

# *The Art of Living*

*Achieving Fulfillment during Life's Transitions*

School for New Learning  
DePaul University  
Summer 09

## **General Information:**

Faculty: Gregory L. Gilmore

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Telephone: 219/926-1441

Location: Loop Campus

Dates/Time: Thursdays, June 18-August 13, 2009

Hours: 6PM –9PM

Credit Hours: 4

## **Course Description**

We are living in an environment where change often seems to be the only constant. And, as the forces of change grow in intensity, complexity and take on a global scope, the task of coping can be daunting. Given today's world of constant change, this course is designed to help you gain a deeper understanding of the change and transition process and discover new ways to address planned and unplanned career and lifestyle changes and opportunities. Special attention will be given to methods for achieving personal and career fulfillment during a myriad of transitional periods in life. Both in class sessions and in your reading assignments you will be exposed to the distinctive worldviews of a wide range of philosophers, spiritual leaders, artists and sages throughout history who have been wrestling with life enhancement issues. During the course you will become familiar with a number of prominent contemporary writers and thinkers who are addressing the complexities of the change and transition process in turbulent times. Educational activities are multi-media and include small and large group discussions, collaborative learning exercises and presentations, research, journaling, weekly writing assignments and a final paper. After completing this course, you will be able to:

- Identify and articulate the difference between *change* and *transition* and develop and/or strengthen your coping skills.
- Develop new ways to find greater fulfillment during life's most difficult transitions.
- Articulate and apply collaborative learning techniques in your personal and professional life.

***When one door  
closes, another  
opens. But, we  
often look so  
regretfully upon  
the closed door  
that we don't see  
the one that has  
opened for us.***

***--Alexander Graham  
Bell***

An overarching goal of this course is to be an enriching, rewarding experience where you will have the opportunity to share ideas in a safe environment.

## Faculty Biographical Sketch

Gregory L. Gilmore has been engaged in leading change for over 40 years. His career path has evolved into a leadership development plan that has

**Change cannot be avoided...Change provides the opportunities for innovation. It gives you the chance to demonstrate your creativity.**

--Keshavan Nair

been shaped by executive leadership, entrepreneurial and consulting experiences in such diverse fields as



downtown development, the performing and visual arts, real estate development and construction, life coaching, landscape design and, most recently, teaching. But, the common thread that binds his mosaic career is *change* on the community, organizational or personal level. Another major thread that emerges is Mr. Gilmore's love for learning, his passion for teaching and his deep desire to ignite the spark of lifelong learning in others. As Someone who has devoted a lifetime to developing his own leadership capabilities,

he is now focusing on helping to identify and develop the skills that will be required of future global leaders.

Mr. Gilmore's extensive leadership experience has provided the spirit and substance for the courses he now teaches at DePaul University's School for New Learning and in the University's Interdisciplinary Studies Program. His current courses at the School for New Learning include:

- *Discovering the Leader Within: Exploring Transformational Leadership*
- *Leadership across the Globe*
- *The Leadership Edge*, an online course
- *The Art of Living: Achieving Fulfillment during Life's Transitions*
- *Career vs. Calling: Life is All About the Hyphen*

He also serves as Professional Advisor to approximately 30 SNL students in any given quarter, providing guidance and assessing their performance as they progress in their learning plan.

Mr. Gilmore currently teaches the course *Values-Based Leadership: Making a Difference While Making a Profit* in the Interdisciplinary Studies Program at DePaul.

Gregory L. Gilmore earned his Master of Art's Degree in Economic Development and International Relations from The Fletcher School of Law and Diplomacy at Tufts University and his Bachelor of Arts Degree, with majors in political science and history, from Bowling Green State University.

## Competencies Offered

A-1-D: Can analyze writers' or artists' representations of human experience.

A-3-D: Can assess the assumptions and implications of a significant thinker's ideas about work or leisure.

L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.

FX: . Can assess the assumptions and implications of a significant thinker's ideas about change and transition and can apply the lessons learned to an evaluation and refinement of one's life and career.

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### **Required Reading:**

Bridges, William, *THE WAY OF TRANSITION: Embracing Life's Most Difficult Moments* (Perseus Books, 2001)

Hudson, Frederic M. & McLean, Pamela D. *LIFELAUNCH: A Passionate Guide to the Rest of Your Life* (Hudson Institute Press, 2000)

Sharma, Robin S., *THE MONK WHO SOLD HIS FERRARI: A Fable about Fulfilling Your Dreams and Reaching Your Destiny* (Harper Collins, 1997)

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### **Attendance and Class Participation**

It is important that you attend each class session. DePaul University anticipates that all students will attend all classes. I hope that you will find each class so interesting that you will not want to be absent. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Students missing more than two class of our ten-week course will not have met the requirements for a passing grade.



