

Tim Clydesdale, Ph.D.
Social Science Bldg 312, x3153
E-mail: clydesda@tcnj.edu
Office Hours: TF 12:30-1:50pm

SOC/ANT499-01, 02: SENIOR SEMINAR IN SOCIOLOGY/ANTHROPOLOGY – CAPSTONE

Spring 2018: SSB340

Tuesday, 2-4:50pm & Friday, 2-4:50 pm

Course Purpose and Description: This seminar is a culminating educational experience for soon-to-graduate sociology and anthropology majors. As such, it offers a final opportunity to engage both intellectually and as whole persons, and to assist in the application of your college-acquired knowledge and skills to the myriad but very real pathways that lie beyond graduation day. A college diploma provides access to opportunities that much of the world's work force lacks, and bestows on its holders a measure of choice that proportionately few enjoy. At the same time, a college diploma is a diminishing privilege, as graduate school diplomas permeate the marketplace and those with just bachelor degrees can find themselves underemployed or underchallenged. This seminar addresses both of these realities head-on: recognizing the privileges of a college degree as well as its limits, and challenging students to design and pursue a meaningful life despite the Herculean odds against the same.

Consequently, this seminar may seem like a semester-long series of flights in a single-engine propeller airplane, taking off to enjoy lofty sights and wide vistas, yet landing frequently to refuel and gather essential supplies. Perhaps the seminar is bipolar because contemporary American life is too. We cannot underestimate the importance of attending to practical matters; accumulate too much debt, for example, and you might as well handcuff yourself to your local bank and throw away the key. We must manage nitty-gritty realities effectively if we plan to gain traction on our larger dreams and humanitarian ideals.

A century and a half ago, Henry David Thoreau penned this famous statement: “the mass of men lead lives of quiet desperation.” Two and a half *millennia* ago, Socrates declared “the unexamined life is not worth living.” Both statements continue to ring true today, and not only that, they are powerfully linked. That is, the majority of humanity prefers to live an *unexamined* life, hiding their desperation behind busyness, debt & consumption, romantic escapes, and substance use, and keeping their heads in the sand about political change, social injustice, and rampant inequality. That link between unexamined lives and desperation, as culturally-embedded as it may be, however, can be broken by repeated use of a tool you all by now possess: a sociological or anthropological perspective. This seminar invites you to polish your skill in using that tool, and take it with you as you move to the next chapter in your life journey.

Learning Goals:

Students who successfully complete this course will be able to:

- Apply sociological or anthropological perspective to one's own post-college plans (i.e., understand the link between personal biography and socio-historical forces)
- Demonstrate conference room skills – contributing informally, asking questions, giving presentations, and making relevant connections
- Appreciate the macro-economic and macro-cultural changes that have created the new young adulthood
- Describe the challenges and opportunities of the new young adulthood
- Solidify and refine skills in qualitative social research
- Or, to put it more formally, this course furthers core components of the college's, school's, and department's student learning outcomes – including written & oral communication, scientific reasoning, critical analysis and reasoning, intercultural competence, ethical reasoning and compassion, respect for diversity, preparation for participation in civic life, sociological knowledge, and application of sociological knowledge.

Required Texts:

Nicholas D. Kristof and Sheryl WuDunn (2014). *A Path Appears: Transforming Lives, Creating Opportunity*. Vintage. (abbreviated: KW)

Bill Burnett & Dave Evans (2016). *Designing Your Life: How to Build a Well-Lived, Joyful Life*. Knopf. (DYL)
Students must also read the following articles:

Richard Arum and Josika Roksa. "College and Emerging Adults," *Aspiring Adults Adrift: Tentative Transitions of College Graduates*. University of Chicago Press, 2014.

Carol A. Bailey, "Observations," "Interviews," "Field Notes & Leaving the Field," "Coding, Memoing, & Descriptions," *A Guide of Qualitative Field Research, 2nd Edition*. Pine Forge Press, 2007.

Daniel F. Chambliss and Russell K. Schutt. "Qualitative Methods," *Making Sense of the Social World: Methods of Investigation, 5th Edition*. Sage Publications, 2016.

Tim Clydesdale, "Holy Grit!" *Liberal Education*, Winter 2014, Vol. 100, No. 1

Aaron Patzer, "Three Principles of Personal Finance: All You Need to Know for Financial Success," Mint.com

Simon Rich, "Your New College Graduate: A Parents' Guide," *The New Yorker*. (May 24, 2010)

Sarah Shanfield, "What It Means to Be 25 Today," *Huffington Post* (June 15, 2012)

Smith *et al.* "Introduction," "Captive to Consumerism," "Civic and Political Disengagement," *Lost in Transition: The Dark Side of Emerging Adulthood*. Oxford University Press, 2011

Your professor also reserves the right to add articles throughout the course (and you have the right to suggest the same), based on the course of our class discussions, student interest, and current events.

