Meeting:
Anderson office: 3026 Faner. Office hours: T, Th 9-9:30 and 11-12 or by appt.
dra3@siu.edu

Attendance: required—on Mondays we will have a movement part of the course—please be dressed to walk in whatever weather occurs EVERY Thursday.

Course description: This is a course in philosophy that follows the lead of the early post-Socratic philosophers. That is, we deal with philosophers who explore the conduct of life rather than the technical argumentation that has come to represent most contemporary versions of philosophy. We will explore the possibilities of living a good life and the practical possibilities of improving whatever sort of life one presently lives. This will involve researching the most common physical and medical problems facing Americans and looking at all of our living habits in relation to overall health.

The class will focus on discussing the readings in relation to our own lives, our health, and our culture. This requires careful reading of the texts. Some the themes we will discuss include: movement and exercise, food, spiritual and moral practices, standard social conventions, cultural phenomena such as ads, films, and music. We will also use part of a class period each week to WALK as a group.

Books: Meditations of Marcus Aurelius; Zen and the Art of Motorcycle Maintenance; Portable Thoreau; Anzaldua Reader.

Course project:
Select one (preferably physical) skill or practice you would like to begin to learn over the course of the semester. You will explore how this skill relates—in whatever ways—to your overall health and well-being. A. Write a 4 page history of the skill using at least 3 sources. B. Provide a 3 page description of the skill; focus on what the difficulties are in learning the skill; C. Write a one page entry each week in your journal regarding learning the skill; D. Make a 10 minute presentation to the class regarding your skill, and demonstrate some feature of it by trying to teach it to others.

Final exam project: Write a 5 page assessment of the readings stating in what ways they were helpful and on what ways they were not helpful in developing your chosen skill.

Grades:
20%--4 page history of the skill you choose (due: February 11)
20%--3 page description of you skill and your initial progress (due: March 8)
20%--oral presentation of your skill and your practice (Throughout March and early April)
20%--journal progress (checked every 3 weeks)
20%--5 page final assessment. (due Tuesday of exam week)

Although we will focus on the readings below, we may include other readings, videos, etc. as the course develops. These will depend on what we decide to focus on.

Readings: Tentative list—specific readings may change as we go.
Week 2: Meditations Book One
Week 3: Meditations Book Two
Week 4: Zen, Chapters 1-5
Week 5: Zen, Chapters 6-12
Week 6: Anzaldua, 38-50, La Prieta
Week 7: Zen, 12-17
Week 8: Anzaldua, 103-110, Creativity
Week 9: Zen 18-25
Week 10: Zen--finish
Week 11: Anzaldua, 121-123 and 187-197
Week 12: Thoreau, “Wild Apples”
Week 13: Anzaldua, 235-238, Memoir
Week 14: Thoreau essay “Walking” and Meditations Book Three

Academic Misconduct: For a description of various kinds of academic misconduct and the disciplinary ramifications involved, refer to the SIUC Undergraduate Student Conduct Code: http://www.siu.edu/~docedit/policies/conduct.html. Any plagiarizing or in-class cheating will result in a MINIMUM of a 0% for that assignment. If you have ANY questions regarding academic misconduct, please talk to the instructor.

*Emergency Procedures.* Southern Illinois University Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

*Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.*

**ADDENDUM**
Learning objectives—Students will learn to improve writing skills—grammar, spelling, organization, argumentation; students will learn the process of close-reading and interpretation; students will learn some basic features of western intellectual history. Uniqueness of course: movement component that allows students to develop a learning community; practical dimension in which students develop a skill and have to write about the learning process; it mixes serious scholarly analysis with down-to-earth questions of the conduct of life.