Making of the Modern World 121 – Living the “Good Life” in the Pre-modern World
Fall 2014 - Course Syllabus
Dr. Heidi Keller-Lapp

Class Time and Location: TTH 9:30-10:50, CICC 101
Office: MMW Office, ERC Administration Building
Class Website: http://ted.ucsd.edu
Office hours: Tuesdays, 2:00-4:00pm
Email: hhellerlapp@ucsd.edu
MMW Program website: http://roosevelt.ucsd.edu/mmw/courses/index.html

Course Overview
In MMW 121, we will examine the wisdom of pre-modern people, cultures, and societies through the lens of how people learned how to live the “good life.” More than just preparing you for MMW 122, this course can help you discover the art of living well as a modern student, scholar, and human being. Together we will study the lives and ideas of pre-modern figures who have advanced new modes of thought in their search for greater wisdom and a better life for themselves and/or their societies. Their ideas will give us some tools to examine the problem of how to live the “good life” in our modern world, how to balance wisdom’s challenges and benefits, and how to evaluate whether, in the end, the “good life” is worth the effort and whether it is something that all can attain.

Learning Objectives
By the end of this course you should be able to:

- Describe several wisdom traditions and identify teachers that have advanced ideas about how to live the “good life” in the pre-modern world.
- Discuss the significance of pre-modern ideas to modern living.
- Identify some of the challenges of living the “good life.”
- Apply critical thinking skills to primary sources, secondary sources, and academic writing including: designing and answering significant questions; identifying and advancing academic arguments; gathering, analyzing, and using evidence to support claims; identifying and testing counter-arguments; and discussing the significance of a main point or thesis of an argument.
- Conduct research through the UCSD Library catalog, databases, and other research resources.

Through its curricular and co-curricular activities, MMW 121 promotes the development of real-world skills including oral/written communication skills; research skills; interdisciplinary teamwork and interpersonal skills; cross-cultural collaboration; integrity and ethical responsibility; global understanding; self-reflection and self-improvement; and local and global civic engagement.

Required Texts and Readings (1-6 available at UCSD Bookstore and one copy available at UCSD Library Course Reserves)
4. Vatsyayana, Kama Sutra of Vatsyayana. The Classic Burton Translation. Dover Thrift Editions, 2006. Print. ISBN: 9780486452371. (Note: There are 45 more copies of this text coming to the UCSD Bookstore; after these, the text will be out of stock for awhile; however, you may try to find a used printed copy on-line (ISBN: 9780486452371) or you can purchase the ebook (ISBN: 9780486112398) from the UCSD Bookstore (in-store or website). You may also purchase the ebook (same ISBN number) in Kindle version from Amazon.com. Finally, I have downloaded a PDF version of the text and posted it to our Ted site – it will have different page numbers that the print/ebook version. There are also two copies of the print version at Course Reserves at the UCSD Library.
8. Ted Readings: Access these readings on the course Ted site: http://ted.ucsd.edu
Course website
UCSD uses Blackboard as a learning management system; at UCSD we call this Ted (Triton Education). Our course Ted website contains lecture outlines, readings, assignments, exam prep questions, study aids, and links to important assignment information. Check the website regularly. New students: To set up a Ted account for the first time, go to: https://ted.ucsd.edu/webapps/login/

Course Requirements
You must satisfy all course requirements below in order to pass the course.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Section Grade</td>
<td>10%</td>
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<tr>
<td>In-class Reading Quizzes</td>
<td>11%</td>
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<tr>
<td>In-class Clicker Participation</td>
<td>14%</td>
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<tr>
<td>Writing Assignments</td>
<td>35%</td>
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<tr>
<td>Critical Reading Assignment #1 (5%)</td>
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<td>Comparative Source Analysis #2 (10%)</td>
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<td>Analytical Essay (20%)</td>
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<td>Final Exam</td>
<td>30%</td>
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Workload
In the UCSD Catalog, you will find guidelines for workload expectations at UCSD: a total of three hours of course work per week for each unit of credit is standard (e.g., 4-unit courses require 12 hours of work; most 4-unit courses have three hours of lecture and nine hours of outside preparation.). It’s typical that a 16-unit course-load is at least 40 hours of work per week.

