



## COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at [ubonline@bridgeport.edu](mailto:ubonline@bridgeport.edu).

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title:** WREL 299 DL1, Perspective of Happiness

**Semester and Term:** Spring 2014

**Day and Dates:** January 12 – March 8, 2014

**Time:** online

**Campus Location:** Distant Learning

**Course Description:**

What exactly is "happiness"? How do the great philosophers and psychologists envision it? Are we born with a fixed amount of it, due to our genetic makeup? Or are we able to change ourselves somehow and become happier? And can we measure how happy or satisfied people are? These are some of the questions we will ask while examining the work of philosophers and psychologists from both East and West who have exerted great influence on perceptions of happiness. In doing so, we will conduct not only intercultural comparisons, but comparisons between the intuitive, experience-based ideas of the philosophers and the more empirically based ideas of modern psychologists.

Prerequisite Courses : ENGL 101

Course Code : HUM,LA,SsC

**Instructor & contact information:** Elizabeth Suergiu

Email: esuergiu@bridgeport.edu

**Required Textbook:**

**(Posted on Canvas):**

Aristotle, *Nicomachean Ethics Book I*.

Dio Chrysostom, *Sixth Discourse on Tyranny*.

Mill, J. S., *What is Utilitarianism?*

Freud, S. *Civilization and its Discontents*.

Huxley, A. *Brave New World*.

**Learning Outcomes:**

Upon completion of this course the student should be able to:

- 1) Through deep critical readings of seminal texts that treat the subject of happiness, students will become acquainted with both ancient and modern theories on happiness.
- 2) Students will be able to compare, contrast, and critically analyze various theories on happiness with attention to the problems and solutions that each theory entails.
- 3) Students will examine the relationship between individual and community in the pursuit of happiness, and the relationship between civilization and happiness.
- 4) Students will examine the ethical and moral implications of these various theories on happiness.
- 5) Students will be able to engage in reasonable, polite debate.
- 6) Students will engage in thoughtful, analytical writing throughout the course.

## First Assignment Prior to the First Class:

Please read Aristotle, Book I of the Nicomachean Ethics, posted on Canvas.

### Description of Assignments:

**1) Reading.** The bulk of the time you spend on this course will be spent reading. We will read the materials according to the schedule in the syllabus calendar below. As you read, take note on important passages. Read critically; think through the ideas being presented.

**2) Reflection Posts** (300 words each.) These posts must analyze and critically examine the readings for the week. By ‘analyze and critically examine’ I mean that these posts should try to isolate the main ideas of the readings, articulate the student’s thought process and what the student thought about these main ideas, ask questions about these main ideas, imagine what would happen if these ideas were put into practice, point out the problems these ideas attempt to solve, and the new problems that they raise. You are not expected to do all of these things all the time, but this is what you should strive for.

**3) Peer Reaction Posts** (100-150 words each.) These posts should engage the posts that your peers have written. Do you agree or disagree? Why or why not? ***You must state your reasons; these reasons are the evidence you present as to why we should agree or disagree.*** You may also offer *counterexamples*, or *affirmative examples* (that bolster or reinforce the point the post made). **Do not simply say “I agree” or “I disagree” without offering further argument, evidence or analysis.**

**4) Final Paper (5-7 pages long).** Final papers break down in the following way.

1. Each paper is 5-7 pages of writing.
2. Each paper has 1 Works Cited Page (done according to the format given in this syllabus).

### Paper Requirements:

Each paper should include an ***Introduction, Argument, Quotations, Analysis, and Conclusions.***

1. ***Introduction.*** This should explain the question that you wish to address and the answer you intend to give. State what your conclusion will be in this paragraph. State it in as clear, unadorned, simple, and unelaborated way as possible (you’ll thank me for this one day).
2. ***Argument and Quotation.*** These two requirements go together. Cite a passage using the format in the syllabus. Follow your citation with an ***analysis*** of the passage where you explain what the passage means, the main ideas the author of the passage is expressing, and how the passage supports your argument.
3. ***Conclusion.*** This ties together your paper. It should summarize your evidence (***your evidence is your quotes and passages and what they mean***), and restate your evidence supports your conclusion. In addition, it should also ***state your final conclusion in a clear and concise way.*** If you have done your analysis correctly, your conclusion really won’t do much more than summarize what you’ve already proven in the body of your paper.

