

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Human Development and Family Studies
Course Number and Title:	HDFS 311 Adolescent/Early Adult Development in Context
Division:	Upper
Faculty Name:	Meg Jay
Semester Credit Hours:	3

Prerequisites: One (1) introductory Individual and Family Development course OR one (1) general Psychology course OR by permission of instructor

COURSE DESCRIPTION

Did you know that 80% of life's most defining moments take place by the age of 35? Join the author of *The Defining Decade*—and the psychologist behind TED's "Why 30 Is Not the New 20"—on this journey through the twentysomething years. Explore the unique neurological, biological, cognitive, social, personality, and identity development of individuals aged 18 to 35. Topics include:

- Why "Who am I?" is a question best answered not with a protracted identity crisis, but with one or two good pieces of something called identity capital
- How joining the world of work can make us feel better, not worse
- Why it's the people we hardly know who will change our lives for the better
- How the twentysomething brain gives us our best chance to change who we are
- Why living together may not be the best way to test a relationship
- How we pick our families and not just our friends

Along the way, discover how young adulthood is culturally constructed, and how it intersects with gender, race and class. Be prepared to look ahead to life after college—and to leave the course with a plan to make the most of your own defining moments.

LEARNING OBJECTIVES

- To understand research and theory pertaining to young adult development.
- To be able to compare and contrast Western and Eastern notions of young adulthood.
- To incorporate what we learn into everyday life such that students have more control over their own futures, and are able to live more intentional lives.

REQUIRED TEXTBOOKS

AUTHOR: Jay, Meg

TITLE: The Defining Decade

PUBLISHER: Hachette Book Group

ISBN: 9780446561754 (paperback) or 9780446575065 (ebook)

DATE/EDITION: 2013, paperback or electronic

AUTHOR: Arnett, Jeffrey Jensen

TITLE: Emerging Adulthood

PUBLISHER: Oxford University Press

ISBN: 9780199929382

DATE/EDITION: 2014, 2nd Edition, paperback or electronic

TOPICAL OUTLINE OF COURSE

HDFS 311 is held on A days from 9:40-11:00 in Vierjahres/Four Seasons

Depart Ensenada, Mexico – January 4

A1—January 6: Young Adult Development: “I thought adults were already developed.”
Adult development in the 21st Century—and around the world
Reading: TDD Foreword, Preface and Intro Real Time

A2—January 8: Emerging Adults v. Real Time: “Adults don’t emerge. They’re made.”
How useful is the concept of “emerging adulthood”?
Video: TED Why 30 Is Not the New 20
Reading: EA Chapter 1 & 2 + 2 Arnett articles + 2 Hendry articles

A3—January 10: Identity Crisis or Capital: “We are born not all at once, but by bits.”
On exploration and commitment in college and beyond
Reading: TDD Identity Capital, The Unthought Known, The Customized Life + EA Chapter 7

Honolulu, Hawaii, USA – January 12

Reflection & Study Day – January 13 (No Class)

A4—January 14: Social Networks: “The strength of weak ties”
How we find jobs, partners, apartments, and ourselves
Reading: TDD Weak Ties

International Date Line Crossing – January 16 (Lost Day)

A5—January 17: Social Comparisons: “My life should look better on Facebook”
Social media, identity and our emotions

Reading: TDD My Life Should Look Better on Facebook + EA Chapter 8

Study Day – January 19 (No Class)

A6—January 20: Test 1

A7—January 22: TDD In-Class Reflection 1

Kobe, Japan – January 24-28

A8—January 29: Swiping Left, Dating Down, Moving In, Catching Feels:
“Dating was like musical chairs”
Love in the 21st Century
Reading: TDD Love section

Shanghai, China – January 31 – February 5

A9—February 6: Picking Your Family: “We start and end with family”
Partnership in the 21st Century
Reading: EA 3, 4, 5, 12

