

(CLAS:1600:0EXW) ***Life Design: Building Your Future*** (1sh)
Schedule of Assignments

“Life” is a short-term gift. ***“Design”*** is creating a plan to maximize it.

Instructor: David L. Gould
Office location: 405 Blank Honors Center
Cell phone: (319) 331-2936
E-mail: david-gould@uiowa.edu
Skype office hours: By appointment
Skype ID: david.gould.ui

Recommended Books:

While not required, students are encouraged to read (at least) one of these books during the course of the semester.

A Path Appears: Transforming Lives, Creating Opportunity (Nicholas D. Kristof and Sheryl WuDunn)
Academically adrift: Limited Learning on College Campuses (Richard Arum and Josipa Roksa)
Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment (Martin Seligman)
A Whole New Mind (Daniel H. Pink)
Creating Innovators: The Making of Young People Who Will Change the World (Tony Wagner)
Creative Confidence: Unleashing the Creative Potential Within Us All (Tom Kelley & David Kelley)
Delivering Happiness: A Path to Profits, Passion, and Purpose (Tony Hsieh)
Designing the New American University (Michael Crow and William Dabars)
Do-Over! (Robin Hemley)
Drive: The Surprising Truth About What Motivates Us (Daniel H. Pink)
Emotional Intelligence (Daniel Goleman)
Give and Take (Adam Grant)
Excellent Sheep: The Miseducation of the American Elite & The Way to a Meaningful Life (William Deresiewicz)
The Happiness Project (Gretchen Rubin)
Linchpin: Are You Indispensable? (Seth Godin)
Make the Impossible Possible: One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary (Bill Strickland)
Man's Search for Meaning (Viktor Frankl)
Option B: Facing Adversity, Building Resilience, and Finding Joy (Sheryl Sandberg and Adam Grant)
Originals: How Non-Conformists Move the World (Adam Grant)
Outliers: The Story of Success (Malcolm Gladwell)
Plenitude: The New Economics of True Wealth (Juliet Schor)

Steal Like an Artist: 10 Things Nobody Told You About Being Creative (Austin Kleon)
The Element: How Finding Your Passion Changes Everything (Ken Robinson)
The Genius in All of Us (Daniel Shenk)
To Sell Is Human: The Surprising Truth About Moving Others (Daniel H. Pink)
Reality Is Broken: Why Games Make Us Better And How They Can Change The World (Jane McGonigal)
Etc., etc., etc.

Important Note: While only a portion of the assignments below will be tuned in, it is the expectation that all readings, films, exercises, etc. will be completed according to the “Schedule of Assignments” and integrated into the experience.

Weeks One and Two	(August 20 – August 31)
Weeks Three and Four	(September 3 – September 14)
Weeks Five and Six	(September 17 – September 28)
Weeks Seven and Eight	(October 1 – October 12)
Weeks Nine and Ten	(October 15 – October 26)
Weeks Eleven and Twelve	(October 29 – November 9)
Weeks Thirteen and Fourteen	(November 12 – November 30)
Please note: <i>Thanksgiving Recess from November 18 - 25</i>	
Week Fifteen	(December 3 – December 7)

“Colleges...can only highly serve us, when they aim not to drill, but to create, when they...set the heart of their youth aflame.” -- Ralph Waldo Emerson

Weeks One and Two

A New Vision for Higher Education

During my years at the University of Iowa, I have seen many students “drift away” because they couldn’t answer the fundamental question: “Why am I here?” While there is no doubt that people with college degrees statistically have much better outcomes than people who don’t, for these students that fact is not enough. They are looking for something more. Psychologist Mihaly Csikszentmihalyi calls it “flow” — a state of being in which one becomes so engaged in an activity or experience that nothing else seems to matter. Creativity expert Ken Robinson refers to it as “the Element” — the place where the things you love to do and the things you are good at come together. Psychologist Martin Seligman describes it as the “meaningful life” — where an individual’s “signature strengths” are used in the service of something larger than one’s self. The dirty little secret is that people who are intrinsically motivated, who do what they do out of the joy of the task itself, almost always outperform their extrinsically motivated peers.

Four years = 4 x 365 x 24 x 60 = roughly 2,102,400 minutes

Each student has two million minutes: Two million minutes until college graduation... Two million minutes to build one's intellectual and emotional foundations... Two million minutes to prepare for family, community, service and career... Two million minutes to prepare for a good "launch." At its best, the University of Iowa is a laboratory where the test runs of life take place. For most of you, this window of opportunity won't come again. **LIFE DESIGN** is about making sure you don't miss it!

Watch:

Delivering Happiness at School with Ashton Kutcher and Tony Hsieh
See: <http://www.youtube.com/watch?v=9d5oiL9uP0>

Listen:

WSUI Interview- "Talk of Iowa" - December 10, 2010
http://www.uiowa.edu/~lifeclass/interviews/wsui_interview1.mp3

Do:

Re-calculating Higher Education's Pay-off
<http://www.uiowa.edu/~lifeclass/docs/eduPayoff.pptx>

Read:

What Is It About 20-Somethings?
http://www.uiowa.edu/~lifeclass/docs/what_is_it_about_20somethings.pdf

Record Level of Stress Found in College Freshmen
[http://www.uiowa.edu/~lifeclass/docs/Record_Level_of_Stress_For_College_Freshman_\(NYT\).pdf](http://www.uiowa.edu/~lifeclass/docs/Record_Level_of_Stress_For_College_Freshman_(NYT).pdf)

Question #1:

Do you have a plan for your life? If so, what is it? What people and circumstances have influenced it? Does the plan draw from personal passions, practicality, or both? **(Short answer) Deposit on ICON**

Watch:

4/13/11 - RSA Animate - Changing Education Paradigms
See: <http://www.youtube.com/watch?v=zDZFcDGpL4U>

Watch:

Canadian designer Bruce Mau likens purposeful learning to "being lost in the forest." In that context, Mau explains, there is urgency. Everything in the environment must be scrutinized as a potential clue in one's effort to get out. While the experience may be a bit uncomfortable, it is also exciting and meaningful. It is easy to see how this type of learning differs considerably from being on a "picnic."

To give you a little better idea what Bruce means, the following is a video he produced for Arizona State University: <http://vimeo.com/3444693#>

Journal Assignment #1: Add Your Commandment

Hoping to define a unique approach to higher education, and with the help of some friends, I have started a set of “Ten Commandments.” I have four remaining and need your help.