### **Additional Requirements:**

1. **Grammar.** I must enforce the rules of language at all times. Points will be taken off for incorrect grammar, which includes run-on sentences, lack of subject verb agreement, grossly unclear sentences, etc. I care much less about obscure grammar (when and where to use a semi colon, for instance) than I do about standard grammar (spelling, correct punctuation, the difference between There, they're, and their).
2. **Clarity.** Pare down your sentences. Always strive for clarity. Prefer common words over uncommon ones. State things openly and neatly. Prefer shorter sentences to longer ones. Of course these suggestions don't always apply, but they can serve as helpful checks and balances as you write.
3. **Citations.** Failure to use appropriate citations is called plagiarism. It is grounds for receiving an immediate F in the course. ***You must use the format for citations that you find in this syllabus.***

### **Helpful Hints on your Final Paper:**

1. Start your paper ahead of time. They are harder to write than you think.
2. Remember to use very close readings. Analyze the passages carefully. Ask yourself what they mean. Do independent research if necessary.
3. Contact me! If you have questions, or problems, or if the readings are weird and scary to you, get in touch with me. I will be happy to explain anything you would like explained, or to walk through the readings with you, or to help you in your analysis.

### **Paper Topics**

These are some sample paper topics. You do not need to write on any of these, but they will give you an idea of what can be written on:

1. Compare Aristotle's view of the role that civilization plays in happiness to Freud's.
2. Compare Freud's view of civilization to Huxley's. Does Huxley's distopia take Freud's ideas to their inevitable extreme? Does he show the danger's in Freud's way of thinking? Or is Freud right in his analysis?
3. Contrast Mill and Aristotle. One says happiness is about feeling pleasure, the other says happiness is about how one functions in a society. Elaborate both authors' points and do a step by step contrast.
4. Explain Mill's argument. Explain a counterargument that shows the problem of injustice that will be discussed in our session on Mill. Does this effectively eliminate utilitarianism as a viable ethical theory? Or could there be a sort of modified utilitarianism.
5. Compare ANY TWO authors who you see as either addressing similar problems or giving alternative answers to the same question. Show the differences and similarities between the two. Who is more compelling and why?

## Schedule of Weekly Assignments

Week	Topic	Readings	Tasks
Week 1	The Ancient World: Happiness and the Polis.	Aristotle, Book I of the Nicomachean Ethics.	Make one 250-300 word reflection post ( <i>Due Wednesday before 3 AM</i> ). Make two 100-150 word peer reaction posts ( <i>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</i> ).
Week 2	The Wild Man of Athens: Diogenes and the Happiness of Rejecting Civilization.	Dio Chrysostom on Diogenes of Sinope.	Make one 250-300 word reflection post ( <i>Due Wednesday before 3 AM</i> ). Make two 100-150 word peer reaction posts ( <i>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</i> ).
Week 3	Utilitarianism: Happiness and Pleasure in an Enlightened Civilization.	John Stuart Mill, <u><i>What is Utilitarianism?</i></u>	Make one 250-300 word reflection post ( <i>Due Wednesday before 3 AM</i> ). Make two 100-150 word peer reaction posts ( <i>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</i> ).
Week 4	The Mad Search for Happiness: On How, Where, and Why People Find Happiness in a Modern World.	Freud, Sigmund. <u><i>Civilization and its Discontents</i></u> , pp. 21-32	Make one 250-300 word reflection post ( <i>Due Wednesday before 3 AM</i> ). Make two 100-150 word peer reaction posts ( <i>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</i> ).
Week 5	The Mad Search for Happiness - Continued	Freud, Sigmund. <u><i>Civilization and its Discontents</i></u> , pp. 33-45	Make one 250-300 word reflection post ( <i>Due Wednesday before 3 AM</i> ). Make two 100-150 word peer reaction posts ( <i>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</i> ).

