

Professor John J. Stuhr

For some information about me, please see Emory's philosophy department faculty profiles-- <http://philosophy.emory.edu/home/people/faculty/stuhr-john.html> --and/or this Wikipedia entry too -- https://en.wikipedia.org/wiki/John_J._Stuhr.

E-mail address: (jstuhr@emory.edu). This is the fastest and surest way to reach me. I may not be able to respond immediately, but I will always respond promptly. Students also may contact me via the course Canvas site.

Class meetings: This course meets twice weekly: 11:30am-12:45pm Tuesdays and Thursdays. The current room assignment is Math and Science Center W307C.

Office hours: 1-2:15pm Tuesdays, 3:45-4:15 Thursdays, and by appointment. Feel free to schedule some dedicated time during this period (thereby avoiding any wait) or just drop in to talk further about anything in the course or any related interests—please do! Students definitely also may schedule appointments for other times as available. In particular, every student is strongly encouraged to touch base individually with the instructor in one of these ways during the first two weeks of the semester.

Course Description: This first-year seminar addresses issues that lie at the heart of philosophy understood not as a body of knowledge (by or about previous thinkers) or as a set of intellectual skills (of valid inferences or conceptual analysis) but, instead, as a way of life: What sort of person should I strive to be? What kind of life should I cultivate and live? How can my life not simply escape major ills but, rather, genuinely flourish—how can it be a life full of happiness, value, and meaning? These are questions that every person faces and addresses (consciously or unconsciously, effectively or ineffectively) each day. They are inescapable in practice. These issues will be addressed through a focus on three central questions or clusters of questions:

- What is human well-being? What is a flourishing life and how is it possible to lead a flourishing life?
- Can flourishing be measured? If so, how? Or is it somehow too individual or too qualitative to allow for any quantitative analysis? If flourishing cannot be measured, are there other ways to recognize it and nurture it? What are they?
- What is the relation between individual flourishing—one person's well-being—and societal flourishing—the well-being of a community or culture? Are they connected? If so, how? To what extent, if at all, are the well-being of others, the sustainability of a community and its environment, and social justice key components of flourishing?

Course Objectives: This course aims to provide students:

- Knowledge of essential writings about the nature of human well-being—from ancient to contemporary thinkers who range across not only different philosophical traditions but also range across philosophy, psychology, cognitive science, and political theory;

- Greater critical thinking, writing, and speaking skills—and, as a designated W course, much of this focus will be on writing, different kinds of writing, and re-writing;
- An opportunity to connect philosophical words and theory with actions and practice—both in terms of one’s own life and in terms of communities in which individuals live;
- An opportunity for students of philosophy to both look up from and to draw on all the writings of previous thinkers to formulate consciously and explicitly their own philosophies and to develop further the characters and habits consistent with and demanded by those philosophies.

Course Format: The course is a seminar that combines brief presentations by the instructor, class and small-group discussions, and online discussions posts and responses.

Prerequisites: None.

Texts: Almost all the required reading for this course will be available electronically via the course Canvas site. There are two exceptions, both available at the University Bookstore: Daniel M. Haybron, *Happiness: A Very Short Introduction* (ISBN: 978-0199590605); Jonathan Haidt, *The Happiness Hypothesis* (ISBN: 978-0465028023). If *Philosophy and Human Flourishing* (2022) is published early enough to be used, that too will be available in the bookstore. Finally, the following three books are recommended for students with particular interests in these authors or philosophical traditions, but they also will be available as free e-texts and do not need to be purchased: Aristotle, *Nicomachean Ethics* (ISBN: 9781624668159); Epictetus, *The Enchiridion* (sometimes titled *The Handbook of Epictetus*) (ISBN: 9780915145690); and John Dewey, *Theory of Valuation* (ISBN: 0226575942). All other required readings will be available electronically. Students interested in further readings should consult with the instructor. *It is crucial that students have access to all assigned text(s) during class sessions.*

Course Requirements:

1. ***Preparation for, attendance at, and participation in all class sessions.*** Students who do not satisfy this requirement will not pass the course. a) *Preparation* includes careful, reflective reading of assigned material. b) *Attendance* at all class sessions is required unless there is justified absence (see immediately below). c) *Participation* includes thoughtful and responsive speaking that seeks to advance the learning of all members, attentive listening that also advances the learning of all members, and active participation in small group activities as well as response to 3-sentence posts (on Canvas). Participation includes active demonstration of intellectual respect and concern for all class members. Each student is expected to contribute to the creation of a shared community of inquirers that explicitly aims to foster the intellectual well-being and growth of each and every member, a teaching and learning community that makes possible the effective, engaged, and equitable thinking, writing, speaking, and listening of all. *No unexcused* absence is permitted and any such absence will result in a course grade of F. Students who prefer courses in which attendance is not essential should not enroll in this course. (A non-complete list of examples of

excused absences includes: student illness/accident; mandated quarantine; religious holidays (as per Emory policy); OUE authorization for specific Emory activities; and family loss. Whenever possible, students should consult about attendance issues *in advance* with the instructor. A non-complete list of *unexcused* absences includes: feeling tired or oversleeping; most meetings for on- or off-campus groups or opportunities; tests or papers or other requirements in other courses; or losing all sense of time while playing video games.).

2. **October Meeting with Instructor:** Each student is required to initiate and schedule a brief individual meeting with the instructor to take place in the first half of October to review work to date and to project and plan future work. Completion of this meeting will result in 5 points toward the total course grade.
3. **3-Sentence Posts:** Prior to each class session, students are required to post a 3-sentence paper in response to this three-part assignment or prompt (on Canvas):
i) What is the author's thesis?; ii) What is the author's most central or basic concept? evidence or argument or case for this thesis; iii) In light of the reading, what is the single most important question for the seminar to address? These posts/papers are due via Canvas by 1:00 pm *the day before* each class. Late posts and ones that do not address all three questions will not be accepted and won't receive any partial credit. Posts must be 90-120 words only and must state the word count at the start of the post/paper. After posting a response, students will be able to read the responses of all other seminar members. Students are strongly encouraged to respond to and follow-up the posts of other students; these short posts by all seminar members should serve as an important resource for everyone (as well as an important site of seminar participation). These posts will be marked before the next class session (and this will appear privately as assignment grades rather than as public discussion or posted comments). 3-sentence posts/papers will receive 1 point for an accurate thesis statement (which would need to include definition of central concepts that appear in this thesis statement), 1 point for an accurate account of the author's argument or evidence, and 1 point for thoughts that advance or challenge (rather than merely summarize or report on) the thinking set forth in the assigned reading—whether this is done in the initial 3-sentence paper or follow-up pre-class comments/responses to ideas and insights in the posts of other seminar members.
4. **1,000 Word Papers:** All students are required to complete three short papers. The topic of the first paper is: What is human flourishing? What are the philosophical strengths of your view? The topic of the second paper is: Can human flourishing be measured? If so, how? If not, why not? The topic of the third paper is: What is the relation between individual flourishing and community? In what ways, if at all, are community well-being and justice constitutive aspects of human flourishing? In each of these papers, students should directly answer the assigned question and then present the strongest case possible for that answer. Papers must be 900-1,000 words and must state the word count at the start of the paper. Each of these papers is due at whatever time(s) a student chooses as long as all three papers are submitted on or before 1pm December 13 (the Registrar-scheduled final exam date for the course).

Late papers will not be accepted and won't receive any partial credit; once a paper has been formally submitted (via Canvas), it cannot be revised or rewritten. Each paper will receive between 0-30 points: up to 5 points for a clear and directly-stated thesis; up to 5 point for clarity and definition of central concepts; up to 15 points for evidence and sound argument for the thesis; and up to 5 points for demonstrated awareness of possible major objections and effective response to them.