(See: <http://www.uiowa.edu/~lifeclas/commandments/index.html>)

If you were to add one commandment for today’s university classroom, what would it be and why? Are their commandments on my list you would change? **(Minimum length: Half a page) Deposit on ICON**

Journal Assignment #2: Dedicate Your Education

Look at the page before the Table of Contents in most books and you’ll typically find a dedication. “But why should authors have all the fun,” asks Daniel Pink? Why can’t everyone – managers, salespeople, nurses, even students – dedicate their work to someone else?

While I got this exercise from Dan, he actually got it from Naomi Epel’s The Observation Deck, where Epel writes, “I once heard Danny Glover say that he dedicates every performance to someone – it might be Nelson Mandela or the old man who guards the stage door – but he is always working for someone other than himself. This focus gives his acting purpose and makes his work rich.”

If you were to dedicate your college education to someone, who would it be and why?

(Minimum length: Half a page) Deposit on ICON

(Source: Daniel Pink, A Whole New Mind, page 243)

All assignments due by Friday, August 31, 2018, 4:30 pm CST (Deposit on ICON)

“We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t been invented yet, in order to solve problems we don’t even know are problems yet.” -- Karl Fisch

Weeks Three and Four

The New World of Work

Here’s a challenge for you: Select someone you admire and then ask them to share the path that got them where they are today. How closely did their initial plan in college match where they are now? What part did mentors and unforeseen

opportunities play in altering their course? How did disappointments and roadblocks send them in new and unexpected directions? If they are honest, they will likely ask you take a seat, and inform you it's going to be a long story. You will hear the expected acknowledgements to hard work and aptitude, but the tale will twist and turn whenever "Destiny", shows up.

Destiny is the moment in the story when the agent walks up to Ashton Kutcher in an Iowa pizza joint and asks if he's ever considered modeling, or when a teenager named Paul McCartney decides to go and hear a group of school-aged musicians perform at St. Peter's Church Garden Fete and comes home with a new friend named John. As a colleague of mine describes, "It's when all three legs of the stool – hard work, talent, and fate - touch the ground at the same time."

In his Commencement address to Stanford's 2005 graduating class, Steve Job's reflected on the kind of trust it takes to embrace opportunity. "You can't connect the dots looking forward", Jobs told the graduates. "You can only connect them looking backwards." Author Daniel Pink writes that, "It's nice to believe that you can map out every step ahead of time and end up where you want, but that's a fantasy. The world changes. Ten years from now your industry might not even exist."

Watch:

Did You Know? 3.0 (October 2008)

See: <http://www.uiowa.edu/~lifeclass/docs/DidYouKnowBrenmanAnimated.wmv>

Read:

The Pace of Change

See: <http://www.uiowa.edu/~lifeclass/docs/PaceChange.pdf>

Read:

Revenge of the Right Brain

See: [http://www.uiowa.edu/~lifeclass/docs/Revenge_of_the_Right_Brain_\(PINK\).pdf](http://www.uiowa.edu/~lifeclass/docs/Revenge_of_the_Right_Brain_(PINK).pdf)

Listen:

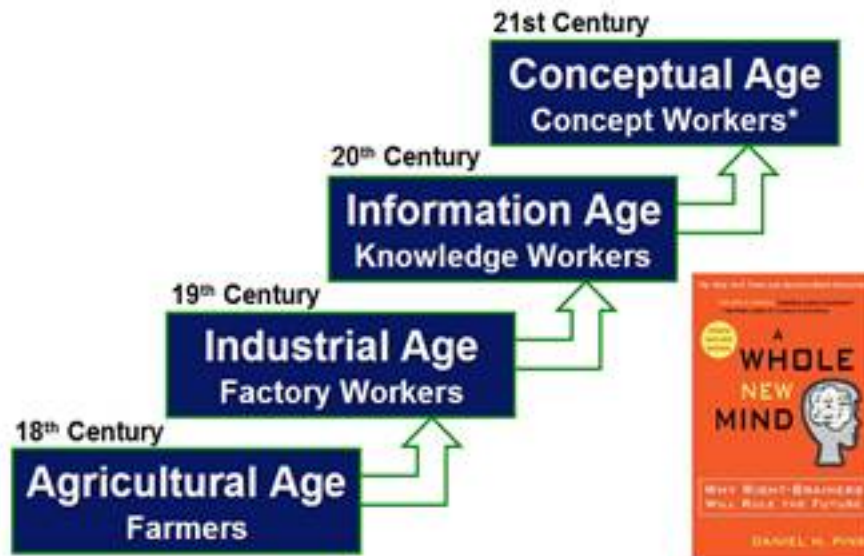
Listen to my interview with Daniel Pink

<http://flashmedia.uiowa.edu/clas/indepart/dlgould/01danielpink.mp3>

"The last few decades have belonged to a certain kind of person with a certain kind of mind—computer programmers who could crank code, lawyers who could craft contracts, MBAs who could crunch numbers. But the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers, and meaning makers. These people—artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers—will now reap society's richest rewards and share its greatest joys." -- Daniel Pink, "A Whole New Mind"

In looking to the future, Daniel Pink asks us to think of the last 150 years as a three-

act drama.



Act I, the Industrial Age

The lead character in this act was the mass production worker.

Act II, the Information Age

The central figure in this act was the knowledge worker.

Act III, the Conceptual Age

As we enter the "Conceptual Age", creative thinking and collaboration become essential skills for success.

Will you be ready?

"The whole secret of a successful life is to find out what it is one's destiny to do, and then to do it." - Henry Ford

People make career decisions for two different reasons:

- **Instrumental reasons** – Because they think it's going to lead to something else, regardless of whether they enjoy it or it's worthwhile.
- **Fundamental reasons** – Because they think it's inherently valuable, regardless of what it may or may not lead to.

Question #2:

How do you make decisions for your life? Are they more often for fundamental or instrumental reasons? Give an example.

(Short answer) Deposit on ICON

Do:

Matching individuals to their college major exercise

<http://www.uiowa.edu/~lifeclass/docs/MatchMajor.pptx>

Here's an excerpt from a letter that an indignant father sent to his son after hearing that he had opted for an impractical major:

"I am appalled, even horrified, that you have adopted Classics as a major. As a matter of fact, I almost puked on my way home today. ... I am a practical man, and for the life of me I cannot possibly understand why you should wish to speak Greek. With whom will you communicate in Greek? ..."

I suppose you will feel that you are distinguishing yourself from the herd by becoming a Classical snob. ... I think you are rapidly becoming a jackass, and the sooner you get out of that filthy atmosphere, the better it will suit me."

Ted Turner's father, Robert, penned the letter. While harsh, Robert's reaction is sadly not that unusual. Ted finally relented to his father's wishes and changed his major to economics. Though he went on to found the cable news network CNN, Ted sadly never graduated.