In this course, you can expect to work, on average, 6-7 hours per week outside of class. You are required to complete assigned readings for the day of lecture so that you are prepared to apply concepts that you learned in the reading to problems presented in lecture; furthermore, you are expected to come to section prepared to discuss assigned texts and issues related to the week's readings and lecture. The primary purpose of your discussion section is not lecture, quiz or exam review, but deeper engagement with course material and academic skills. Discussion section attendance is required, therefore, your grade will be reduced for each absence. Three absences (excused or unexcused) result in a grade of F for section; more than three absences result in a grade of F for the course.

In-Class Reading Quizzes (red questions) – 11% (eleven quizzes x 1% each = 11%)
Fifteen in-lecture quizzes will be given; the best eleven will count for your course grade (another way of saying this is that the lowest four grades will be dropped). Each quiz will consist of two iclicker questions related to that lecture’s course readings. You must have a right answer to each question to earn points for the question. Because you can drop four quizzes, no make-up quizzes will be given (even for adding the course late, missing quizzes due to illness or medical appointments, emergencies, or excused/unexcused absences). Quizzes will replace a midterm exam in this class.

Class Participation (green questions) – 14%
Your class participation grade will be based on your active participation in class, facilitated by the use of iclickers as a method of peer instruction. In most class meetings, I will pose questions that will require your response to iclicker questions. I will explain in class how these participation points will be computed, recorded, and factored into your course grade.

Writing Assignment – 35% total
Three writing assignments are required to pass the course. For more on the writing assignments, see the prompts for each assignment in the Writing Assignment folder of our course Ted site or the MMW Website.

Final Exam – 30%
The final exam will be a cumulative exam. With each lecture, I will post a study guide that help you identify main themes, define terms, and answer critical questions while you take notes on the readings, lectures, and class discussions. I will design the exam from the questions and terms I have included in these study guides. In other words, you will always know what and how to study for the final exam while you take the course. You should review these study guides when preparing for the final exam. I will not test you on anything not addressed in these guides.

Re-Grading Policy
Since MMW TAs are experienced and dedicated scholars and instructors, serious grade disputes are infrequent. Should such arise, here is the protocol to follow in requesting a re-grade:
1. Take time to read all comments on an assignment or exam. The explanation given often resolves the problem. If you can demonstrate that your TA has made an error in grading, proceed to Step 2.

2. Make an appointment with your TA to discuss your work, your TA’s expectations, and why your work received the grade that it did. You must be able to demonstrate, with evidence, the error that your TA made in assigning the grade. These conversations are best held in office hours, not in front of other students after class. In general, I encourage you to keep your focus on learning and improvement more than on grades or a particular dispute. Discussions with TAs typically resolve most problems. If yours does not, proceed to Step 3.

3. Make an appointment with me to discuss the situation and submit to me in writing, prior to our meeting, a petition for a grade review with the following information: a) a complete account, as you understand it, of the TA’s explanation of why you received this grade, and b) your evidence-based argument specifically addressing where and how an error was made in grading your work. Note: Neither unhappiness with a grade nor feeling that the grade does not reflect the effort put into the work is evidence of grading error.

Again, most such disputes are quickly resolved with Steps 1 and 2 and rarely move beyond.

Computer/Notebook/Smart Phone Etiquette
Many students wish to bring laptops or other electronic devices to class to take notes and consult readings as we are discussing them. However, some students abuse the Wi-Fi capabilities in the classroom to check social media sites or email, browse the internet, play games, shop and in other ways distract themselves while in lecture. Unfortunately, such practices are also distracting to the professor and to other students, especially those who sit behind you. If you do not intend to pay attention in lecture, please do not come or sit in the back row where you will not distract others. Some UCSD professors prohibit the use of electronic aids in the classroom altogether; please be considerate of others so that I will not have to resort to this policy. I will poll the class occasionally to ask about levels of distraction and reserve the right to ban laptops if students feel that their attention is compromised by others’ laptop use.