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 using any personal technology for classroom purposes only, 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 assignments in a timely manner, and be available to meet with you during my office hours.
2. Assignments: Students demonstrate their academic seriousness by turning in all assignments on time, and by writing with excellence. This includes (but is not limited to) spelling, grammar, style (i.e., use the active voice, avoid wordiness/clutter, write for clarity), documentation, and format (thus, any written assignment should be formatted with 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. Assignments should 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 writing assignment," "I don't know how the file I uploaded didn't have any text in it," or "I e-mailed my paper to 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).
 - b. Late assignments are penalized as follows:
 - 5% deduction for assignments uploaded 3 minutes to 11 hours and 59 minutes late,
 - 10% deduction for 12h:00m-23h:59m late
 - 20% deduction for 24h:00m-47h:59m late
 - 30% deduction for 48h:00m-71h:59m late
 - 40% deduction for 72h:00m-95h:59m late
 - 50% deduction for 96h:00m (4 days) or more late

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:* Your course grade will be based on the following points:

Class Preparedness and Participation	15
E-discussion posts & comments	10
DYL assignments (complete/incomplete)	5
Qualitative Research Project	
Paper X: Focusing Concepts, Question & Rationale	10
Paper Y: Research Proposal	15
Paper Z: Proposal + Pilot Results & Implications	15
Integrative Oral Presentation	15
Integrative Written Synthesis	<u>15</u>
TOTAL	100

Grade distribution is as follows: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 60-69=D, less than 60=F.

Course Assignments:

1. *Internship:* This is a core element of the senior seminar, as it provides a great way to learn about an organization and a potential career field. Your internship sites and learning goals must be pre-approved by me, and you must complete at least 90 hours at your internship site and submit a site-supervisor counter-signed certification of those hours. The internship hours should be complete by the last day of classes. The grade for the internship is variously embedded in the assignments that follow; note, however, that ***you cannot pass this class without completing, and my independent verification of, your 90 hour internship requirement.***

2. *E-Discussion Posts & Comments:* By 1am the night *after* our seminar meeting ends (i.e., 32 hours after class), students will be required to post to the online discussion additional reflections on that week's seminar readings and discussion. These reflections should be at least 150 words, and students are encouraged to speculate, rant, or draw in a creative connection for these weekly posts. By 1am, *three nights after* our seminar meeting (i.e., 80 hrs after class, or 48 hours after the post deadline), each student needs to comment on at least two of their seminar colleagues posts.

3. *DYL assignments:* You will get out of the DYL book what you put into it. And I recommend that you put good effort into your assignments. But as these assignments are highly individual, and involve one's values and purposes, grading is simply on completeness. To get a grade of "completed," you need to do the assignment in its entirety. Otherwise, the grade will be "incomplete" and you will not get credit for the assignment.

4. *Qualitative Research Project:* Drawing from your SOC302 training and the course text, you will design and pilot a qualitative research project. This project may take two forms: 1) an applied qualitative research project that will serve either your internship site or a student/community organization of which you are a member, or 2) a basic qualitative research project keyed to the course's substantive focus on the new young adulthood. *You may pair up* with another student to do this project if you wish, but understand that the expectations are higher for a paired project and the same grade will be given to both students. I also reserve the right to break up dysfunctional research pairs and readjust the assignment if necessary. And please, this is a *qualitative* project – don't propose quantitative methods like surveys and questionnaires.

This project comprises 40% of your seminar grade formally, but it will also be embedded in your integrative oral presentation and final synthesis, and will be an important basis of your class participation too – so put your best effort and thinking into this project. You will also see that this project is cumulative – that Paper X sets the foundation for Paper Y, and Paper Y does the same for Paper Z. To reward those whose projects improve over the semester, I backward adjust the project grades. That means a student who earns a C on Paper X and a B on Paper Y will have their Paper X grade raised to a B as well. The same holds for Paper Z and the preceding grades for X & Y. And don't worry, the reverse does not apply – those whose grades decline will not see higher grades on earlier papers adjust downward.

Paper X: Focusing Concepts, Question & Rationale– in this paper, you will describe the concepts on which your project will be focused, identify a potential research question (and for paper X only, offer 2 alternative questions), and write a rationale for why the question is important and needs to be answered (this will take about 3 paragraphs). This rationale should begin more broadly then narrow to your research question; and will include citations of appropriate sources – information from the organization or internship site if you choose an applied project or the course texts if you choose a basic project on emerging adulthood – but you are not required to conduct a literature review for this course assignment.

Paper Y: Research Proposal – in this paper, you will thoroughly revise Paper X based on feedback from your professor, and add a detailed description of your proposed methods of data collection. This will include a description of the location(s), site(s), or group(s) from which you intend to collect data, the method(s) and timeframe for your data collection, how you will observe your concepts, your plan for data analysis, and a detailed description of your intended pilot (i.e., preliminary or test) study. [Note: do not collect any pilot data until you receive approval from your professor.] Be sure to append any data collection instruments your project will require (e.g., interview questions for semi-structured interviews).