Many students encounter tremendous pressure from their parents to adopt "practical" majors, and I've talked to a handful of students whose parents flatly refuse to provide for their educational expenses unless they major in something career-oriented. While motivated out of concern, is that the best approach?

Watch:

Daniel Pink: Choosing a Major

See: <http://www.youtube.com/watch?v=S2qc2DcdUL4&feature=relmfu>

Assignment #1: Pick two disciplines you think you might like to major in and answer the following question for each: **"Why does the world need (fill in the blank)?"** This is very different than asking, "How much money does it pay? Or "What kind of jobs will be available?"

(Minimum length: Half a page) Deposit on ICON

For example, watch Professor Chris Cheatum describe why the world needs chemistry!

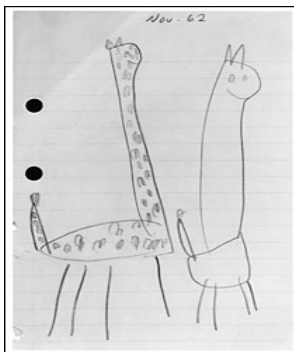
<http://flashmedia.uiowa.edu/clas/indepart/dlgould/chris.m4v>

Smart corporations rightly identify creativity as their most precious commodity. Production matters now, but creativity is the source of all growth – the new products, techniques, services, and solutions that distinguish companies that thrive.

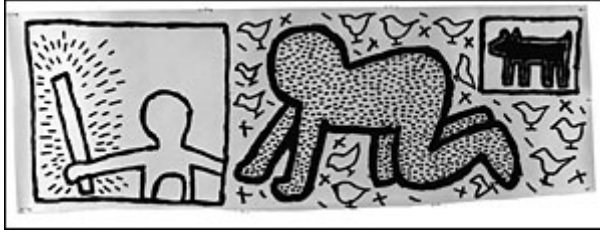
Is anybody here an artist?

The late Gordon MacKenzie liked to visit grade schools. In fact, the self-proclaimed, "loyally subversive", Hallmark Card employee would start the day with a roomful of kindergarteners, and working his way through the ranks, end up in the sixth grade. Gordon began each class with the same question: "Is anybody here an artist?" If you have a five-year-old in your life or can dredge up an old memory of what it was like to be one, it is pretty easy to guess how Gordon's first stop goes. The kindergarteners predictably erupt with excitement, and jostle for Gordon's attention. Everyone in the room is an artist! But as the day progresses, the excitement wanes. And when Gordon finally asks his question for the last time, only two wary sixth graders are willing to accept the label. "What happened?" Gordon probes. "I just visited the kindergarten class this morning and it's full of artists! Did they all transfer out?" And then giving himself away, Gordon pauses and regrettably concludes, "No", I suspect something much worse has happened here. Someone has told you it's not ok."

Pablo Picasso claimed that, "Every child is an artist. The problem is how to remain an artist once you grow up." I am not sure anyone has mastered holding on to all the "fairy dust" that is sprinkled over a childhood, but only fools let everything blow away. "I am interested," wrote cultural anthropologist, Margaret Mead, "in what happens to people who find the whole life so rewarding that they are able to move through it with the same kind of delight in which a child moves through a game." Mead is referring to the spot at the edge of a bluff where Alexander Graham Bell found his "dreaming place." Or the first "imagination workshop" Steven Spielberg conceived behind his closed bedroom door. It is how a drawing of two polka-dotted animals, by a four-year-old Keith Haring, can still echo in his mature work eighteen years later.



#1 Keith Haring's "Childhood Drawing of Two Animals" (1962)



#2 Keith Haring Untitled Work (1980)

Do:

"30 Circles Test"

http://www.uiowa.edu/~lifeclass/docs/PLAY_and_CREATIVITYCircle_exercise.pdf

Bob McKim was a creativity researcher in the '60s and '70s who led the Stanford design program. He liked to do an exercise with his students called the "30 Circles Test."

Here is how it goes: Using the "30 Circles Test" sheet provided, adapt as many circles, as fast as you can, into objects. (E.g. a baseball, moon) You have one minute. Ready – set – go!
(A minute later...)

How many did you get?

Did you do a variation on a theme? A smiley face? Happy face? Sad face? Sleepy face?

Did you use the examples I gave? (E.g. a baseball, moon)

What McKim's exercise typically demonstrates is that adults tend to edit themselves. Children, on the other hand, are much better at just going for it.

Several years ago, the Smithsonian Institute had a traveling exhibit entitled, Invention at Play. (See: <http://inventionatplay.org>) The exhibit was based on the knowledge that numerous inventors link their childhood play with their working lives as inventors. Diaries and notebooks of 19th and early 20th century inventors provide historical evidence of the role of play in the invention process.

Ask the Harry Potter series author, J.K. Rowling where her vivid imagination came from and she won't point to television, movies, or video games. Instead she will share stories of a childhood spent exploring the wild and beautiful Forest of Dean in Britain.

Journal Assignment #3: Goals

In the book *Eat, Pray, Love*, Elizabeth Gilbert notes that the great Sufi poet and philosopher Rumi once advised his students to write down the three things they most wanted in life. If any item on the list clashes with any other item, Rumi warned, you are destined for unhappiness.

What are your goals in life, and why? Are your goals still connected to your dreams?
(Minimum length: One page) Deposit on ICON



Ashton Kutcher and me (In case you are confused, I am on the left.)

Don't Put Your Hand Down!

A couple of years ago, “Two and a Half Men” co-star Ashton Kutcher visited my *LIFE DESIGN* class. I kept it as a surprise to my students, and when he walked into the room there was a “buzz” of excitement that I wish I could replicate in every lecture. Ashton and I really didn’t have a game plan, and I immediately began worrying about how we would fill the time.

What resulted, however, was one of the most thoughtful discussions I have heard on a college campus. Ashton spoke about his small-town upbringing, and the bitter divorce of his parents. He shared the stories of the high school arrest that confined him to Iowa City, and the “big break” that took him to New York. But there was one moment in particular that I have carried with me ever since.

It was when Ashton asked my students to raise their hands to a series of questions: How many of you think you could be a fireman? How many of you can picture yourself as a CEO? An artist? An engineer? A teacher? With each inquiry, only a scattering of hands would go up. And when Ashton asked, “How many of you believe you could be the President of the United States?” there was but one

outstretched arm. “Why”, implored Ashton, “especially, when you are at a point in your lives when everything is still possible!” Many of my students told me later that they promised themselves that afternoon to never put their hand down again.