Week 6	Visions of a Future Happiness: On the Happiness of the Dystopia	Huxley, Aldous. <i>Brave New World</i> , pp. 1-60.	Make one 250-300 word reflection post ( <b>Due Wednesday before 3 AM</b> ). Make two 100-150 word peer reaction posts ( <b>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</b> )..  <b>Submit draft of paper before 3 AM (GRADED)</b>
Week 7	Visions of a Future Happiness – Continued.	Huxley, Aldous. <i>Brave New World</i> , pp.61-112	Make one 250-300 word reflection post ( <b>Due Wednesday before 3 AM</b> ). Make two 100-150 word peer reaction posts ( <b>1 Due Thursday Before 12 AM, one Due Friday Before 3 AM</b> ).
Week 8	Course Wrap Up.	No Readings! No Posts! Take this opportunity to work on your papers.	<b>Submit final draft of paper</b>

### Description of Weekly Sessions:

Each week, your work will consist of:

- Reading the required text.
- Writing and submitting 1 reflection post in the current week’s forum.
- Thoughtful reading of your peers reflections posts.
- Writing and submitting 2 peer response posts.

Consult the descriptions in the “Assignments” section above for information on the details of these assignments.

### Grading Criteria:

Reflection Post:	24% (3 pts each)
Peer Reaction Post:	16% (1 pt each)
Final Paper Draft:	10% (10 pts each)
Final Paper:	50% (50 pts each)
Total:	100% (100 pts)

**Letter Grading Scale:**

<b>% of Points Earned</b>	<b>Letter Grade</b>
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

<b>% of Points Earned</b>	<b>Letter Grade</b>
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

## **ADDENDUM 1: Citations**

Here are examples of how to cite the work of other authors. Copy these formats exactly.

### **For websites,**

#### **In the text of your paper:**

The first gambling Web site appeared in 1995, and online gambling has since become the most lucrative Internet business (Will 92).

or,

George Will reported that in 2002 Internet gambling surpassed pornography to become the Internet's most lucrative business (92).

#### **In your Works Cited list:**

Will, George F. "Electronic Morphine." Newsweek 25 Nov. 2002: 92.  
www.medicalscienceweekly.com/morphine.html

### **For Books:**

#### **In the text of your paper:**

Freud says that civilization has a number of discontents. (Freud 11).

#### **In your Works Cited list:**

Author. Title of Book. City of Publication: Publisher, Year.

#### **Book with an Editor or Compiler in your works cited page:**

*If the person named on the title page is the editor or compiler, rather than the author, add a comma then the abbreviation "ed." or "comp."*

Compiler or Editor, comp. Title. City: Publisher, Year.

Name, ed. Title. City: Publisher, Year.

#### **Magazine Articles in your works cited page:**

Author. "Title of Article." Title of Magazine Date: Page(s).

#### **Scholarly Journals in your works cited page:**

Author. "Title of Article." Title of Journal Volume number (Year): Page(s).

### **Website:**

All information from University of Honolulu, <http://honolulu.hawaii.edu/legacylib/mlahcc.html>

## **ACADEMIC POLICIES**

### **Attendance Policy**

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

### IMPORTANT:

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

### **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

### **Cell Phones**

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:  
[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

### **ACADEMIC RESOURCE CENTER**

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

### **Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

### **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students:** <https://bridgeport.instructure.com/courses/985903>

**For assistance** contact the UB Help Desk at 203-576-4606 or email [helpdesk@bridgeport.edu](mailto:helpdesk@bridgeport.edu)  
<https://bridgeport.instructure.com/courses/829447/>

### **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

### **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

### **Using Computers**

Open access computer labs are available at three locations:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>

- Waterbury – Computer Lab; Check open hours at:  
<http://www.bridgeport.edu/waterbury>

### Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

### CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

<b>Directions to IDEAL Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is **001416**.  
Federal Student Aid Information: 1-800-433-3243