Paper Z: Proposal + Pilot Results & Implications – in this paper, you will thoroughly revise Paper Y based on feedback from your professor, as well as report your pilot study results and their 1) role in revising your project methods/design (if applicable), and 2) preliminary implications for your research question (i.e., what answer do these pilot results suggest for your applied or basic research question).

5. *Integrative Oral Presentation & Written Synthesis*: You can think of this as cross between a report and an essay, as it will present your internship site and experience, describe your qualitative research project/pilot results, and describe a couple life prototypes for your post-college journey.

You will have 8 minutes to present your integrative oral presentation to your classmates and receive their input, as indicated on the course schedule. *Your presentation should be extemporaneous (neither memorized nor read), include supporting (but not distracting or cutesy) A/V aids, and be marked by good eye contact, a clear speaking voice, and a touch of humor or personal warmth.*

Your integrative written synthesis is due to CANVAS by the start time for the course's final exam. I suspect these syntheses will fall in the 7-10 page range.

Mandatory College-wide Policies and Statements:

This course conforms to all campus-wide course and academic policies. You may view these policies using these links:

- Final Exam-Evaluation-Reading Days Policy:
<http://policies.tcnj.edu/policies/digest.php?docId=9136>
- Absence and Attendance Policy:
<http://policies.tcnj.edu/policies/digest.php?docId=9134>
- Academic Integrity Policy:
<http://policies.tcnj.edu/policies/digest.php?docId=7642>
- Disability Support Services:
<http://differingabilities.pages.tcnj.edu>
- Americans with Disability Act Policy:
<http://policies.tcnj.edu/policies/digest.php?docId=8082>

E-mail and voice-mail: I check e-mail each morning, and voice mail only on days we have class. Please don't expect me to check my e-mail over the weekends, at night, or during breaks. I never check voice-mail from home. I usually reply within 2 business days to all e-mail messages.

Fourth hour equivalency statement: Although this class meets for three hours each week, it is a 4-credit (1 unit) course that offers a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group or individual learning projects outside of class and/or additional learning experiences occurring multiple times during the semester on or off-campus, including community-engaged learning activities and/or campus-wide events.

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

Date:	What's happening:	What's due:
Jan 23/26	Seminar Overview: On the new young adulthood and qualitative research proposals & pilot studies Internships Described	Read: "What it means to be 25 today" and "Your new college graduate: a parents' guide." Discussion post due 32 hours after seminar end time; comments on classmates' posts are due 80 hours after seminar end time.
Jan 30/Feb 2	Introduction to Emerging Adulthood, Design Thinking, and Meaningful Living	Read: Smith, "Introduction"; Henig "What is it about 20-somethings?"; DYL Intro & Ch 1; KW Intro Due: DYL Dashboard; Disc post & comments
Feb 6/9	Qualitative Research refresher	Read: Chambliss & Schutt "Qualitative Research"; DYL Ch 2; KW Ch 2-4 Due: DYL Work/Life View
Feb 13/16	Emerging Adults After College	Read: Arum & Roksa, "College and Emerging Adults" DYL Ch 3; KW Ch 5-7 Due: DYL GT Journal; Disc post & comments
Feb 20/23	Finance and Consumerism	Read: Patzer, "Three Principles of Personal Finance;" Smith, "Captive to Consumerism;" DYL Ch 4; KW Ch 8-10 Due: DYL Mind Mapping; Disc post & comments
Feb27/Mar2	The Odyssey Years	Read: DYL Ch 5; KW Ch 11-12 Due: DYL Odyssey Plan PAPER X
Mar 6/9	Doing Qualitative Research: Observations and Interviews	Read: Bailey, "Observations" and "Interviews." DYL Ch 6; KW Ch 13-14 Due: DYL Prototyping Report, Internship Hours Log
Mar 13/16	<i>SPRING BREAK</i>	

Date:	What's happening:	What's due:
Mar 20/23	Doing Qualitative Research: Notes and Data Analysis	Read: Bailey, "Field Notes..." and "Coding...;" DYL Ch 7-8; KW Ch 15-16
Mar 27/30	The "long slog" to adulthood	Read: Clydesdale "Holy Grit," DYL Ch 9+10; KW Ch 17-18 Due: Disc post & comments PAPER Y
Apr 3/6	Civic & Political Engagement	Read: Smith "Civic and Political Disengagement," DYL Ch 11-Concl; KW Ch 19-20 Due: Disc post & comments
Apr 10/13	***no seminar meeting***	<i>Work on pilot data collection & analysis; consult with professor to make Paper Z excellent</i>
Apr 17/20	***no seminar meeting***	
Apr 24/27	***no seminar meeting***	
May 1/4	Final Presentations	<i>Come prepared to ask questions and start conversations with each presenter.</i>
May 4	<i>**last day of classes**</i>	Internship hours complete and Certification Form submitted to professor
Final exam period	Final Synthesis due to CANVAS at the start of the scheduled exam time	<i>See Final Exam Schedule on-line</i>



"I'm a college professor, Jason. You need to ask someone else if you want advice about the real world."