Watch:

Ashton Kutcher visits **LIFE DESIGN**

<http://flashmedia.uiowa.edu/clas/indepart/dlgould/ashton.m4v>

All assignments due by Friday, September 14, 2018, 4:30 pm CST (Deposit on ICON)

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” -- Maya Angelou

Weeks Five and Six

Who’s Your Elvis? (The Importance of Mentors)

The stereotype goes that men will never ask for directions, but I beg to differ. In fact, not only will I ask for directions when I’m lost, but if you’re willing lead me, I’ll follow you there. If the goal were to reach the destination, why would anyone do otherwise? And yet many of us struggle through life, ignoring the potential guides all around us.

At the start, we all learn by pretending to be our heroes.

Music mogul, Jay Z writes, “We were kids without fathers... so we found our fathers on wax and on the streets and in history. We got to pick and choose the ancestors who would inspire the world we were going to make for ourselves.”

In “Steal Like An Artist”, Austin Kleon advocates for selecting one thinker you really love – writer, artist, scientist, philosopher – and then learning everything you can about that person. When you’ve exhausted your research, select three people that thinker loved and do it all over again. Climb the tree as high as you can go, and embrace the emerging lineage. In time, Kleon promises, a branch of your own will appear.

Each semester, I ask my students the question: “If you could select anyone in the world to guide your life, who would it be, and what would you ask?” Now imagine that you can!

To make my point, I created the *Dave's Dream Mentor Challenge*, and request my students give me the names of three influential – yet seemingly unreachable - people in their lives. My challenge is to connect them with one of the names on their list for an interview

It could be the University of Iowa football coach, **Kirk Ferentz**, or **Doug Ulman**, President and Chief Executive Officer of **LIVESTRONG**, or **Lance Benson**, a marathon athlete, who after being born without legs, competes using a skateboard and his arms.

While the conversations are always meaningful, the most rewarding thing to me has been watching a student's idea of what's possible shift. Once you get a backstage pass to life, sitting in the "lawn seats" is never the same!

Interestingly, the insights seem to deepen in relationship to the span of years between the mentor and student.



Simon Estes and Chaz'men Williams-Ali

When Chaz'men Williams-Ali interviewed his mentor, 74-year-old opera singer Simon Estes, the conversation was more than a lecture on vocal technique and diction. The discussion was filled with glimpses into a time when African American opera singers had to travel to Europe to be heard. Estes told his story of being the grandson of a slave sold for \$500, and the son of a father that could neither read nor write. With sadness he shared that he has sung in more opera houses than all the black men in the history of the art form combined. When Chaz asked Simon what distinguished a great singer from a good one, Simon answered without hesitation, "the great singers sing with their heart and soul, not just their mind." Leaning forward, Simon asked, "Where is your brain located?" Chaz pointed to his head. "Where is your heart?" Chaz obediently lowered his hand to his chest. "And where is your voice? Simon concluded. "It is located in between."

Watch:

Chaz'men Williams-Ali interviews his mentor, opera singer Simon Estes <http://flashmedia.uiowa.edu/clas/indepart/dlgould/estes.m4v>

Question #3:

"If I could select anyone in the world to learn from, whom would I pick, and what would I ask?"

(Short answer) Deposit on ICON

Journal Assignment #4: Create a "Mentor Map"

Identify someone established in his/her career who you respect, and map their path to success. How closely did their initial plan after college match where they are now? What role did mentors, opportunity, and destiny play in getting them where they are today? If they could give you one piece of advice on how best to use your time in college, what would it be?

(Minimum length: One page) Deposit on ICON

(Inspiration: Conversation with Daniel Pink)

Listen:

Listen to my interview with Seth Godin

See: <http://flashmedia.uiowa.edu/clas/indepart/dlgould/02sethgodin.mp3>

Seth Godin Biography

Seth is the author of 17 books that have been bestsellers around the world and have been translated into more than 35 languages. He writes about the post-industrial revolution, the way ideas spread, marketing, quitting, leadership and most of all, changing everything. You might be familiar with his books Linchpin, Tribes, The Dip and Purple Cow.

In addition to his writing and speaking, Seth is founder of squidoo.com, a fast growing, easy to use website. His blog (which you can find by typing "seth" into Google) is one of the most popular in the world. Before his work as a writer and blogger, Godin was Vice President of Direct Marketing at Yahoo!, a job he got after selling them his pioneering 1990s online startup, Yoyodyne.

In 2013, Godin was inducted into the Direct Marketing Hall of Fame, one of three chosen for this honor.

All assignments due by Friday, September 28, 2018, 4:30 pm CST (Deposit on ICON)

"Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." -- Margaret Mead

Weeks Seven and Eight

Turning the City Into a Classroom



Avery Bang and classmates

Faced with a senior design project, Bang and four of her civil/environmental engineering classmates proposed a radical idea to their professors: “What if we actually built something?” As Avery says now, “To see a project from concept to implementation was not an experience I had ever had, and I was about to graduate as an engineer.” What Avery and her fellow students had in mind was to design and build a footbridge near the rural community of Yavina, Peru. To a population cut off from the only school, healthcare facility, and marketplace, this proposal promised profound change.

Now the Executive Director at Bridges to Prosperity, Avery understands just how important that early decision was to her professional trajectory. “It was the first time I realized that I could have a team outside of sports”, Avery recalls. “That I could rely on people. I had these four individuals who would do anything for me, and I for them, in a setting where we were moving towards a common good.”

While smart corporations rightly identify ingenuity as their most precious commodity, far too often higher education is stuck in an old Industrial Age model

that rewards students with the best memories and bubble sheet exams. But the good news is that it doesn't have to be that way.

The great Kurt Vonnegut, author of such classic works of literature as *Slaughterhouse-Five* and *Cat's Cradle*, understood the spirit of a true academic adventure. Addressing his 1965 class as "Beloved," Vonnegut described the twist and turns their inquiry together might take. "As was said to me years ago by a dear, dear friend," Vonnegut wrote on the course syllabus, "Keep your hat on. We may end up miles from here."

While 20 somethings have a unique generational "voice" to offer society, a lack of opportunity, resources, and experience often holds them back. This is a loss on both sides. Not only do our cities and communities need their energy and idealism, but young adults need mentored opportunities to start constructing their contributions as well.

Young people also have the capacity to dream BIG! While frequently dismissed as youthful innocence, those who find a way to protect that fragile quality often make the greatest difference in the end.