### **Criteria for Assessment**

The *Art of Living* is a graded course. Your final grade will be based on the successful completion of papers, class attendance and participation and reading assignments. Please see the following percentage distributions for specific assignments related to specific competencies:

For any **two** of the competencies:

Class attendance and participation:	40%
Weekly homework assignments:	30%
Final Paper:	30%

For **one** competence:

Class attendance and participation:	40%
Weekly homework assignments	20%
Final Paper:	40%

### Assessment Criteria for Each Competence

If you are taking this course for **two** competencies, including the A-1-D, A-3-D and FX competencies, you will need to complete a 4-5 page Final Paper for **each** competency, or an 8-10 page paper, if you combine any two of the above competencies, complete all

*Everyone has been made  
for some particular work  
and the desire for that  
work has been put in his  
(her) heart.*

*--Rumi*

weekly homework assignments and participate in weekly classroom activities. If you are taking this course for only **one** competence, you will need to complete a 4-5 page Final Paper, complete all weekly homework assignments and participate in weekly classroom activities. Your Final Paper(s) should be based on personal experiences, weekly reading and other homework assignments and your own research to demonstrate your understanding of a specific competence. By Class Five, if not earlier, class time will be devoted to reviewing examples of Final Paper topics. You will be asked to develop a proposal for your Final Paper in outline form by Class Six. I will

work with each of you on your proposed Final Paper topics. I think you will find that ideas and topics for your Final Paper often naturally evolve as the class proceeds. Each week's work follows a "building block" process.

If you are taking this course for the **L-7 (Collaborative Learning) competence**, you will be working with other students pursuing this competence in an exercise designed for this competence. You will demonstrate your understanding of this competence in a presentation typically scheduled at Class Nine. There is no Final Paper requirement for the L-7 Competence. You will, however, need to prepare a 2-page summary of the lessons you have learned from the collaborative learning experience. I will be working closely with you and facilitating your collaborative learning experience.

## The “Final Project”: An alternative to the *Final Paper*

You may want to consider doing a *Final Project* to demonstrate your understanding of one or more of the competencies (other than the L-7, collaborative learning, competence) we are covering in the course. We will be discussing this option at various times throughout the course. Here are some ideas and guidelines that will hopefully stimulate your interest:

As you think about the *Final Project* option, I greatly encourage you to place a high priority on an activity that will be meaningful and bring you joy. You might think about how you will address your competence or possibly two competencies (A1D, A3D and/or FX) by *applying* the lessons you have learned in the course. I encourage you to be as creative as possible. I hope this will be an assignment you truly enjoy! So, here are some ideas to stimulate your thinking.

1. As you think about the lessons you have learned from reading Robin Sharma’s book *The Monk Who Sold His Ferrari*, are you inspired to develop a life plan that would help you become a “master in the art of living”? What might you create (an artifact) in this course that would reflect your thoughts at this point in your journey? You might think about ways to incorporate earlier work you have completed in the course like your selection of music that is meaningful to you.
2. Possibly there is a particular cause that is very important to you and you would like to inform and heighten the awareness of others. Imagine you will be able to convey your message to the nation (the world) using all of the technology at your disposal. And you have about 10-15 minutes to convey your message. What would you say? Your artifact could be a power point presentation to the class.
3. You might want to plan a trip to one of your favorite or as-yet-unexplored destination places. (The Art Institute, The Chicago Historical Museum, the Museum of Contemporary Art, Graceland Cemetery (don’t laugh), The Chicago Botanical Garden, the Morton Arboretum, the Garfield Park Conservancy, the Lincoln Park or Brookfield Zoos, Millennium Park, etc.)
4. You might consider planning a future vacation, and your final project could reflect the research you have done of print sources and electronic sources including PBS travel programs like those of Rick Steve’s and Burt Wolf, videos, etc.
5. You might want to plan a camera tour of outdoor sculpture or other landmarks in and around Chicago.
6. Create a work of art (a poem, a story, a montage, a painting, a piece of sculpture, pottery, a textile, etc.).

