

IE-HUMANITIES

IE University

Professor: **MARIANA NIETHARDT DEL CASTILLO**

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Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

THE PHILOSOPHY OF HAPPINESS

We know happiness really matters, but do we really know what happiness is? Is it reachable? Do we have a right to happiness? Do we have a duty to be happy? What is the difference between being happy and leading a happy life?

In this course, we will examine these, and other questions related to happiness. We will learn what Western philosophers—who have a rich tradition of thinking and writing about happiness—understand by the concept of happiness; how this notion has evolved over time throughout history, and how happiness relates to other concepts such as virtue, pleasure, beatitude, utility, self-sufficiency, will, pain, subjectivism, rights, and duty. We will also learn about and compare how other non-Western traditions understand the meaning of happiness in their cultures and how they experience it, and we will conclude the class by probing into what science and religion have to say about happiness.

Happiness is something we all have experienced in our lives and will continue to do so. So, I hope that once you have acquired a solid grasp of its different meanings in history and across different cultures, your knowledge of the concept of happiness will continue to enrich your debates outside the classroom and make you a little wiser in understanding your own path to happiness.

OBJECTIVES AND SKILLS

- Development of analytical, critical, and creative thinking.
- Comprehensive reading of complex texts.
- Writing and argumentation.
- Research and information competence.
- Sensitivity to other cultures and human experiences.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35 hours
Discussions	23.33 %	35 hours
Exercises	16.67 %	25 hours
Group work	16.67 %	25 hours
Other individual studying	20.0 %	30 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

Introduction. Why Happiness? Why Philosophy?

Happiness and Virtue: Plato and Aristotle

Book Chapters: Plato, "The Republic" (Book IV (419a-422a) and Book IX (584d-587a)) (ced)

Book Chapters: Aristotle, "Nicomachean Ethics" (Books I and X) (ced)

SESSION 3 (LIVE ONLINE)

Happiness and Pleasure: Epicureanism and Stoicism

Book Chapters: Epicurus, "Letter to Menoeceus" (ced)

Book Chapters: Seneca, "Of a happy life" (ced)

SESSION 4 (ASYNCHRONOUS)

Happiness and Science I: what does science say about happiness?

Video: Tal Ben-Shahar, "The science of happiness" (Youtube)

Video: D. Gilbert, "The surprising science of happiness" (TED)

SESSIONS 5 - 6 (LIVE IN-PERSON)

Happiness and Blessedness I: Judaism and Christianity

Video: Rabbi Lord Jonathan Sacks: "Happiness in the Jewish Perspective"

Book Chapters: St. Augustine, "The Happy Life" (selection) (ced)

Book Chapters: St. Thomas Aquinas, "Summa Theologica" (First Part of the Second Part: Question III) (ced)

SESSIONS 7 - 8 (LIVE IN-PERSON)

Happiness and Blessedness II: Buddhism and Daoism

Book Chapters: M. Ricard, "A Buddhist View of Happiness" (ced)

Podcast: The Happiness Lab, Lao Tzu

SESSION 9 (ASYNCHRONOUS)

Happiness and Science II: what does science say about happiness?

Video: M. Seligman, "The new era of positive psychology" (TED)

Video: R. Waldinger, "What makes a good life? Lessons from the longest study on happiness" (TED)

SESSIONS 10 - 11 (LIVE IN-PERSON)

Common Happiness and Right to Happiness: The Enlightenment

Greatest Happiness Principle: Utilitarianism

Book Chapters: D. Diderot and J. le Rond d'Alembert, "Encyclopedia" ("Happiness" and "Felicity") (ced)

Book Chapters: Montesquieu, "My Thoughts" (selections) (ced)

Book Chapters: J. Bentham, "An introduction to the principles of morals and legislation" (Chapter III-V) (ced)

Book Chapters: J.S. Mill, "Utilitarianism" (ced)

SESSIONS 12 - 13 (LIVE IN-PERSON)

The Human Conquest of Happiness: Schopenhauer and Nietzsche

Happiness and Meaning: Existentialism

Book Chapters: A. Schopenhauer, "The Art of Controversy" and "Counsels and Maxims" (selections) (ced)

Video: A. de Botton, "Philosophy: A Guide to Happiness – Nietzsche on Hardship" (Youtube)

Book Chapters: Camus, A. "The Myth of Sisyphus"

SESSION 14 (ASYNCHRONOUS)

Happiness and Science III: what does science say about happiness?

