbaum makes in each chapter. <p>Discussion Board 1: Introductions and the Value of the Humanities</p> <ul style="list-style-type: none"> Begin by briefly introducing yourself: what is your major and why are you taking this course. Then provide a 150-word+ post that considers the points of the assigned authors and your view on the value of the humanities. You must also respond to two peers' posts. Posts and replies must be completed by Sunday, May 22. |
| 2.1 | Education: Creative and Critical Thinking | Monday, May 23-29 | <ul style="list-style-type: none"> bell hooks, "Critical Thinking," pp. 7-11 http://www.csus.edu/coe/academics/credentials/resources/hooks-bell-critical-thinking.pdf Robert Solomon, "Doing Philosophy," pp.3-14 (the main section to have read is "Concepts and Conceptual Frameworks," 8-13) "Defining Critical Thinking" http://www.criticalthinking.org/ | <p>Journal 4: Thinking about Education</p> <ul style="list-style-type: none"> After reading bell hooks' essay, consider and respond to one or more of her claims including the idea that 1) children are organically predisposed to critical thinking, 2) the assertion that we are socialized—in schools and in our homes—for conformity and obedience over self-awareness, and 3) the claim that many college students enter the classroom |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
|------|---|-------------------|---|---|
| | | | <p>pages/defining-critical-thinking/766</p> <ul style="list-style-type: none"> Richard Jewell, "History and Ideas" http://www.tc.umn.edu/~jewel001/humanities/book/3history.htm Northern Illinois University, Faculty Development and Instructional Design Center "Howard Gardner's Theory of Multiple Intelligences" Dr. Nall's Powerpoint PDF | <p>expecting to simply memorize and regurgitate information. Do any of these claims strike you as true, somewhat true, false? And why? How do her claims relate to your experiences?</p> |
| 2.2 | Education: Thinking Critically about Education | Monday, May 23-29 | <ul style="list-style-type: none"> Adrienne Rich, <i>Claiming an Education</i> (1977) http://sites.harvard.edu/fs/doc/s/icb.topic469725.files/Rich-Claiming%20an%20Education-1.pdf Ralph Waldo Emerson, <i>Education: An Essay and Other Selections</i>, ed. Henry Suzzallo (New York: Houghton Mifflin Company, 1909) http://transcendentalism-legacy.tamu.edu/authors/emerson/essays/education.html Emma Goldman, "The Social Importance of the Modern School," in <i>Red Emma Speaks: An Emma Goldman Reader</i>, edited by Alix Kates Shulman (Amherst, New York: Humanity Books, 1996), 140-149. (140) http://dwardmac.pitzer.edu/Anarchist_Archives/goldman/socialimportance.html Bertrand Russell, "Education as Political Institution," <i>The Atlantic</i>, June 1916 [Read at least section I and II] http://www.theatlantic.com/magazine/archive/1916/06/education-as-a-political-institution/305258/ Northern Illinois University, Faculty Development and Instructional Design Center "Howard Gardner's Theory of Multiple Intelligences" Dr. Nall's Powerpoint PDF | <p>Journal 5: Considering (<i>Last Names of Student-chosen Authors</i>)</p> <ul style="list-style-type: none"> Sympathetically summarize the key points from two of the works you read, then explain your perspective on their ideas: are they relevant today or dated? Do you agree or disagree, why? <p>Discussion Board 2: Critically Examining Education</p> <ul style="list-style-type: none"> Post a 150-250-word reflection on the criticisms of conventional schooling presented by one or more of the thinkers in this section. You are encouraged to draw on your own experience and to weigh the strengths and weaknesses of the authors' claims. You must also respond to two peers' posts. Posts and replies must be completed by Sunday, May 29. |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
|------|---------------------|--|---|--|
| 3.1 | The Meaning of Life | Monday, May 23-29 | <ul style="list-style-type: none"> Robert Solomon, "The Meaning of Life." Terry Eagleton, "The Meaning of Life: A Very Short Introduction" Questions and answers, 1-32 Dr. Nall's Powerpoint PDF | <p>Journal 6: Solomon and the Meaning of Life</p> <ul style="list-style-type: none"> Sympathetically summarize key points from the reading, then explain your perspective on the identified ideas. You might simply reflect on the very idea of there being a "meaning to life." Do any of the visions of life discussed in the reading relate to your ideas about life's purpose? |
