**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **History of Happiness** | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | In-class | | | | | | | | **Credits**  **(hours)** | | | 3 (45 hours) | | | | | | | |
| **Department** | | | Philosophy | | | | | | | | **Professor** | | | Delia Gavrus | | | | | | | |
| **Classification**  **(year in school)** | | | Undergraduate | | | | | | | | **Course Code** | | | CLT0844 | | | | | | | |
| **Class room** | | | TBA | | | | | | | | **E-mail** | | | d.gavrus@uwinnipeg.ca | | | | | | | |
| **Prerequisite(s)** | | | none | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | * To understand some ideas of happiness and wellbeing throughout history, from Antiquity to the present * To understand the contexts (social, political, medical, philosophical etc.) in which these ideas developed * To understand how historians write about the topic of happiness from a historical perspective * To learn to read and discuss historical documents and sources about happiness * To learn to apply insights from history to current ideas about happiness | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | This course introduces students to the history of happiness by exploring a few different ways in which happiness was conceptualized from Antiquity to the present. We explore the intellectual, social, political, cultural, religious, medical, philosophical, and ethical contexts in which happiness and wellbeing were defined, imagined, aspired to, or critiqued. | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | |
| 65% | 25% | | | |  | | | | 10% |  | | |  | | | |  | |
| < Lecture>  The lecture consists in historical background relating to each topic.  < Presentation / Discussion>  The students read short primary sources and discuss them in small groups.  < Project Based Learning>  Throughout the course, the students will work on a project that will be presented on the last day of class. | | | | | | | | | | | | | | | | | | |
| **Grading** | | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | | **Total** |
| **25** | **25** | | **25** | | |  | | | **15** | | | **10** | |  | | | | **100** |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | | Publisher | | | | | | | Year of publication | | |
| Main textbook |  | | | |  | | | | | | |  | | | | | | |  | | |
| Others | A selection of historical documents and scholarship in pdf format or online (links provided) | | | |  | | | | | | |  | | | | | | |  | | |
| Reference | Optional textbook (not required):  Peter N. Stearns, *Happiness in World History*, Routledge, 2020. | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | |
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| **Day**  **(3hrs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | Introduction: What is the History of Happiness? | 3 | Lecture and  Discussion | Introduction to the topic, the readings, and the individual project |
| 2 | Ancient Greek and Roman Ideas of Happiness (I) | 3 | Lecture and Discussion | Plato, [*The Republic,*](https://laurenralpert.files.wordpress.com/2015/04/plato-republic-excerpts-from-books-ii-and-iii.pdf) and Aristotle, [*Nicomachean Ethics*](http://classics.mit.edu/Aristotle/nicomachaen.10.x.html) (selections) |
| 3 | Ancient Greek and Roman Ideas of Happiness (II) | 3 | Lecture and Discussion | Epictetus [*Enchiridion*](http://classics.mit.edu/Epictetus/epicench.html)and  Marcus Aurelius [*Meditations*](http://classics.mit.edu/Antoninus/meditations.html) (selections) |
| 4 | Buddhist Ideas of Happiness (I) | 3 | Lecture and Discussion | Matthieu Ricard, *A Buddhist View of Happiness* (2014) |
| 5 | Buddhist Ideas of Happiness (II) | 3 | Lecture and Discussion | Haemin Sunim, *Love for Imperfect Things* (2018) (pp. 199-227)  Dalai Lama, *The Art of Happiness* (2009) (selections) |
| 6 | Ideas of Happiness in the Renaissance | 3 | Lecture and Discussion | Thomas More [*Utopia*](https://www.gutenberg.org/files/2130/2130-h/2130-h.htm)  (selections) |
| 7 | A Scientific Utopia in the 17th Century | 3 | Lecture and Discussion | Francis Bacon [*New Atlantis*](http://www.gutenberg.org/ebooks/2434) (selections) |
| 8 | Midterm | 3 |  | Open book exam |
| 9 | Wellbeing in The Age of Revolutions | 3 | Lecture and Discussion | Olympe de Gouges, [*Declaration of the Rights of Woman*](https://revolution.chnm.org/d/293/) (1791) |
| 10 | Utilitarianism and Liberalism | 3 | Lecture and Discussion | John Stuart Mill, [*Utilitarianism*](https://www.gutenberg.org/files/11224/11224-h/11224-h.htm#CHAPTER_II) (Ch II) |
| 11 | Modern Medicine, Public Health, and Wellbeing | 3 | Lecture and Discussion | B.W. Richardson,[*Hygeia. A City of Health*](https://www.gutenberg.org/files/12036/12036-h/12036-h.htm) (1876) (selections) |
| 12 | Happiness in Psychoanalytic Thought | 3 | Lecture and Discussion | Sigmund Freud, [*Civilization and Its Discontents*](https://www.yorku.ca/dcarveth/freud_civilization_and_its_discontents%5B1%5D.pdf) (Ch II) |
| 13 | Humanistic Psychology and  Positive Psychology | 3 | Lecture and Discussion | Abraham Maslow, T*oward a Psychology of Being* (1962) (selections) |
| 14 | Final Exam | 3 |  | Open book exam |
| 15 | Student Presentations | 3 |  |  |

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| **References** |
| Please describe the daily course contents, teaching methods, assignments, and student evaluation methods.  Daily course contents:  Each class will consist in an interactive lecture (I use PowerPoint slides and sometimes other audio/visual material) and small group discussions based on the readings. The students will discuss the readings in small groups using questions I provide. The students will also be given some class time to research their individual research project (please see below for a description of this assignment).  Evaluation:  The midterm (25%) and final exam (25%) cover the class readings and the lectures in the first half of the class and in the second half of the class, respectively. The final exam is not cumulative. Both are open book; the students can bring their lecture notes and the sources we read in class.  The individual research project (25%) will consist in researching one contemporary idea of happiness, tracing it through popular culture and/or professional literature. The students will present their research during the last class. The grade is based on the presentation (no written component).  Class participation (15%) will be graded based on the student’s contribution to small group discussions and to class discussion. Participation (10%) will be given for attending the lectures. |