**Module Objectives**

**PART 1: THE INDIVIDUAL**

**THINKING ABOUT THE GOOD LIFE** Introduces students to the main concepts, principles, and methodologies of the course. Students will identify and critically evaluate the various ways in which individuals from different cultures have sought to define the good life.

**SEEKING THE GOOD LIFE** provides students instruction on the key elements necessary for individuals to devote their lives to the active search for truth. Students will analyze the costs of such an investigation, and they will evaluate the extent to which this kind of investigation is open to all.

**EMBODYING THE GOOD LIFE** leads students to understand how physical health and physical appearance become enmeshed in pursuit of the good life. Students will identify and critically evaluate the ways in which the good either extends beyond or is confined within the limits of the body.

**PART 2: SOCIETY**

**SHARING THE GOOD LIFE** leads students to understand how the good life depends on developing personal relationships with others. Students will identify the key elements that shape such relationships, analyze the role that different perspectives play in individual development, and critically evaluate the extent to which the good life is a shared experience.

**CELEBRATING THE GOOD LIFE** leads students to understand what impact time has on the good life. Students will identify and analyze the role of ritual in the fashioning and sanctification of the good life. They will critically evaluate how works of art contribute to the good life and the extent to which celebration of the good life are “universal” or particular to a place, time, and audience.

**GOVERNING THE GOOD LIFE** leads students to understand how political rights are culturally constructed to promote the good life. Students will identify and analyze processes by which different governments have attempted to maximize the good life for as many as possible. They will critically evaluate the conflicts that occur when governments restrict individual autonomy.

**FIGHTING FOR THE GOOD LIFE** provides instructions on the conflicts that arise when individuals seek to achieve the good life. Students will identify and critically evaluate how individuals from different cultures and eras respond to injustices, what forms their responses take, and what causes them to sacrifice their own happiness and welfare for t he betterment of others.

**PART 3: NATURE AND THE PHYSICAL ENVIRONMENT**

**OWNING THE GOOD LIFE** provides instructions on the ownership and possession of the good life. Students will identify and analyze the conflicts that arise between individuals and communities over private and public ownership and critically evaluate how the good life has an intrinsic value that cannot be qualified.

**SUSTAINING THE GOOD LIFE** leads students to understand what makes a good life sustainable so that the needs of the present are not at the expense of the environment or future generations. Students will identify and analyze key elements of a good life that balances social justice, economic prosperity, and the limits on natural resources.

**CONSTRUCTING THE GOOD LIFE** provides student with instruction on ways in which the good life is reflected in the design and construction of pubic space. Students will identify and analyze key elements, biases, and influences that shape constructed places and the impact that space has on efforts to attain the good life.

**PART 4: EPILOGUE (AFTER THE GOOD LIFE)**

**QUESTIONING THE GOOD LIFE** provides further instruction on themes studied in the module “Seeking the Good Life.” Students will identify and analyze alternative ways to attain the good life, and they will critically evaluate how the good life has been called into question.

**PEROETUATING THE GOOD LIFE** leads students to understand the legacies of the good life. Students will identify and analyze how the good life is passed on to future generations, and they will critically evaluate the challenges and rewards of such efforts.