**SYNTHESIS ESSAY - WHAT IS THE GOOD LIFE? – DR. KESLING**

**Writing and Submission Requirements**

Length: 750 – 1,000 words

Format: 12-pt Times Roman font, double-spaced, 1” margins. Provide a heading   
 right flush on top of the first page with the following information: name,   
 date, class title, and instructor name. MLA Style.

Citations: You must provide the page number(s) of the works cited in the Essay.

Submission: Outline due Friday, July 19 in Lecture. Final Essay due Tuesday, July 23 in   
 Lecture.

**Writing and Submission Requirements**

Societies and cultures offer vastly different opportunities for men and women to pursue the good life. This prompt, therefore, asks you to engage and illuminate those differences using the Course materials. In this assignment you will use one female figure and one male figure from the readings listed below to explore and discuss the ways that gender shapes one’s perception of what the good life is and the ability to attain it.

You will use as your sources two different readings. Select one from our class discussions and select one reading not included in our source readings for this class. Explore how both texts support, debate, and critique ideas of gender in defining the good life. You may choose your class reading from the following:

Vivien Sung, *Five fold Happiness: Chinese concepts of luck, prosperity, longevity,   
happiness, and wealth.*

Dominik Wujastyk, ed., and trans. *The Roots of Ayurveda*

Herodotus, *The History.* Translated by David Greene

Hermann Hesse, *Siddhartha*

Oscar Wilde, “The Preface, Chapter 1 & Chapter 2” from *The Picture of Dorian Gray*

Emily Prager, “Our Barbies, Ourselves,” originally titled “Major Barbie” by Emily   
 Prager

Wangari Muta Maathai, Biography/The Green Belt Movement

Mark Twain, “Extracts from the Diaries of Adam and Eve

You may consider our discussion on *Antigone*

You may choose to discuss how these texts perceive the ability of women and men to view and access the good life. How polarized sentiments in television/film/music reflect these sentiments . . .

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Reading 1 (30 points)** | |
| Identification and description of material in Reading 1 that bears on main idea (10 points) |  |
| Analysis of material in Reading 1 that bears on main idea of paper (20 points) |  |

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| **Reading 2 (30 points)** | |
| Identification and description of material in Reading 2 that bears on main idea (10 points) |  |
| Analysis of material in Reading 1 that bears on main idea of paper (20 points) |  |

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| **Synthesis of Reading 1 & 2 (20 points)** | |
| Explanation of the similarities or differences of Readings 1 & 2 (10 points) |  |
| Analysis of the similarities or differences of Readings 1 & 2 (10 points) |  |

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| **Communication (20 points)** | |
| Clarity of argument (10 points) |  |
| Grammar, spelling, format, citations (10 points) |  |

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| **Deductions** | |
| No works cited (-15 points) |  |
| Not following writing prompt (-5, -10, or -15 points) |  |

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| **Grade** | |
| **Points (100 Point Scale)** |  |
| **Total Points (Points X 2)** |  |