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FSP121, SECTIONS 01 & 02
FIRST SEMINAR: LIFE IN, OUT, & AFTER COLLEGE
Fall 2013
Tuesdays & Fridays, 8:30-9:50am & 10-11:20am

Course Description & Learning Goals: Students often hear college will be “the best four years of your life,” and it certainly can be. But students often grow too busy to make the most of their college years, settling into common social patterns, rarely venturing outside the “college bubble,” and avoiding thoughts about life after college. Unfortunately, paths to adulthood have grown longer and more harrowing, and those who ignore this reality during their college years make their post-college path even more difficult.

This seminar will explore the scholarly study of American youth and young adults, examine changes to the social and cultural worlds that youth and young adults inhabit, and consider patterns of navigating our post-modern and globalizing world. Class time will be devoted to discussion and analysis; all students must be thoroughly prepared and participate weekly.

In general, this course seeks to foster intellectual curiosity; to introduce college-level assignments and college-level expectations in terms of writing, reading, research, and oral presentations; to improve the students’ ability to think critically about their world, their culture, and their own beliefs; to foster a student culture of intellectual engagement outside the classroom; to encourage students to take greater responsibility for their own learning; and to introduce students to the concept of a well-rounded education based on a breadth of knowledge that goes beyond their immediate professional or academic field.

Required Texts:

Inge Bell *et al.* *This Book is NOT Required* [it is, though!]. 4th Edition. Sage Pine Forge, 2011
Michael Kimmel. *Guyland: The Perilous World Where Boys Become Men*. Harper Collins, 2008
Jean Twenge. *Generation Me: Why Today’s Young Americans Are More Confident, Assertive, Entitled – and More Miserable Than Ever Before*. Free Press, 2006.

Course Policies:

1. *Attendance and Participation:* Students demonstrate their commitment to learning by regularly attending class, by arriving *on time* and *staying for the full class period*, by contributing usefully to class and small group discussions, by doing their part to create an atmosphere of respectful and serious learning, and by reading the assigned material in advance of the class. You will be expected to so express your commitment in this class. You may also expect that I will start class on time, end on time, answer your questions fully and respectfully, return your exams and papers in a timely manner, and be available to meet with you during my office hours.
2. *Papers and Examinations:* Students demonstrate their academic seriousness by turning in all papers and assignments on time, and by rigorously maintaining the highest standards of academic writing. This includes (but is not limited to) spelling, grammar, style, documentation, and format (thus, any paper or assignment should have double line spacing, 1 inch margins, and a 12 point typeface). Dedicated students for whom this presents a challenge will avail themselves of the college’s writing tutors.
 - a. *All assignments must be turned in on time.* Overwork, personal struggles, and the like are important issues, and I encourage you to avail yourselves of your residence staff, student development staff, or the college’s counselors for help in these matters. Such issues, however,

do not constitute a valid excuse for lateness. Neither do variations on “the computer ate my paper,” “I can’t get the computer to print,” “I don’t know how the file I uploaded didn’t have any text in it,” or “I left my paper for you, did you get it?” count as valid excuses. Valid excuses are a death in the immediate family or severe hardship (which I will confirm with the Dean of Students). Late papers are *severely* penalized (i.e., 5 points for papers not uploaded by *the start of class*, 10 points for papers uploaded after class, 20 points the following day, etc.). Papers and assignments must be uploaded on time.

b. Likewise, *examinations must be taken at the scheduled time*. Only those with official TCNJ activities (e.g., field trips), or the valid reasons specified above, may reschedule their examinations. No make-up exams will be given to students who notify the professor *after* the exam has taken place, unless they were incapacitated and physically unable to call beforehand (i.e., unconscious in a hospital). Make-up examination format is at my discretion (usually a 20-30 minute oral examination).

c. *Plagiarism/Cheating* will not be tolerated, and I will advocate for the fullest penalties possible. Don’t be foolish--you don’t want me as your adversary. I have respect for the student who accepts the consequences of poor preparation and turns in his/her *own* work. Do what is honorable and right.

3. *Grading Distribution*: Your course grade will be based on the following percentages:

Class Readiness & Participation	15%
First Exam	15%
Second Exam	15%
CEL Participation & Reflection Assignment	5%
Research Proposal & Bibliography Consultation	5%
Research Paper Draft	15%
Poster or Oral Presentation	10%
Final Research Paper	<u>20%</u>
TOTAL	100%

Grade distribution is the traditional 0 to 100 point scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 60-66=D, less than 60=F.

4. *College Policy Adherence*:

This course adheres to the TCNJ policies on attendance and on academic integrity, and to the federal government’s Americans with Disabilities Act. Copies of these policies can be found at: <http://policies.tcnj.edu/index.php>

Course Assignments:

1. *Community-Engaged Learning Project*: It would be a crime to teach this class and never sample firsthand the diverse life out of college that surrounds us. Hence, we will collaborate with TCNJ’s Bonner Center for an off-campus experience. You will receive more information about this in class. These activities are **mandatory**.

Aside from my evaluation of your participation in this CEL project, augmented by reports from the Bonner Center staff, you will write a 1000 word (max.) paper in which you will *reflect* upon what you observed/experienced – how the observation helped you understand or see life out of college in a different, more vivid, or more nuanced way (if true) – and in which you will *connect* your observations/experience with concepts discussed in course readings. Again, no more than 1000 words, and submit by the date indicated. The best papers identify two or three key observations and then make thoughtful connections to the texts, key concepts, and other course materials. The worst papers present gut reactions only, write long lists of things that were observed, lack insightful connections to the course texts, and conclude with unsupported platitudes about the value of the experience.