| 3.2 | The Meaning of Life | Monday, May 30-June 5 | <ul style="list-style-type: none"> Terry Eagleton, "The Meaning of Life: A Very Short Introduction," 33-77 Dr. Nall's Powerpoint PDF | <p>Journal 7: Eagleton and the Meaning of Life</p> <ul style="list-style-type: none"> Sympathetically summarize key points from Eagleton's book, then explain your perspective on the identified ideas. |
| 3.3 | The Meaning of Life | Monday, May 30-June 5 | <ul style="list-style-type: none"> Terry Eagleton, "The Meaning of Life: A Very Short Introduction", 78-101 Watch <i>Seeking a Friend for the End of the World</i> (2012) (available via streaming here) Dr. Nall's Powerpoint PDF | <p>Discussion Board 3: The Meaning of Life and <i>Seeking a Friend for the End of the World</i></p> <ul style="list-style-type: none"> Post a 150-250-word response to posted discussion board questions including: How does this film relate to the question of the meaning of life, and does it offer a vision or perhaps advice worth considering? Posts and replies must be completed by Sunday, June 5. |
| 3.4 | Midterm Exam | Available from Monday, May 30-Monday, June 6 | <ul style="list-style-type: none"> Review study guide Complete exam by June 6 | <ul style="list-style-type: none"> Complete midterm exam |
| 4.1 | Love | Monday, June 6-12 | <ul style="list-style-type: none"> Ronald de Sousa, <i>Love: A Very Short Introduction</i>, pp.1-35 Aristophanes' speech in Plato's <i>Symposium</i> http://www.anseim.edu/homepage/dbanach/sym.htm Dr. Nall's Powerpoint PDF | <p>Journal 8: Interrogating Love</p> <p>Reflect on one or more of the questions posed in chapter one:</p> <ul style="list-style-type: none"> How subjective is love? Do we love for reasons? Is love blind? Is love freedom, or bondage? Does love mar the purity of sex? Is tragic love the best kind? Sousa writes: "The greatest love stories usually end in death...." Do you agree? What are we to make of the fact that so many (perhaps once in love) married couples live and behave as though they were anything but in love with one another? |
| 4.2 | Love | Monday, June 6-12 | <ul style="list-style-type: none"> Ronald de Sousa, <i>Love: A Very Short Introduction</i> <ul style="list-style-type: none"> Desire, p.36-50 Reasons, pp.51-75 | <p>Journal 9: Your favorite love story</p> <ul style="list-style-type: none"> Describe your favorite (fictional or non-fiction) love story. Tell us the who, what, when, where, |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
|------|-------|-------------------|---|---|
| | | | <ul style="list-style-type: none"> Dr. Nall's Powerpoint PDF | <p>how, why</p> <ul style="list-style-type: none"> Why is it your favorite love story? And if you don't have a favorite love story, perhaps you can write about your favorite anti-love story If you are comfortable sharing, bring a copy to class. |
| 4.3 | Love | Monday, June 6-12 | <ul style="list-style-type: none"> Ovid, book 4, line 55-166: "Pyramus and Thisbe" Pablo Neruda, Love poems: <ul style="list-style-type: none"> "If you forget me," https://www.youtube.com/watch?v=T5yADgMzGJo "I Like for You to be Still," https://www.youtube.com/watch?v=sdpM5BfktYY "I crave your mouth" http://www.poemhunter.com/poem/i-crave-your-mouth-your-voice-your-hair/ "Tonight I can Write the Saddest Lines" <ul style="list-style-type: none"> Read by Tom O'Bedlam https://www.youtube.com/watch?v=9wD0ioi5Jt8 Poem: http://allpoetry.com/Tonight-I-Can-Write-(The-Saddest-Lines) bell hooks, "Romance: Sweet Love," in <i>All About Love: New Visions</i> pp.186-188 https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnpbnRyb2R1Y3Rpb250b3BoaWxvc29waHlub2V8Z3q6NTk5ZDIzNGUyMTJjODViNA Dr. Nall's Powerpoint PDF | <p>Journal 10: Radio Love</p> <p>From an early age, stories and visions of romantic love are pressed upon us throughout school and popular culture. Flip through radio stations and contemplate the emphasis most popular music places on romantic love; further consider the visions of romantic love represented in such art forms.</p> <p>Potential questions to consider:</p> <ul style="list-style-type: none"> Is dominant American culture's vision of love healthy, misguided, a mix? Is love inherently problematic? Do we expect too much of love? Is romantic love overrated? Are there other forms of love we would be better off focusing on? (Consider for example, the unique—in comparison to most Disney films—vision of love offered in the Disney film, <i>Frozen</i>.) |