5. **Journal:** Each student must create and regularly keep/add to a journal or log that contains at least two posts (on non-consecutive days) each week over 12 weeks of the course. These journals should serve as links between *theories* of flourishing—assigned readings—and *practices* of flourishing—individual lives. Beginning with a single topic, every two weeks the journals expand to add an additional topic—so that there are 6 topics in total by weeks 11 and 12. Here is the schedule:
- August 30—November 22: **Sleep:** What amount of nightly sleep is ideal for your flourishing? As you record your actual sleep (on two non-consecutive days each week during this period), did you change your thinking about sleep and your flourishing? Was your actual sleep close to or far from your ideal? Continue sleep entries for the rest of the whole journal period.
 - September 13-November 22: **Exercise:** What amount of daily cardiovascular and strength exercise is ideal for your flourishing? As you record your actual exercise (on two non-consecutive days each week during this period), did you change your thinking about exercise and flourishing? Was your actual exercise close to or far from your ideal? Continue exercise entries for the rest of the whole journal period.
 - September 27—November 22: **Nutrition:** What nutrition (kinds, quantities, etc.) is ideal for your flourishing? As you record your actual eating and drinking (on two non-consecutive days each week during this period), did you change your thinking about nutrition and flourishing? Was your actual nutrition practice close to or far from your ideal? Continue nutrition entries for the rest of the whole journal period.
 - October 11—November 22: **Friendships and Social Relations:** How (and how much) is friendship and social connection crucial to your flourishing? As you record your actual social communications and activities (on two non-consecutive days each week during this period), did you change your thinking about the place of friendship in a flourishing life? Was your actual practice close to or far from your ideal? Continue friendship and social relations entries for the rest of the whole journal period.
 - October 25—November 22: **Creativity:** What is the importance of creativity, flow, and non-routine activities in your flourishing? (Think here not simply about your roles as consumer of culture but also about your role as a creator, as doing something new, as securing your own growth.) As you record your experience on this front (on two non-consecutive days each week during this period), did you change your thinking about creativity, novelty, and growth? Was your actual experience and your habits close to or far from your ideal? Continue creativity entries for the rest of the whole journal period.

- November 8—November 22: **Community:** What is the significance of community—not just personal friends but larger social groups, associations, and cultures more widely—in your personal flourishing? To what extent do you act to create, sustain, and nurture communities? As you think about your actions (on two non-consecutive days each week during this period), did you change your thinking about the relation of flourishing and community or sustainability or justice? Was what you actually did close to or far from your ideal?

Journals will *not* be evaluated in terms of their specific contents (and should contain nothing that is appropriately private); the focus here is most definitely not on some abstract lifestyle or partisan ideal; rather, the focus is on student learning—and demonstration of this learning--about links between flourishing in general theory and flourishing in concrete practice. (Think of this as the lab section of the course!)

Journals may receive a total of 60 points—10 points for each of the six topics on the basis of on-time completion of entries and demonstrated self-reflection. The deadline for submission of the completed journal is 11:30 am Monday, November 29.

(Completed journals may be submitted any time between 11/22 and this deadline.)

6. **Final Reflections:** During the final class session on December 6, each student will read or otherwise present a final reflection about the nature of human flourishing and what has been most important to them throughout the seminar. These reflections must be written and their oral presentation should take 3 minutes. These final reflection papers will receive up to 16 points—up to four each for i)conceptual clarity, ii)originality, iii)informed use of some relevant course readings and discussions, and iv)demonstrated links between philosophical theory and philosophical practice—philosophy as a way of life.