Academic Integrity:
It is your responsibility to know and observe all of the UCSD rules concerning academic integrity and plagiarism. You should familiarize yourself with your responsibilities and rights under the UCSD Policy on Integrity of Scholarship at http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2 and MMW policies governing academic integrity included in the MMW Style Sheet posted on Ted. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course and the professor will initiate a charge of academic misconduct that may be noted on your academic record. A second offense will generally result in suspension or permanent dismissal from the university. If you have any questions about what constitutes plagiarism, how to credit the work of others properly, or how to evaluate sources for quality and reliability, please talk to your TA and/or me to discuss the matter.

Office for Student with Disabilities
Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the MMW Office in advance so that accommodations may be arranged. It is necessary for your professor and the OSD MMW Liaison to receive AFAs in advance to plan for the provision of reasonable accommodations. The OSD MMW Liaison must also receive an updated AFA letter if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 or email: osd@ucsd.edu. OSD Website: http://disabilities.ucsd.edu.

E-mail
Periodically, I may send important course announcements via email using your official UCSD email address. Be sure that your account is always in working order; I am not responsible for announcements that are rejected due to a full mailbox. I check email twice per day (in the early morning and before leaving campus in the evening), and rarely in the evenings or on weekends. I enjoy meeting with students very much, but find email communication impersonal and ineffective for quality instruction. Please use email only for scheduling appointments and other very brief communications. Otherwise, please come to speak with me in person before or after class or, better still, in office hours.

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WEEK 0
10/2 (Th)
0. Course Introduction and Writing Assignment Lecture #1

WEEK 1
10/7 (Tu)
1.1 Technology and the Good Life, 2014/Practice Quiz #1 (register and bring iclickers)
UCSD Library Course Reserves: “Consuming Happiness” (Patterson, Lindsay, et. al.) is required reading and is assigned for the first CRA writing assignment. To find this essay, set up your UCSD Library Account, then access the essay by going to our MMW 121 course listed under the tab entitled “Reserves” on the UCSD Library Homepage. The password to access Reserve materials for our track is: hk121.

10/9 (Th)
1.2 Heroic Search for the Good Life/Practice Quiz #2
Strayer: 48-76
Ted-site Reading: Epic of Gilgamesh (entire)
Code of Hammurabi

WEEK 2
10/14 (Tu)
2.1 Self, Desire, Ultimate Reality, and Liberation/Quiz #1
Strayer: 126-128
Course Reader: Upanishads, (excerpts)

10/16 (Th)
2.2 Duty and Devotion/Quiz #2
Strayer: 131-132
Bhagavad Gita (entire)

WEEK 3 - Critical Reading Assignment #1 due in section this week
10/21 (Tu)
3.1 Sex, Pleasure and Play/Quiz #3
Kama Sutra (excerpts). Read all of Part I and Skim Part II; Read assigned chapters in Parts III-VII, TBA.

10/23 (Th)
3.2 Writing Lecture #2/Quiz #4
Ted-site Reading: Read the Prompts for Paper #2 and Paper #3 posted under Writing Assignments on Ted site.

WEEK 4
10/28 (Tu)
4.1 Nirvana and the Escape from Suffering #1/Quiz #5
Strayer: 128-131
Course Reader: Realizing the Four Noble Truths, The Acceptance of Women in the Order, Making and Sharing Merit
Ted-site Reading: Sumangalamata, in Women in Praise of the Sacred, 18
CSA reading: Read two articles assigned in the Paper #2 – CSA writing prompt. This material will not be on the quiz, but it is the subject of your second writing assignment.

