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SOC/ANT398 AND SOC/ANT499: SENIOR CAPSTONE INTERNSHIP AND SEMINAR

Fall 2023: SSB324
Tuesdays, 4:00p – 6:50p

Course Purpose and Description: This capstone is a culminating educational experience for soon-to-graduate sociology and anthropology majors. As such, it offers a final opportunity to engage intellectually and as whole persons, and to support the application of your college-acquired knowledge and skills to the myriad 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 bachelor degrees can find themselves underemployed or underchallenged. This capstone addresses both 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 capstone 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: the sociological and anthropological perspective. This capstone invites you to polish your skill in using that tool and take it with you to the next chapter in your life journey.

Learning Goals:

Students who successfully complete this capstone 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 emerging adulthood
- Describe the challenges and opportunities of emerging 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, posted as pdfs to Canvas:

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

Alison Clark Efford, "Professors should set aside time ... to discuss careers," *Inside Higher Ed*, May 12, 2021

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

Tess Brigham, "Careers: Managing A Quarter Life Crisis in the Midst of a Crisis." *Forbes*. May 24, 2021.

Justin Grosslight, "Book Review: Humanizing Our Youth – 'Gen Z, Explained: The Art of Living in a Digital Age.'" Arts Fuse: May 28, 2022.

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

Course Policies:

1. Attendance and participation: Learning requires active engagement. Students demonstrate their commitment to learning by:

- attending all scheduled classes,
- arriving on time and staying for the full class session,
- contributing to each class discussion,
- fostering an atmosphere of respectful and serious learning,
- and completing all reading assignments *in advance* of class meetings.

You will be expected to so express your commitment in this class and will receive a tentative participation grade at several points during the semester. Please note, this is a *participation* grade: attendance, even if perfect, without any class participation, earns a participation grade of D.

2. *Writing Expectations*: Students demonstrate that learning is a top priority by submitting assignments on time, and by writing with excellence. This includes:

- spelling,
- grammar,
- style (i.e., as widely deployed in nonfiction writing and involves the use the active voice, avoiding wordiness/clutter, and writing for clarity – see the Zinsser pdf),
- documentation,
- page format (submitted assignments should use 1 inch margins and a 12 point serif typeface), and
- limiting use of artificial intelligence to permitted types only (see discussion below).

Dedicated students can find help in doing these things with the college's writing tutors. I also encourage students to schedule appointments during my weekly office hours as they work on their assignments. *I am happy to provide a "free pre-review" of paper excerpts during these hours.*

3. *Late policy*. Late assignments are automatically assigned in Canvas as follows:

- 10% deduction for assignments submitted 3 minutes to 23 hours and 59 minutes 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 (5 days) or more late.

I reduce or waive the above penalties when justified by a health issue or family emergency. The best odds of receiving a waiver or penalty reduction go to those who notify me *in advance* (email or student hour appointment are best), explain their situation, and request a specific number of additional hours needed.

4. *Plagiarism/Cheating* will not be tolerated, and I will follow college policy by reporting suspected infractions to the academic integrity officer and committee. I have respect for the student who accepts the consequences of poor preparation (e.g., late penalty) and nonetheless turns in their *own* work. *See also the next section on Artificial Intelligence.*

5. *Use of Artificial Intelligence.* “You can’t un-invent something.” AI is here, and like calculators were to math instruction a half-century ago, it is a tool that we need to understand and use wisely. Presently, its weaknesses are obvious: it can generate fake citations if asked to produce a bibliography, it combines both false and true claims, and it writes with overwhelming confidence. Its strengths are also sizable: it can generate hypotheses or essay theses on various topics that can help you get started, it can generate boilerplate communications (like thank you notes), and it can polish your writing – removing grammar and style errors.

In this course, you may use AI to help you generate hypotheses/theses/ideas, and to polish your writing, but you must 1) include an “AI usage note” at the top of any assignment describing how you used AI, and 2) attach a copy of the prompt/input and the AI output generated. If you have questions about what is/is not allowed, please communicate early and often with your instructor.

At the same time, AI use is not required and you may complete your assignments without any use of Artificial Intelligence.