The basis of the final course grade:

- **Preparation for, attendance at, & participation:** 27X2 =54 points possible
- **February Meeting** 1X5 = 5 points possible
- **3-Sentence Posts:** 25X 3= 75 points possible
- **1,000 Word Papers:** 3X3 0= 90 points possible
- **Journal:** 6X10 = 60 points possible
- **Final Reflections:** 1X16 =16 points possible
300 total points possible

Important Course Links and Resources

-- The Office for Undergraduate Education (OUE) central office is located in *White Hall 300*. Please visit or call 404.727.6069 with questions about academic affairs, concerns, or policies. All Emory College of Arts and Sciences policies may be found in the College Catalog:

<http://college.emory.edu/home/academic/catalog/index.html>

-- If you have any concerns or questions about Emory College of Arts and Sciences policies, you should first meet with an OUE academic adviser. If an academic adviser is unavailable, you may meet with an OUE dean during open hours. Academic Adviser appointments: Visit White Hall

300 or call 404.727.6069; Deans' Open Hours:

<http://college.emory.edu/home/administration/office/undergraduate/hours.html>

The Emory Writing Center: <http://writingcenter.emory.edu>

The ESL Program: <http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html>

Tutors are available to support Emory College students as they work on any type of writing assignment and at any stage of the composing process. I strongly encourage you to make use of these excellent resources as you practice your writing over the course of the semester.

Emory Honor Code: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

The Honor Code is in effect throughout the semester. Emory College's language on adherence to the honor code is the following: "By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council."

Avoiding Plagiarism: <https://www.plagiarism.org/article/what-is-plagiarism>

<https://www.plagiarism.org/article/preventing-plagiarism-when-writing>

Plagiarism is a significant issue. Please review these links for information on what plagiarism is and how to avoid it. If you have any questions, do not hesitate to contact me in advance of submitting your work! Also, because all student papers will be submitted to TurnItIn.com and given a score that you can see when you submit your paper to Canvas, you can use this resource to make sure your own claims are original and any non-original statements are properly cited.

Office of Accessibility Services (OAS):

<http://equityandinclusion.emory.edu/access/students/index.html>.

Here is OAS's language about accessibility: "OAS works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Students must renew their accommodation letter every semester they attend classes. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu."

See Schedule beginning on next page

Schedule:

Class session dates are listed in boldface black

Reading and Video Assignments for class sessions are shown in red

Writing Assignments/Other Activities and their due dates are shown in purple

1. **TH 8/25**
 Read: Stuhr, “Practical Wisdom and Happiness--Relations Between Philosophy and Human Flourishing” and
 Read: Pawelski: “Bringing Together the Humanities and the Science of Well-Being to Advance Human Flourishing”
2. **M 8/29 1pm deadline for 3-Sentence Post (1st one) on reading assigned for next day**
T 8/30 Read: Haybron, Happiness: A Very Short Introduction, chapters 1-5 & pp.77-85
 Start Journal entries on *sleep* (over next two weeks)
3. **W 8/31 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 9/1 Read: Aristotle, Nicomachean Ethics, Books I, II (secs 1-5), and III; and
 Read Haybron, pp. 97-106
4. **M 9/5 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 9/6 Aristotle Nicomachean Ethics, Books VII (secs 1-10), VIII, IX, & X
5. **W 9/7 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 9/8 Read: Epictetus: The Enchiridion (complete); and
 Read Haybron, Happiness, Chapter 8; and
 Read: Marcus Aurelius, Meditations (Book II, 6, 9-12; Book XII)
6. **M 9/12 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 9/13 Read: John Dewey, Theory of Valuation, Chapters 1-4
 Start Journal entries on *exercise & sleep* (over next two weeks)
7. **W 9/14 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 9/15 Read: John Dewey, Theory of Valuation, Chapters 5-8; and
 Read: William James, “The Moral Philosopher and the Moral Life”
8. **M 9/19 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 9/20 Read: Jonathan Haidt, The Happiness Hypothesis, Chapters 1-4
9. **W 9/21 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 9/22 Read: Jonathan Haidt, The Happiness Hypothesis, Chapters 5-8
10. **M 9/26 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 9/27 Read: Jonathan Haidt, The Happiness Hypothesis, Chapters 9-11
 Start Journal entries on *nutrition, exercise, & sleep* (over next two weeks)
11. **W 9/28 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 9/29 Read: Seligman, Flourish: A Visionary New Understanding of Happiness and Well-Being, selections; and
 - Skim resources at Positive Psychology Center, University of Pennsylvania:
<https://ppc.sas.upenn.edu>
12. **M 10/3 1pm deadline for 3-Sentence Post on reading assigned for next day**