| 4.4 | Love | Monday, June 6-12 | <ul style="list-style-type: none"> bell hooks, "Male Sexual Being," <i>The Will to Change</i>, pp.75-90 Watch <i>Don Jon</i>. (Available to be streamed here) Dr. Nall's Powerpoint PDF | <p>Discussion Board 4: Don Jon</p> <ul style="list-style-type: none"> Post a 150-250-word reflection on <i>Don Jon</i> utilizing key readings from this week and the prior week along with your own insights. Does the film honestly portray many heterosexual men's vision of sexuality and women? Does the film help us identify a more humane and perhaps enlightened vision of sexuality and love? What are the differences between the characters' |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
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| | | | | <p>approaches to sex and love? Do you see yourself in these characters? Choose at least one key scene to discuss in your reflection.</p> <ul style="list-style-type: none"> • Posts and replies must be completed by Sunday, June 12. |
| 5.1 | Happiness | June 13-19 | <ul style="list-style-type: none"> • Sissela Bok, <i>Exploring Happiness</i>, pp.1-34 • Dr. Nall's Powerpoint PDF | <p>Journal 11: My Vision of Happiness What is your present vision of happiness? What do you deem essential to happiness, what is inessential?</p> <p>Discussion Board #5: The Experience Machine</p> <ul style="list-style-type: none"> • Post a 150-250-word reflection discussing whether or not you would enter Nozick's imagined "Experience Machine." Do you agree with Nozick and Bok that we should reject the opportunity offered by the machine? Why or why not? • You must also respond to two peers' posts. Posts and replies must be completed by Sunday, June 19. |
| 5.2 | Happiness | June 13-19 | <ul style="list-style-type: none"> • Sissela Bok, <i>Exploring Happiness</i>, pp.35-58 • Dr. Nall's Powerpoint PDF <p>Read one of the following:</p> <ul style="list-style-type: none"> • Seneca, "The Happy Life" https://en.wikisource.org/wiki/Moral_letters_to_Lucilius/Letter_92 • Epicurus, "Letter to Menoeceus" http://www.epicurus.net/en/menoeceus.html Audio: https://www.youtube.com/watch?v=2LjaCu_NA2Q • Epicurus, "Principal doctrines" http://www.epicurus.net/en/principal.html Audio: https://www.youtube.com/watch?v=E1SNhMxtd_g | <p>Journal 12: Deserving Happiness Author a reflection answering one or more of the following questions.</p> <ul style="list-style-type: none"> • "What moral considerations should set limits to such pursuits?" • "What else should matter in human lives aside from happiness?" • "How should we weigh our own happiness against that of others in a world where we are aware, as never before, of extremes of misery and opulence?" • "How might we best take into account what we are learning about the effects of our individual and collective choices on the prospects for the well-being of future generations?" • "And how should we respond to individuals and groups advocating intolerant or outright inhumane conceptions of happiness or well-being?" (Bok 4) |
| 5.3 | Happiness | June 13-19 | <ul style="list-style-type: none"> • Sissela Bok, <i>Exploring Happiness</i>, "Happy Life," | <p>Journal 13: Bok and Visions of Happiness</p> |

| UNIT | TOPIC | DATES | READ/LISTEN/VIEW* | TO DO* |
|------|-------------------------------|------------------------------------|--|--|
| | | | pp.59-82, 173-178 <ul style="list-style-type: none"> • Dr. Nall's Powerpoint PDF | <ul style="list-style-type: none"> • Which of the visions of happiness, offered in the chapter, resonate the most with you? • How did you arrive at your vision of happiness? What shaped it? Do you have good reasons, experience, and or evidence to support it? |
| 6 | Final Exam | Monday, June 20-Friday, June 24. | | <ul style="list-style-type: none"> • Review study guide • Complete exam by Friday, June 24 |
| 6 | Journal | Monday, June 20-Tuesday, June 21 | | <ul style="list-style-type: none"> • Complete and submit Journal, including self-evaluation cover page • Journal is due Tuesday, June 21 |
| 6 | Self-Examination paper | Monday, June 13-Wednesday, June 22 | | <ul style="list-style-type: none"> • Ensure Self-examination paper has been completed and submitted • Last day to submit self-examination paper: Wednesday, June 22 |