Watch:

Watch my profile on Avery Bang – *Making a Difference*

<http://flashmedia.uiowa.edu/clas/indepart/dlgould/avery.m4v>

Watch:

Watch my profile on Andy Stoll – *Community*

See: <http://flashmedia.uiowa.edu/clas/indepart/dlgould/andy.m4v>

Andy Stoll Biography

Andy Stoll recently founded Seed Here, a social good startup designed to connect and grow the entrepreneurial ecosystem and creative communities in Cedar Rapids/Iowa City regions (still recovering from the massive 2008 Iowa Floods); is in development on a reality-based around-the-world travel show for a major network and is serving in advisory roles with a number of startups. Stoll recently completed a 4-year trip-around-the-world and is presently launching a multimedia collegiate speaking tour built around his travel experiences.

FOR A CLOSER LOOK AT ANDY'S TRAVELS, WATCH:

4 Years Around The World in 4 Minutes (See: <http://vimeo.com/28443990>)

Question #4:

After watching the profile piece, what questions would you like to ask Andy Stoll? Please submit three possibilities, and Andy will respond to the ten best questions from the class. Andy's answers will be forwarded to everyone.

(Three questions) Deposit on ICON



Reimagining Downtown class

Watch:

During the course of our journey, the Reimagining Downtown students made two videos: One early in the process to express the challenge before them, and the other as closure to the experience.

<http://vimeo.com/m/61822388> (Created in the first six weeks of class.)

<http://www.youtube.com/watch?v=UCxDJfYyLBM> (Produced after the project's completion)

Journal Assignment #5: Return to the starting point

If possible, talk to your parents about the day you were born. Not how or when, but what they were thinking and feeling when they first held you. Try to get them to be as specific as possible. What were their dreams and hopes? What did they fear most? What perspective does this information give you? How closely does your current path align with this information?

(Minimum length: One page) Deposit on ICON

(Inspiration: Conversation with Daniel Pink)

Note: If you are unable to discuss this with your parents, please pick someone who has known you since you were young. What were their early thoughts of you?

All assignments due by Friday, October 12, 2018, 4:30 pm CST (Deposit on ICON)

Gold medals aren't really made of gold. They're made of sweat, determination, and a hard-to-find alloy called guts. -- Dan Gable

Weeks Nine and Ten

The Power of Persistence

Tapping into your “beyond hours”

I first heard the term “beyond” hours used to describe Mark Wahlberg, and his commitment to the film, *The Fighter*. “It was tough”, Wahlberg said in the article. “Going out and making another movie and still continuing to train for something that may not happen is not an easy thing to do. We're shooting 12 to 14 hours a day on one movie and I'm getting up 2 hours earlier than normal so I can train.” To Wahlberg and others like him, beyond hours are the “hours that ignore what's expected and acknowledge what's necessary.” They are the price Joe Lewis was referring to when he said, “Everybody wants to go to Heaven, but nobody wants to die.”

Kirk Ferentz may be the dean of Big Ten football coaches now, but in his first term, the 1999 University of Iowa Hawkeyes went 0-8 in the conference. It must have been a pretty lonely off-season, with Kirk traveling only by night, and avoiding comedy clubs.

But with the dawn of a new campaign, Kirk came armed with two fresh weapons – a big boulder and an accompanying slogan, “beat the rock.” Kirk told his puzzled athletes that the rock symbolized the struggle necessary to become a championship level program. “Breaking the rock”, Kirk asserted, “is not something that happens easily or overnight. Rather it takes months, perhaps even years, of hard work – chiseling a way bit by bit. While I can't tell you when it will happen,” he said, “I promise if you do that, it will.”



The rock was finally broken in 2002 when the Hawkeyes swept through the Big Ten Conference schedule with an undefeated record of 8 wins and no losses. The Big Ten Champions had an Iowa best eleven Hawkeyes honored as First-Team All-Big Ten selections. In a symbolic gesture, Kirk had the boulder removed from the football facility and shattered into hundreds of pieces. He not only gave a stone to each of his current players, but all the athletes who had labored on that rock before them.

The world is littered with talented people who didn't put in the hours, who didn't persist, who gave up too early, who thought they could ride on talent alone. Meanwhile, people who might have less talent pass them by. Beethoven wrote 60 to 70 drafts of a single phrase of music. Hall of Famer, Ted Williams hit practice pitches until his hands bled. **What rock are you trying to break?**

Do:

12-Item Grit Scale

See: http://www.uiowa.edu/~lifeclass/readings/docs/12_item_Grit_Scale_Duckworth.pdf

Read after completing exercise:

Angela Duckworth developed a test to measure what she describes as "grit." The Grit Scale is a deceptively simple test that asks users to rate themselves on a series of 12 questions. While it relies entirely on self-report, Dr. Duckworth has found the test remarkably predictive of success. Duckworth has found that people who accomplish great things often combine a passion for a single mission, with an unswerving dedication to achieve that mission – whatever the obstacles and however long it might take. **Using the scoring chart on page three of the test, how "gritty" are you?**

Listen:

Listen to my interview with David Shenk

See: <http://flashmedia.uiowa.edu/clas/indepart/dlgould/DavidShenk.mp3>

David Shenk tells us in his book, *The Genius in All of Us*, about Beethoven writing 60 to 70 drafts of a single phrase of music, and Ted Williams hitting practice pitches until his hands bled. Prior to his death in Rome in 1564, Michelangelo burned "a large number of his own drawings, sketches and cartoons so that no one should see the labors he endured and the ways he tested his genius, and lest he should appear less than perfect." (Source: Vasari)

Read:

The Success Myth

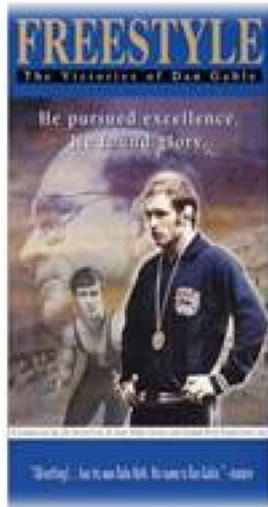
[http://www.uiowa.edu/~lifeclass/readings/docs/The_Success_Myth\(WSJ\).pdf](http://www.uiowa.edu/~lifeclass/readings/docs/The_Success_Myth(WSJ).pdf)

A Kid Who Doesn't Kid Around

http://www.uiowa.edu/~lifeclass/readings/docs/A_Kid_Who_Doesn't_Kid_Around.pdf

Watch:

Watch my documentary, *Freestyle: The Victories of Dan Gable*
<http://flashmedia.uiowa.edu/clas/indepart/dlgould/gable.m4v>



Description: Dan Gable has been called the "Babe Ruth" of wrestling. He won the Olympic Gold Medal in 1972 by not surrendering a point to any of his opponents. This, despite the fact the Soviets came to the Olympics with only one goal in mind, to defeat Gable. Following the Olympics, Gable went on to be the most successful coach in the history of the sport. From the brutal murder of his sister that drove him to win 181 consecutive matches, to the terrorist shaken 1972 Olympics that earned him a Gold Medal, Dan Gable defines a true American champion. Early footage of Gable's life is combined with a behind the scenes view of his last season as the coach at the University of Iowa. This documentary presents an inside look into the unique culture of wrestling, and a rare view of this legendary sports figure.