10/30 (Th)
4.2 Nirvana and the Escape from Suffering #1/Quiz #6
Course Reader: The Conversion of Patacara, The Questions of King Menander, Wisdom: The Hearth Sutra
Ted-site Reading: Patacara, in Women in Praise of the Sacred, 19-20
Recommended: Thich Nhat Hanh, The Diamond That Cuts Through Illusion (The Diamond Sutra)

WEEK 5
11/4 (Tu)
5.1 Virtue, Harmony and Order and the Good Life in Society/Quiz #7
Strayer: 117-126
Course Reader: De Bary, “Confucius” (excerpts); Ebrey, Selections from Mencius (excerpts); Lessons for a Woman (Ban Zhao)
Ted-site Reading: Zi Ye, in Women in Praise of the Sacred, 21; Pan Zhao, in Women in Praise of the Sacred

11/6 (Th)
5.2 Love, Time, Relationships, and Suffering: Wisdom in the Hebrew Bible/Quiz #8
Strayer: 132-135
Course Reader: Book of Job excerpts, Song of Solomon, Ecclesiastes
Ted-site Reading: “Makeda, Queen of Sheba,” in Women in Praise of the Sacred, 11-13; Song of Songs: The Sulammite, in Women in Praise of the Sacred, 22-23
Recommended: Film: “Life is Beautiful” (1997)

WEEK 6 – Comparative Source Analysis Assignment #2 due in section this week  
11/11 (Tu) 6.1 Veteran’s Holiday (no class meetings)  
If you have a Tuesday section, submit your CSA to your TA in lecture on Thursday.

11/13 (Th) 6.2 Some Greeks on the Good Life/Quiz #9  
Strayer: 89-99  
Plato, The Trial and Death of Socrates (entire)  
Ted-site Reading: Sappho, in Women in Praise of the Sacred, 15-17

WEEK 7 – Mandatory Library Orientations this week at Geisel Library  
11/18 (Tu) 7.1 A Formula for Happiness/Quiz #10  
Course Reader: Aristotle, Nichomachean Ethics  
Ted-site Reading: Aristotle, On a Good Wife

11/20 (Th) 7.2 The Kingdom of Heaven and Salvation/Quiz #11  
Strayer: 139-146  
Course Reader: Gospel of Matthew; Gospel of Thomas; Gospel of Mary  
Ted-site Reading: Elaine Pagels, “God the Father; God the Mother”; Gnostic Gospel: Nag Hammadi Library, in Women in Praise of the Sacred, 29-31

WEEK 8  
11/25 (Tu) 8.1 Submission, Unity, and Community/Quiz #12  
Strayer: 288-311  
Course Reserves: Smart and Hecht, Selections from the Qur'an and Hadith, from Sacred Texts of the World; Jonathan Benthall, “The Quranic Injunction to Almsgiving”

11/27 (Th) 8.2 Thanksgiving (no class meeting)

WEEK 9  
12/2 (Tu) 9.1 The Good Life: In This Life?/Quiz #13  
Ted-site Reading: Augustine’s Confessions (excerpts); Stahlin, The Original Affluent Society  
Recommended: Hildegard of Bingen, in Women in Praise of the Sacred, 66-67; Mechtild of Magdeburg, in Women in Praise of the Sacred, 85-87 (both are Ted readings)

12/4 (Th) 9.2 Intoxicants, Stimulants, Luxuries and Consumption/Quiz #14  
Strayer: 426-441; 459-488  
Wolfgang Schivelbusch, Tastes of Paradise (entire)

WEEK 10 - Analytical Essay #3 due in section this week  
12/9 (Tu) 10.1 To Live Well is to Learn to Die/Quiz #15  
Strayer: 512-517  
Course Reader: Michel de Montaigne, “That To Study Philosophy is to Learn to Die XVII”

12/11 (Th) 10.2 The Good Life in the Modern World: Are We Better Off? Is it Worth the Effort? Course Review and Reflection  
Strayer: 517-520  
Ted-site Readings: Vaclav Havel, End of the Modern Era; More reading TBD

Final Exam: Thursday, December 18, 2014, 8:00-11:00am

revised 10.2.14 bkl