6. *Grading:* You will receive one (1) overall capstone grade, which will be recorded identically as your final grade in SOC/ANT398 and SOC/ANT499 courses. (In other words, evaluation of the internship is embedded in multiple assignments and woven through the course seminar.) Your course grade will be calculated as follows:

Class Preparedness and Participation	12
E-discussion posts & comments	6
Bailey text video quizzes	2
Internship assignments (e.g., log, forms)	6
DYL assignments (complete/incomplete)	10
Qualitative Research Project	
Paper X: Focusing Concepts, Question & Rationale	12
Paper Y: Research Proposal	15
Paper Z: Revised Proposal, Pilot Results, Implications	10
Integrative Oral Presentation	10
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. And yes, I round up: for example, 92.5=A.

Course Assignments:

1. *Internship:* This represents half of the senior capstone experience, and 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 approval process requires paperwork and has strictly enforced deadlines, so be attentive to all of the attachments, links, and information I send you about the internship. All internship hours must 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 capstone without completing, and my independent verification of, your 90 hour internship requirement.***

2. *E-Discussion Posts & Comments:* By 9am the Thursday our capstone meeting ends (i.e., 38 hours after we meet on Tuesdays), 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 Saturday noon, each student also needs to comment on one or more of their classmates’ 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/methods training and the course texts, 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, since this is a qualitative project, don't propose quantitative methods like surveys and questionnaires.

This project comprises 37% of your capstone 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 well-argued 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/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 (based on 4 hours of data collection) 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 poster 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 (with internship poster) 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 and voice mail each weekday, and occasionally check my e-mail over the weekends, at night, or during breaks. I never check voice-mail from home. I usually reply within 1 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:
Aug 29	Capstone Overview: On Gen Z, emerging adulthood, qualitative research proposals, and pilot studies Internships Described	Read: Brigham 2021, Efford 2021, and Grosslight 2022 Discussion post due on Thurs, 9 AM (38 hours after seminar end time); comment on a classmates' post is due by Saturday noon
<i>Sept 5</i>	<i>No class meeting, follow Monday schedule</i>	
Sept 12	Introduction to Emerging Adulthood, Design Thinking, and Meaningful Living	Read: Smith, "Introduction"; DYL Intro & Ch 1; KW Intro & Ch 2 Due: DYL Dashboard; Disc post & comment
Sept 19	Qualitative Research refresher	Read: Chambliss & Schutt "Qualitative Research"; DYL Ch 2; KW Ch 3-6 Due: DYL Work/Life View
Sept 26	Emerging Adults After College	Read: Arum & Roksa, "College and Emerging Adults" DYL Ch 3; KW Ch 7-9 Due: DYL GT/Peak Experience Journal; Disc post & comment

Date:	What's happening:	What's due:
Oct 3	Finance and Consumerism	Read: Patzer, "Three Principles of Personal Finance;" Smith, "Captive to Consumerism;" DYL Ch 4 Due: DYL Mind Mapping; Internship Log & Journal Disc post & comment
<i>Oct 10</i>	<i>No class meeting, Fall Break</i>	
Oct 17	The Odyssey Years	Read: DYL Ch 5; KW Ch 10-11 Due: DYL Odyssey Plan, PAPER X
Oct 24	<i>No class meeting; do video quiz posted on Canvas</i> Doing Qualitative Research: Observations and Interviews	Read: Bailey, "Observations" and "Interviews." DYL Ch 6; KW Ch 12 Due: DYL Prototyping Report, Internship Log & Journal
Oct 31	<i>No class meeting; do video quiz posted on Canvas</i> Doing Qualitative Research: Notes and Data Analysis	Read: Bailey, "Field Notes..." and "Coding...;" DYL Ch 7; KW Ch 13
Nov 7	The "long slog" to adulthood	Read: Clydesdale "Holy Grit," DYL Ch 8-9; KW Ch 14-16 Due: Disc post & comment
Nov 14	<i>No class meeting; paper consultation appointments available</i>	Due: PAPER Y
Nov 21	<i>No class meeting; schedule individual Paper Y consultations instead</i>	<i>Schedule individual meeting with professor to go over Paper Y feedback</i>
Nov 28	Civic & Political Engagement	Read: Smith "Civic and Political Disengagement," DYL Ch 10-Concl KW Ch 17-20 Due: Disc post & comment
Dec 1	<i>***not a class meeting day***</i>	Due: PAPER Z
Dec 5	Final Presentations	Due: Final Integrative Presentation & Internship Poster <i>Come prepared to ask questions and start conversations with each presenter.</i>
<i>Dec 8</i>	<i>***last day of classes***</i>	Due: Completion of ALL Internship Hours and Submission of Journal and Site Supervisor Certification.
<i>Final Exam Week</i>	<i>See date and time posted on Canvas</i>	<i>Due: Final Synthesis Paper</i>