Question #5:

After watching the documentary, what questions would you like to ask Dan Gable? Please submit three possibilities, and Dan will respond to the ten best questions from the class. Dan's answers will be forwarded to everyone.

(Three questions) Deposit on ICON

Question #6:

When does persistence become delusion? Has there been a time when you wish you had worked harder?

(Short answer) Deposit on ICON

Watch:

Watch my profile on Tara Fall – *Adversity*

See: <http://flashmedia.uiowa.edu/clas/indepart/dlgould/tara.m4v>

WHAT IS PROSOPAGNOSIA? Prosopagnosia is a disorder of face perception where the ability to recognize faces is impaired, while the ability to recognize other objects may be relatively intact.

The term originally referred to a condition following acute brain damage. About two per cent of the population suffers from some sort of facial blindness.

Few successful therapies have so far been developed for affected people, although individuals often learn to use 'piecemeal' or 'feature by feature' recognition strategies. This may involve secondary clues such as clothing, gait, hair color, body shape, and voice.

Because the face seems to function as an important identifying feature in memory, it can also be difficult for people with this condition to keep track of information about people, and socialize normally with others.

Journal Assignment #6: Do Over!

Kids have the luxury of calling “do-over!” when things go wrong. Why can’t we? What are your biggest regrets, and if you could, how would you re-do them? Moving forward, what can you learn from these experiences?

(Minimum length: One page) Deposit on ICON

(Inspiration: Robin Hemley’s Book, *Do-Over!*)

Read:

Do-Over!

See: http://www.uiowa.edu/~lifeclass/readings/docs/DoOver_09.pdf

All assignments due by Friday, October 26, 2018, 4:30 pm CST (Deposit on ICON)

“When I was 5 years old my mother always told me that happiness was the key to life. When I went to school they asked me what I wanted to be when I grew up. I wrote down ‘happy’. They told me I didn’t understand the assignment, and I told them they didn’t understand life.” -- John Lennon

Weeks Eleven and Twelve

The Pursuit of Happiness

Zappos CEO, Tony Hsieh, enjoys asking people to share their goals. For sake of interaction, I'd like you to think of one of your own. Does everybody have one? It could be to grow a company. Discover a great job. Find someone to share your life with.

Now ask yourself, "why?" Maybe it's to retire early, make good money, or find a soul mate.

Now ask yourself, "why?" again. To spend time with family, buy a home, get married.

But "why?"

If you do that exercise long enough, as varied as our initial goals may have been, we all arrive at a common denominator: We think whatever we've chosen will make us happy!



If happiness is what we are all after then doesn't it make sense to learn as much about it as we can?

A portion of our happiness – perhaps 50 percent – is simply genetic. But every day we learn more about the environmental and social conditions that impact the remaining share. Having a rich social network, engaging in satisfying work, and feeling a sense of gratitude are among the things we know contribute to happiness. What doesn't seem to matter much is making excessive amounts of money or getting lots of education.

Interesting Fact:

Panama may be the happiest country in the world, racking up the highest score in the Gallup-Healthways Global Well-Being Index for 2013.

In contrast, conflict-afflicted countries such as Syria and Afghanistan showed the lowest scores in this survey of 135 countries. The United States came in at number 14 in the poll.

The Global Well-Being Index aims to gauge people's perceptions of their well-being, by looking at financial status as well as four other factors that contribute to well-being: social well-being, which means having supportive relationships and love in life; community well-being, which is about liking one's place of residence; having purpose and goals; and physical health.

Only 1 in 6 adults (17 percent) worldwide were considered to be "thriving" in at least three of these five elements of well-being. The majority of global populations were "struggling" or "suffering" in many of these domains, the researchers found.

Here are the 10 happiest countries, with the percentage of people who are "thriving" in three or more of the elements of well-being:

- Panama: 61 percent
- Costa Rica: 44
- Denmark: 40
- Austria: 39
- Brazil: 39
- El Salvador: 37
- Uruguay: 37
- Sweden: 36
- Canada: 34
- Guatemala: 34

The 10 lowest-ranked countries:

- Syria: 1 percent
- Afghanistan: 1
- Haiti: 3
- Democratic Republic of Congo: 5
- Chad: 5
- Madagascar: 6
- Uganda: 6

- Benin: 6
- Croatia: 7
- Georgia: 7

Do:

What Makes Us Happy – The Science of Happiness QUIZ

See: <http://www.uiowa.edu/~lifeclas/readings/docs/HappyQuiz.pptx>

Assignment #2:

Write a brief biography about yourself, and then read instructions below.

(Minimum Length: One page) Deposit on ICON

Further Instructions, Assignment #3:

After you have completed your biography, look at the words you used. Does the language express positive emotions or are they more deadpan? In a study of nuns, those who at age twenty included positive-emotion words in their biographies lived about a decade longer than their more deadpan peers.

(Short answer) Deposit on ICON

(SOURCE: Deborah D. Danner, David A. Snowdon, and Wallace V. Friesen, "Positive Emotions in Early Life and Longevity: Findings from the Nun Study," *Journal of Personality and Social Psychology* 80 (5) (2001): 804-813.)

Read:

But Will It Make You Happy?

[http://www.uiowa.edu/~lifeclas/readings/docs/Will_It_Make_You_Happy_\(NYT\).pdf](http://www.uiowa.edu/~lifeclas/readings/docs/Will_It_Make_You_Happy_(NYT).pdf)

The Secrets of Happiness

[http://www.uiowa.edu/~lifeclas/readings/docs/Happiness\(Csikszentmihalyi\).pdf](http://www.uiowa.edu/~lifeclas/readings/docs/Happiness(Csikszentmihalyi).pdf)

Listen:

Listen to my interview with Chris Peterson

See: <http://flashmedia.uiowa.edu/clas/indepart/dlgould/03chrispeterson.mp3>

Watch:

Watch my profile on Nate Staniforth – *Magic*

<http://flashmedia.uiowa.edu/clas/indepart/dlgould/nate.m4v>

Nate Staniforth Biography:

Nate Staniforth began touring while still a student the University of Iowa, studying theater, history, and religion by day and driving for hours to perform on other campuses at night. Nate's 2007 web series *The Magician Project* caught the eye of superstar David Blaine who recruited Nate to design an original illusion for Blaine to use on his national ABC television special. In 2009 Nate traveled extensively through India and Southeast Asia to explore the magic in these cultures as part of a

documentary about magic around the world, meeting with psychics, snake charmers, street performers, shaman, and anyone who could show him something amazing. Nate now tours the country full time, bringing his unique “unplugged” style of magic to over a hundred colleges, universities, and theaters every year.