- T 10/4** Read: William James, “Attention” & “Habit” (from *Principles of Psychology*);
 Watch: Martin Seligman, “Positive Psychology,”
<https://www.youtube.com/watch?v=HH0sssQzQGg> ; and
 Watch: Mihaly Csikszentmihalyi, “Flow, the Secret to Happiness,”
https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness?language=en#t-464994
13. **W 10/5 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 10/6 Read: Badhwar, Well-Being: Happiness in a Worthwhile Life, chapters 1 & 2
- T 10/11** No class-Emory fall break
14. **TH 10/13** No class—individual meetings with instructor
15. **M 10/17 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 10/18 Read: Badhwar, Well-Being, chapters 3 & 7 (selections)
 Start Journal entries on *friendships*, nutrition, exercise, & sleep (over next two weeks)
16. **W 10/19 1pm deadline for 3-Sentence Post (1st one) on reading assigned for next day**
TH 10/20 Read: Tiberius, Well-Being as Value Fulfillment, chapters 2 & 3
17. **M 10/24 1pm deadline for 3-Sentence Post (1st one) on reading assigned for next day**
T 10/25 Read: Tiberius, Well-Being as Value Fulfillment, chapters 4 & 5
18. **W 10/26 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 10/27 Read: Goldstein, “Conatus, Mattering, and Morality” and
 Read: Johnson, “Flourishing in the Flesh”
19. **M 10/31 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 11/1 Read: Wahman, “Pragmatic Stories of Selves and Their Flourishing”; and
 Read William James, “What Makes A Life Significant?”
 Start Journal entries on *creativity*, friendships, nutrition, exercise, & sleep (over next two weeks)
20. **W 11/12 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 11/3 Read: Lachs, “The Allure of the All” and
 Read: Tiberius, “Hybrid Subjectivism about Well-Being”
21. **M 11/7 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 11/8 Read: Gallegos, “Navigating Irreconcilable Conflicts: Philosophical Thinking for Better Lives in Unjust Contexts” and
 Read: Medina, “Social Deadening and the Interdependence of Flourishing and Withering”
22. **W 11/9 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 11/10 Read: Hansen, “Cultivating Autotelic Activities and Freedom to Flourish” and
 Read: Moody-Adams, “Philosophy and the Art of Human Flourishing”
23. **M 11/14 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 11/15 Read: Stuhr, “Pragmatism About Flourishing: Conceptual Clarity & Practical Genius”; and

Read: Adler & Seligman, *“Using wellbeing for public policy: Theory, measurement, and recommendations”*

Start Journal entries on *community*, creativity, friendships, nutrition, exercise, & sleep (over next two weeks)

24. **W 11/16 1pm deadline for 3-Sentence Post on reading assigned for next day**
TH 11/17 Read: [United Nations World Happiness Report 2020](#), Chapters 1, 2, 5, 6, & 7
25. **M 11/21 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 11/22 Read: [United Nations World Happiness Report 2021](#), Chapters 1, 2, 6 & 8

TH 11/24 No class--Thanksgiving Break
26. **M 11/28 1pm deadline for 3-Sentence Post on reading assigned for next day**
T 11/29 11:30am: Deadline for submission of fully complete course Journal
Read: Diener & Seligman, “Beyond Money: Toward an Economy of Well-Being”; and
Read: Organization for Economic Cooperation Development), “Beyond GDP”
27. **W 11/30 1pm deadline for (last) 3-Sentence Post on reading assigned for next day**
TH 12/1 Read: [United Nations World Happiness Report 2022](#), Chapters 2, 5, and 6
28. **T 12/6 Final Reflections paper due, presented orally in class; no new reading assignment**
- T 12/13 1pm Deadline for submission of all three 1,000 Word Papers**
(These papers may be submitted at any time prior to this deadline—either all at once or each one at different times before this deadline.)