7. Maybe there is a book that you have been planning to read add meaning to your life. I can suggest several that have enriched my life: Robert Fulghum's Words I Wish I Would Have Wrote, The Gardener by Grian, Philip Simmons' Learning to Fall, Po Bronson's Why Do I Love These People, Frank McCourt's Teacher Man, The Art of Possibility by Rosamund and Benjamin Zander, Parker Palmer's Let Your Life Speak and (a second book) The Courage to Teach, Anne Lamott's Traveling Mercies, anything by Maya Angelou. I am intrigued by a book I just received: Plato and a Platypus Walk into a Bar by Thomas Cathcart and Daniel Klein, grandsons of Groucho Marx. You might want to take a look at it.

8. Maybe there is a film or documentary that you would like to see.

9. Take a “nature walk” or a walk through your favorite urban neighborhood with digital (or other) camera in hand.

10. SOMETHING TO THINK ABOUT...

Your Final Project “artifact” can take many forms. It might be a piece of artwork you created, a powerpoint presentation, a photo album or a short story. You might also consider creating a blog, a website, a Flickr album or a movie to be posted on YouTube. Technology has opened up a variety of ways you can express and document your learning experience.

11. Now, please add your thoughts...

### **Written Work Will be Evaluated As Follows:**

*A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.*

*B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.*

*C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.*

*D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or*



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--Keshavan Nair



*simplistic; may indicate that student has not done reading assignments thoroughly.*

All papers must be typed, double-spaced with one inch margins, and exhibit college-level writing skills. Please use spell check and any other aids at your disposal. Be sure to read carefully for any grammatical errors. All papers and other assignments must be handed in by the due date, unless you have asked in advance and have received permission from me . In all of the material submitted in this class, you will be expected to uphold the University's guidelines on academic integrity found in the Student Handbook (Please see below.) To take the course for Pass/Fail, please notify me by Class Two.

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## Class Schedule

**Week One:** Change vs. Transition: Identifying changes and transitional periods in our lives.

Required reading:

Bridges, pp. 1-33

Hudson, pp. Preface-p.22

Sharma, pp. 1-23

**Week Two:** The Transition Process: Why is it important



Required reading:

Bridges, pp.34-95

Hudson, pp. 25-64

Sharma, pp. 22-40

**Week Three:** The Way of Transition: How to keep winning when the rules keep changing?

Required reading:

Bridges, pp. 96-133

Hudson, pp. 65-73

Sharma, pp. 41-71



**LIFE SEEMS TO  
LOVE THE LIVER OF  
IT.**

--Maya Angelou




**Week Four:** Discovering One's Vocation: Career vs. Calling  
 Required reading:  
 Bridges, pp. 134-179  
 Sharma, pp. 72-92




**Week Five:** The Neutral Zone  
 Required reading:  
 Bridges, pp. 180-223  
 Hudson, pp.75-104  
 Sharma, pp. 93-143

**Week Six** Beginning a New Life: The Gifts of Transition  
 Required reading:  
 Hudson, pp. 119-138  
 Sharma, pp. 144-181



The jump is so frightening between where I am and where I want to be...But for all I may become, I will close my eyes and leap!

--M.C. Hershey



**Week Seven** Launching the Next Chapter of Your Life  
 Required reading:  
 Hudson, pp. 139-169

**Week Eight** Guest Speaker



**Week Nine** Stay the Course:

Exploring Ways to Stay Renewed.

**Collaborative**

**Learning**

**Presentations**

**Week Ten** Embracing the Future: Empowerment and Final Thoughts

**Final Papers Due**

## *Writing Help*

**DREAM AS IF YOU'LL LIVE FOREVER.  
LIVE AS IF YOU'LL DIE TODAY.**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the *Writing Guide for SNL Students* at <http://snl.depaul.edu/writing/index/html>. For on-campus and online tutoring, see the *DePaul University Writing Centers* at <http://condor.depaul.edu/~writing/>.

### ***For Students Who Need Accommodations Based on the Impact of a Disability:***

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

### ***Chronic Illness Initiative:***

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

## Addenda

### DePaul University Academic Integrity Policy



DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

### DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

*When you are inspired by  
some great purpose, some  
extraordinary project, all your  
thoughts break their bounds.  
Your mind transcends  
limitations, your  
consciousness expands in  
every direction and you find  
yourself in a new, great and  
wonderful world. Dormant  
forces, faculties and talents  
become alive, and you  
discover yourself to be a  
greater person by far than you  
ever dreamed yourself to be.  
--Patanjali*