Question #7:

After watching the profile piece, what questions would you like to ask Nate Staniforth? Please submit three possibilities, and Nate will respond to the ten best questions from the class. Nate’s answers will be forwarded to everyone.

(Three questions) Deposit on ICON

Journal Assignment #7: The Secret Good Deed

Think of something special you could do for someone, and without letting anyone (but me) know – do it! What did you do, and how did it make you feel? What was the person’s reaction?

(Minimum length: One page) Deposit on ICON

(Inspiration: Conversation with Christopher Peterson)

All assignments due by Friday, November 9, 2018, 4:30 pm CST (Deposit on ICON)

“A man is not old until regrets take the place of dreams.” -- John Barrymore

Weeks Thirteen and Fourteen

Taking a Long View on Life

Until recently, we humans spent our time with people of all generations. Growing up, my father’s whereabouts were monitored by a network of community elders that had known him his entire life. This is no longer true. In fact, as author, Robert Bly describes we are now living in “sibling societies” – educated away from those outside our horizontal gaze.

Over the past two decades, a growing body of literature is beginning to emerge that describes a trend in which the young and the old are becoming increasingly disconnected. This age segregation has been linked to a decline in life satisfaction in the elderly, and an increase in negative stereotypes toward the aged and aging among our youth.

According to Yale psychologist Becca Levy, “Age stereotypes are often internalized at a young age – long before they are even relevant to people,” and early attitudes tend to be reinforced over a lifetime.

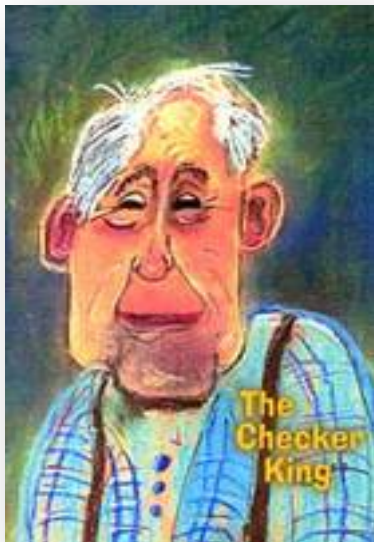
To call something old in our culture is an insult, as in old hat or old ideas. To call something young is a compliment, as in young thinking or young acting.

Maggie Little, the Director of Georgetown's Kennedy Institute of Ethics, worries that our culture is in a state of denial about aging. "The notion of what we're supposed to look like comes from celebrities and it's really distorted," she says. "As a culture, we've developed this very narrowed view of beauty — only one decade, the 20s. We spend adolescence gearing up for this peak, and then we spend the rest of our lives trying to reclaim it."

Listen:

Listen to my interview with Harry R. Moody

See: <http://flashmedia.uiowa.edu/clas/indepart/dlgould/06rickmoody.mp3>



Watch:

Watch my documentary, *The Checker King*

See: http://www.snagfilms.com/films/title/the_checker_king

The Checker King Synopsis:

"You know how many of us there are who lost their spouses? There are nine million of us. And you know if you're not careful you'll have a lot of suicides because people don't talk to us." -- Harold O'Brien

At the age of 68, Harold O'Brien meets the love of his life, Norma, and marries for the first time. Except for a brief period during World War II, Harold has never ventured far from his hometown. But one day, Norma convinces him to enter the Iowa State Checker Championship. With her encouragement and faith Harold wins. A few months later, Norma dies unexpectedly, and Harold begins a six-year struggle with

severe depression. Realizing he is suicidal, Harold admits himself into the hospital. One morning, Harold begins thinking about how disappointed Norma would be with his floundering life, and in her memory, decides to enter the National Checker Championship.

This is a warm and inspiring story, that also takes an honest look at the darker realities of aging and depression.

Watch:

Lost Generation

See: http://www.youtube.com/watch_popup?v=42E2fAWM6rA

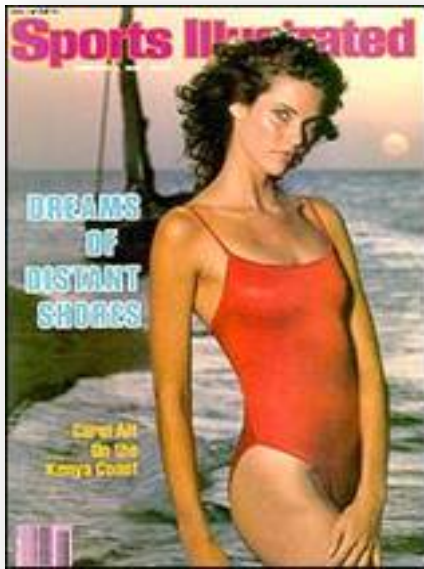
NOTE: Lost Generation is an example of a palindrome, which reads the same backwards as forward. In this case, the meaning is also the exact opposite. This video was submitted in a contest by a 20-year old. The contest was titled "u @ 50" by AARP. This video won second place. When they showed it, everyone in the room was awe-struck and broke into spontaneous applause. So simple, and yet so brilliant.

Legacy Letter Project

How It Began:

In January 2007, I began soliciting people age 50 and older to send letters to my college students. The authors were asked to give insight on what they know now that they wish they would have known when they were in their 20s. I received letters not only from all over the United States, but a few foreign countries as well. They arrived in the form of poems, short stories, eulogies, and more. They shared the wisdom gained from raising a Downs Syndrome child, to surviving domestic violence or breast cancer. Between the lines, they gave glimpses into the change that preceded your arrival. When undergraduate girls were required to pass a swimming test to graduate; or when the Marching Band was made up of only guys; or when a 1964 ivy green Mustang cost only \$2,400. At the end of the semester, every student received a personal letter. The response surpassed my wildest dreams, and with the launching of this website, the Legacy Letter Project has grown into a national initiative.

See: <http://www.legacyletterproject.com>



Carol Alt

Read:

Carol Alt's Legacy Letter

http://www.uiowa.edu/~lifeclass/readings/docs/Carol_Alt_LegacyLetter.pdf

Journal Assignment #8: Beginning With the End

One of my friends is the author John Irving, (Cider House Rules, The World According to Garp, A Prayer for Owen Meany, etc.) John starts every novel by first creating the last sentence. Once established, every word of the novel leads to that point. If your life was framed in a similar manner, what would your last sentence be? How would that awareness reshape the way you see your life, and treat the world today?