2. *Exams*: There will be two examinations, consisting of short answer and essay questions that will be taken during class. These will be closed book exams, except for the Reading Notes you will receive back from me.

3. *Research Proposal, Draft, Presentation, & Final Paper*: Since core goals of this seminar involve the refinement of your writing and speaking skills, a major focus of student work will be generating a polished research paper that draws from the themes established in this seminar, but is largely based on intensive research on a relevant topic of your choosing. To this end, you will produce: 1) a research proposal describing your intended topic, your thesis, your thesis-supporting subsections, and a bibliography of at least 5 scholarly sources; 2) a complete draft of the paper; 3) an oral presentation or poster presentation about your research; and 4) a final, polished research paper of 3000 words or less. Submit digital copies of these to CANVAS by the dates and times specified on the schedule below.

I strongly encourage you to make use of your professor's office hours well in advance of due dates to discuss paper ideas, ask questions, and get feedback on intended plans.

4. *Reading Notes*: We will be intently discussing our texts this semester, and it is imperative that you come prepared to discuss these in class. To facilitate this, you will submit to me at the start of each class (and post to CANVAS) a *one-page, single-sided sheet of reading notes*. These notes must be your individual work only; they may not be the product of collaboration with other students in the course.

Each week, I will review these notes to make sure they are about the assigned week's readings only, record their presence (this will count towards your class readiness grade), and save them until the exam. During in-class examinations, *which are otherwise closed-book*, you will receive these reading notes back to assist you. So it is clearly in your interest to do the best job you can each week with your one-page, single-sided sheet of reading notes. How you format/design these is entirely up to you – just make sure your name and the date of the class is written clearly on them, and that you stick to *one-side of one regular-size (8.5 x 11) sheet of paper*.

IMPORTANT NOTE: I shall do everything I can to ensure the safekeeping of these notes; however, a page of notes may get separated from the rest and lost -- while this is unfortunate, I will not allow you to reschedule the exam if this occurs. What I will do is give everyone an opportunity, before the exam begins, to check that they have all their notes, and if any are missing, and let me know if any are missing so that I can print a replacement page from CANVAS at that moment (*hence the importance of posting your reading notes to CANVAS each week; Note, too, that late CANVAS posts are ineligible for reprinting*).

5. *Library Assignment*: See separate handout distributed in class

Course Schedule: (tentative; the professor reserves the right to adjust)

Date:	What's Happening	What needs to be completed before class begins:
Aug 27	Course Introduction	
30	Welcome to "Guyland" ... and to college	Bell, pref & Ch 1; Kimmel, Ch 1
Sep 3	**No Class Mtg; Follow Monday Schedule**	
6	Grades & Their Insidious Effects; The New Stage of Development?	Bell, Ch 2; Kimmel, Ch 2
10	***Library Assignment***	Bell, Ch 3
13	On Learning & Technology Codes by Gender?	Library Assignment DUE Kimmel, Ch 3
17	On College Writing; High School as Boot Camp?	Bell, Ch 4; Kimmel, Ch 4
20	The Sociology of Professors; The Hegemony of Booze & Sports	Bell, Ch 5; Kimmel, Ch 5-6

Course Schedule, continued

Date:	What's Happening	What needs to be completed before class begins:
24	Rules of the Academy; Media Toys & Other Playthings ...	Bell, Ch 6; Kimmel, Ch 7-8
27	Academic Honesty; Sexual Behavior and Patterns in College	Bell, Ch 7; Kimmel, Ch 9-10
Oct 1	Academics vs. Wisdom; Babe or Bitch?	Bell, Ch 8; Kimmel, Ch 11-12
4	Real Learning ... Requires Desocialization?	Bell, Ch 9-10
8	Surviving in a Media-Saturated World	Bell, Ch 15-16
11	Catch Up & Review Day	Review
15	EXAM 1	Study!
18	Proposal Consultations	Research Proposals & Bibliographies Due
22	Love your parents? Or love & your parents?	Bell 13-14
25	Graduating to Upward Mobility?	Bell 15-16
29	***FALL BREAK***	<i>Relax, please!</i>
Nov 1	Forget everyone else & do your own thing ...	Twenge, Intro, Ch 1
5	Taught to be self-absorbed ... and career-oriented?	Twenge, Ch 2; Bell Ch 17
8	***CLASS CANCELLED***	Twenge, Ch 3-4
12	Writing Workshop	Research Paper Drafts Due (post to CANVAS AND bring hard copy to class)
15	Hope, fear, and pointlessness - or directing our own development?	Twenge, Ch 5; Bell Ch 18
19	Sex (again); Social inequality	Twenge, Ch 6-7
22	Generation Me & the Future	Twenge, Ch 8
26	EXAM 2	Study!
29	**No Class; Thanksgiving Break**	
Dec 3	Presentations	<i>Attendance required</i>
6	Presentations	<i>Attendance required</i>
11	Final Research Paper Due	<i>Must be uploaded to CANVAS by noon on this date</i>

TBD: CEL Reflection Assignment Due Date