Video: B. Wallace, "The price of happiness"

Video: R. Gutman, "The hidden power of smiling"

Video: S. Berns, "My philosophy for a happy life"

SESSION 15 (LIVE ONLINE)

Midterm Exam

SESSIONS 16 - 17 (LIVE IN-PERSON)

Happiness and Idleness

Happiness in Hell

Book Chapters: Russell, B. "In Praise of Idleness"

Podcast: *The Happiness Lab* (Episode 5)

Article: "How to be happy in a Gulag: Lessons from Aleksandr Solzhenitsyn"

Book Chapters: Frankl, V. "Man's Search For Meaning". Preface (CED)

SESSIONS 18 - 19 (LIVE IN-PERSON)

Subjective Happiness

Consuming Happiness

Article: E. Diener, R. Lucas and S. Oishi, "Subjective Well-Being" (ced)

Video: D. Kahneman, "The riddle of experience vs. memory" (TED)

Article: Z. Bauman, "Happiness in a society of individuals" (ced)

Article: P. Bruckner, "Condemned to Joy" (ced)

SESSION 20 (ASYNCHRONOUS)

TBD

SESSIONS 21 - 22 (LIVE IN-PERSON)

Happiness and Marketing / Happiness and Medicine: Group Work

SESSIONS 23 - 24 (LIVE IN-PERSON)

Happiness and Economics / Happiness and Politics: Group Work

SESSION 25 (ASYNCHRONOUS)

Can Movies Enhance Happiness? ("Hector and the Search for Happiness"; "Happy-Go-Lucky"; "Eat, Pray, Love"; "Amélie"...)

SESSIONS 26 - 27 (LIVE IN-PERSON)

Happiness and Multiculturalism

The Globalization of Happiness

Article: Ahmed, S. "Multiculturalism and the Promise of Happiness" (CED)

Article: "Will Globalization Make You Happy?" (CED)

SESSIONS 28 - 29 (LIVE IN-PERSON)

What the history of "The Philosophy of Happiness" can teach us?

Wrap up session

SESSION 30 (LIVE ONLINE)

Final Exam

BIBLIOGRAPHY

Recommended

- Edited by Ilona Boniwell, Susan A. David, and Amanda Conley Ayers. (2013).

"The Oxford Handbook of Happiness". Oxford University Press. ISBN 9780199557257 (Digital)

EVALUATION CRITERIA

Your final grade will be weighted in the following way:

Preparation and Participation (20%): all readings and videos are mandatory and students are expected to do the readings and watch the media materials provided prior to each class. Lack of preparation, passive or zero participation and inappropriate behavior in class (e.g. classroom disruptions, side conversations. etc.) will affect negatively the grade. The depth and quality of your contributions will be the most important dimension regarding participation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.

Continuous evaluation (30%): throughout the course, you will have to write a couple of short essays, perform different happiness practices and complete the asynchronous tasks.

Essays should be submitted through Turnitin in online campus.

Essays will be marked according to Structure (25%), Style (25%) and Content (50%) which also includes the appropriate and correct use of sources. In each criteria, the following points have to be observed:

Structure:

- The general plan of the essay
- The connection between ideas exposed
- The inclusion of a conclusion
- The existence of paragraphs corresponding to ideas or concepts.

Style:

- The absence of grammatical mistakes
- The proper use of academic English corresponding to college level
- The adequate use of sources and quotations

Content:

- The level of originality in the essay
- The argumentative level of the essay
- The relevance of the information contained in it, without being a mere summary
- The adequacy of the content to the question proposed
- The logical connections between presentation of ideas and final conclusions
- The relevance of such conclusions without being a mere tautology.

Midterm Exam (20%): the specific format of the exam will be provided in due time.

Final Exam (30%): the specific format of the exam will be provided in due time.

Criteria	Percentage	Comments
Preparation and Participation	20 %	
Midterm evaluation	20 %	

Continuous evaluation	30 %	
Final Exam	30 %	

A) GRADING SYSTEM:

Grade description and equivalents:

- Excellent/Sobresaliente: 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

- Very Good/Notable: 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

- Good/Aprobado: 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

- Pass/Aprobado: 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

- Fail/Suspense: 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

- Automatic Failure/Suspense: 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

B) IE IMPACT

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge. IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

C) RE-SIT / RE-TAKE POLICY

Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

The maximum grade a student can obtain in the second exam session is 8 out of 10.

Students must submit all the work they did not turn in or failed during the course.

D) CODE OF ETHICS/HONOR

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

c) co-operation or collaboration.

d) with official documents, including electronic records.

e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).

c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

- a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 2020)

PROFESSOR BIO

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Mariana Niethardt holds a PhD in Political Philosophy and a Bachelor's Degree in Philosophy by Universidad Pontificia Comillas. She also teaches "Legal Thought" and "Modern and Contemporary Political Philosophy" at IE. She has worked for many years at "The School of Philosophy" in Madrid.

OTHER INFORMATION