(Minimum length: One page) Deposit on ICON

All assignments due by Friday, November 30, 2018, 4:30 pm CST (Deposit on ICON)

Please note that classes close for Thanksgiving recess on Sunday, November 18th and resume on Monday, November 26th

"Okinawans call it ikigai, and Nicoyans call it plan de vida, but in both cultures the phrase essentially translates to "why I wake up in the morning." -- Dan Buettner

Week Fifteen

A Meaningful Life



Viktor Frankl

“Success, like happiness”, writes Viktor Frankl, “cannot be pursued; it must ensue...as the unintended side-effect of one’s personal dedication to a course greater than oneself.”

Viktor’s great insight was formed in the winter of 1942, when as a young psychiatrist, he and his wife, Tilly, were among the hundreds of Jews rounded up and arrested in Vienna. At the time, Viktor was already hard at work on a theory of psychological well-being. Anticipating the roundup, the young couple took great pains to save their most cherished possession – the manuscript Viktor was writing. Before the officials marched into their home, Tilly sewed the document into the lining of Viktor’s coat. Viktor wore that coat when the couple was later dispatched to Auschwitz, but on his second day in the concentration camp, he was stripped by the SS guards, and never saw the manuscript again.

In the ensuing three years, at Auschwitz and later at Dachau – as his brother, mother, father, and pregnant wife all perished in the gas ovens – Viktor worked to recreate the text by scratching notes on stolen scraps of paper. And in 1946, one year after Allied forces liberated the concentration camps, those crumpled pieces were transformed into what would become one of the most powerful and enduring books of the last century, “Man’s Search for Meaning.” Within those pages, Viktor argued that, **“Man’s main concern is not to gain pleasure or to avoid pain but rather to see a meaning in his life.”**

When we are no longer able to change a situation, we are challenged to change ourselves.

Read:

(Excerpt) Man's Search for Meaning/Viktor Frankl

<http://www.uiowa.edu/~lifeclas/readings/docs/meaning.pdf>

Watch:

Watch my search to answer the "eternal questions" in the film, *The Search for Meaning*

<http://flashmedia.uiowa.edu/clas/indepart/dlgould/thesearchformeaning.m4v>

Question #8:

Do you ask yourself the "eternal questions"—or do you avoid them? What gives your life meaning?

(Short answer) Deposit on ICON



Read:

In 1968, at the University of Kansas, Senator Robert F. Kennedy gave one of the most beautiful and courageous speeches in American political history. Few Americans remember now what he said, so I'd like to share with you a short excerpt:

Read: http://www.uiowa.edu/~lifeclas/readings/docs/Kennedy_1968.pdf

Abraham Maslow's Hierarchy of Needs



Many of you are familiar with Abraham Maslow's hierarchy of needs: Often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualization at the top.

Interestingly, later in life Maslow wanted to take this hierarchy for the individual and apply it to the collective, to organizations and specifically to business. But unfortunately, he died prematurely in 1970.

The idea has never the less taken hold in some of the most innovative companies. One example is Zappos. Zappos' CEO, Tony Hsieh has drawn the parallel between business and happiness, and integrated it into the culture of his company.



"So many people when they go to the office, they leave a little bit of themselves at home, or a lot of themselves at home," he says. "And while there's been a lot of talk over the years about work life separation or work life balance, our whole thing is

about work life integration. Because it's just life – and the ideal would be if you can be the same person at home as you are in the office and vice versa."

- Zappos' CEO, Tony Hsieh

The company's annually published Culture Book contains hundreds of short essays written by Zappos employees and vendors explaining what makes the culture so special and successful. Says Hsieh: "Corporate culture is every bit as important as the bottom line."

Martin Seligman (University of Pennsylvania), has identified three different happy lives that correspond to these three desires:

1. The "**Pleasant Life**" – A life full of positive emotions about the past, present, and future.
2. The "**Good Life**" – Using your "signature strengths" to achieve gratification in the main areas of your life.
3. The "**Meaningful Life**" - Knowing what your highest strengths are and deploying them in the service of something larger than you are

Read:

Can happiness be taught? Martin E. P. Seligman

[http://www.uiowa.edu/~lifeclas/readings/docs/Happiness\(Seligman\).pdf](http://www.uiowa.edu/~lifeclas/readings/docs/Happiness(Seligman).pdf)

A Dream Job – (Iowa Alumni Magazine)

<http://www.iowalum.com/magazine/dec12/dreamjob.cfm?page=all>

Watch:

Steve Jobs' 2005 Stanford Commencement Address

(See: <http://www.youtube.com/watch?v=UF8uR6Z6KLc>)

Text of Steve Jobs' 2005 Stanford Commencement Address

[http://www.uiowa.edu/~lifeclas/readings/docs/Steve_Jobs_Address_\(TEXT\).pdf](http://www.uiowa.edu/~lifeclas/readings/docs/Steve_Jobs_Address_(TEXT).pdf)

Watch:

A parting shot of my own:

I would like to extend my deep gratitude to the University of Iowa College of Liberal Arts & Sciences for the honor of participating in the spring commencement ceremony. (May 17, 2014 at Carver Hawkeye Arena.)

<https://www.youtube.com/watch?v=V4orX1Ialal&index=6&list=PL7d8BMotflM1mTmZ-Ivs9cCL3fcQJS3Qe>

The following is the text of my commencement address. (<https://db.tt/ngNcnTkm>) I am particularly pleased that my parents were in attendance. We are given few

chances to publicly thank the people who impact our lives and I was grateful for the opportunity.



Mom, Dad, and me before the commencement ceremony

Watch:

"What if money was no object?" is our closing video of the semester.

<http://www.wimp.com/noobject>

Journal Assignment #9: Say Thanks

Gratitude really works. In **fact, according** to Martin Seligman, feelings of appreciation enhance well-being and deepen one's sense of meaning. In that spirit, think of a person in your life who has been kind or generous to you, but whom you've never properly thanked. Write a detailed "gratitude letter" to that person explaining in concrete terms why you're grateful and mail it! (Don't forget to give me a copy as well.)

(Minimum length: One page) Deposit on ICON

(Source: Daniel Pink, A Whole New Mind, page 235)

Assignment #4: From Here to There Paper

INSTRUCTIONS: Drawing from the videos, journal assignments, and exercises, describe what resonated most with you, and how you see your life moving forward.

(Minimum length: Three pages) Deposit on ICON

All assignments due by Friday, December 7, 2018, 4:30 pm CST (Deposit on ICON)