

**CLU34391 How to Be Happy?  
(JS)**

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| <b>Module Code</b>  | CLU34391  |
| <b>Module Name</b>  | How to Be Happy?  |
| <b>ECTS Weighting</b>   | 10 ECTS   |
| <b>Semester taught</b>  | Semester 1 or 2   |
| <b>Module Coordinator/s</b>   | Ashley Clements   |
| <b><u>Module Learning Outcomes</u><br/>with embedded <u>Graduate Attributes</u></b> | <p>On successful completion of this module, students should be able to:</p> <p>LO1. Interpret a range of different ancient and modern conceptions of happiness<br/> LO2. Critique modern Western conceptions of happiness against their ancient antecedents<br/> LO3. Relate different conceptions of happiness and the systems of value of which they are part<br/> LO4. Evaluate ethics in comparative perspective and use ancient texts and non-Western perspectives to pose the question of how we should live now<br/> LO5. Translate and critically analyse the prescribed texts<br/> LO6. Translate unseen Greek extracts of similar genre, style or content as the studied Greek texts into idiomatic English</p>   |
| <b>Module Content</b>   | <p>Thanks to Thomas Jefferson, the pursuit of happiness - along with life and liberty - is a foundational right of the US constitution. And all of us want to be happy. But how many of us can define what happiness is? And since we struggle to define it how can we attain it, and why are we all so obsessed with it? Part of the answer lies in the influence of one strand of thinking about happiness (<i>eudaimonia</i>) that derives from Aristotle. But Aristotle's influential view was merely one among many, so in this module, we revisit the earliest formulations of happiness in Classical literature and philosophy and compare them with other conceptions of happiness from contemporary western and non-western traditions. By so doing we'll tell the story of how we began to think of ourselves as people who need to pursue something called happiness - even though we don't know what it is - and reveal how odd our modern conceptions of doing well and being happy are.</p> |
| <b>Teaching and Learning Methods</b>  | <p>11 2hr discussion seminars.<br/> Texts will be read in the original Greek.</p>   |

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| <b>Assessment Details</b>   | Assessment Component   | Assessment Description   | LO Addressed | % of total | Week due          |
|   | 1.   | Essay  | 1-4          | 20         | W12               |
|   | 2.   | Either: Critical textual analysis<br><br>Or:<br><br>University commencement speech | 1-5          | 20         | W9                |
|   | 3.   | Written Examination  | 1-6          | 60         | Assessment Period |
| <b>Reassessment Requirements</b>  | Same as original assessment (40% coursework, 60% exam).<br>Only failed components are reassessed.  |  |              |            |                   |
| <b>Contact Hours and Indicative Student Workload</b>                          | Contact hours: 22  |  |              |            |                   |
|   | Independent Study (preparation for course and review of materials): 114  |  |              |            |                   |
|   | Independent Study (preparation for assessment, incl. completion of assessment): 114  |  |              |            |                   |
| <b>Recommended Reading List</b>   | <p>Ahmed, S. (2010) <i>The Promise of Happiness</i>. Durham.</p> <p>Kavedžija, I. and Walker, H. (2016) (eds.) <i>Values of Happiness: Toward an Anthropology of Purpose in Life</i>. Chicago.</p> <p>Bobonich, C. (2017) (ed.) <i>The Cambridge Companion to Ancient Ethics</i>. Cambridge.</p> <p>David, S.A., et al. (2013) (eds.) <i>The Oxford Handbook of Happiness</i>. Oxford.</p> |  |              |            |                   |
| <b>Module Pre-requisite</b>   | none   |  |              |            |                   |
| <b>Module Co-requisite</b>  | none   |  |              |            |                   |
| <b>Module Website</b>   | <a href="https://www.tcd.ie/classics/undergraduate/happy.php">https://www.tcd.ie/classics/undergraduate/happy.php</a>  |  |              |            |                   |
| <b>Are other Schools/Departments involved in the delivery of this module?</b> | no   |  |              |            |                   |