A10—February 8: Free to Be You and Me: “I just want to focus on myself”
Individualism v Collectivism in the US, Europe, Latin America and Asia
Reading: Rosenberger article + Nelson & Chen article + Fuligni article

Ho Chi Minh City – February 10-15

A11—February 16: Social Class: “I just want to travel for a while...”
Pleasure and privilege in the US, Europe, Latin America and Asia
Articles: Galambos & Martinez + EA Chapter 10

Community Programming – February 17 (No Class)

Port Klang/Kuala Lumpur, Malaysia – February 19-24

A12—February 25: Body: “Feminists want families too”
Freedom, feminism and fertility in the US, Europe, Latin America and Asia
Reading: TDD Every Body

A13—February 27: Test 2 + Field Class Questions Due

Cochin, India – February 29 – March 5

A14—March 6: TDD In-Class Reflection 2

Community Programming – March 7 (No Class)

A15—March 9: Introduction to Timeline Project

Port Louis, Mauritius — March 11

A16—March 12: Brain: “Life can only be understood backward, but must be lived forward”
The prefrontal cortex and you, or why your brain hates uncertainty
Reading: TDD Forward Thinking + Facio article

A17—March 14: Calm Yourself: “Blown about by every wind of criticism”
On emotion regulation, or how to take charge of your feelings
Reading: TDD Calm Yourself + EA 9

A18—March 16: Personality: “It gets better”
How personality changes in our 20s and beyond
Reading: EA 7 + TDD Getting Along and Getting Ahead

Cape Town, South Africa — March 18-23

A19—March 24: Outside In: “Knowledge plus 10,000 times is skill”
Why self-efficacy is better than self-esteem
Reading: TDD Outside In + EA 11

Do the Math: “Forward thinking for an uncertain age”
How the brain thinks about—and plans for—the future
Reading: TDD Do the Math + Douglass article + EA 6

Study Day — March 26 (No Class)

A20—March 27: Test 3

A21—March 29: TDD In-Class Reflection 3

Tema, Ghana — March 30-31

Takoradi, Ghana — April 1-3

A22—April 5: Timeline Projects Due + Discussion

A23—April 7: Timeline Projects Due + Discussion

A24—April 9: Timeline Projects Due + Discussion

Casablanca, Morocco — April 11-14

Study Day — April 15 (No Class)

A25—April 16: Asea: “I felt like I’d been dropped in the middle of the ocean”

Charting a course in college and beyond
Reading: EA 13 + TDD Epilogue

Arrive Amsterdam, The Netherlands – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on **Thursday, 5 March 2020 in Cochin, India.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor

Title: The Defining Decade in India

Description: The field class is a “university exchange” in which students from the course will meet and exchange ideas about young adulthood in India, as well as reactions to *The Defining Decade*, with college students in India. The Field Class is worth 15 points of your final grade.

The Field Assignment will consist of preparing 5 questions in advance to pose to the students in the university exchange. These questions will need to be handed in on February 27. This assignment is worth 5 points of your final grade.

METHODS OF EVALUATION

Test 1	10 points
Test 2	10 points
Test 3	10 points
TDD Reflection 1	10 points
TDD Reflection 2	10 points
TDD Reflection 3	10 points
Timeline Project (see Appendix)	20 points
Field Class Attendance and Assignment	20 points

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative

commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUESTS

None

ELECTRONIC COURSE MATERIALS

- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for?. *Child development perspectives*, 1(2), 68-73.
- Arnett, J. J. (2007). Emerging adulthood, a 21st century theory: A rejoinder to Hendry and Kloep. *Child Development Perspectives*, 1(2), 80-82.
- Douglass, C. B. (2007). From duty to desire: Emerging adulthood in Europe and its consequences. *Child Development Perspectives*, 1(2), 101-108.
- Facio, A., Resett, S., Micocci, F., & Mistrorigo, C. (2007). Emerging adulthood in Argentina: An age of diversity and possibilities. *Child Development Perspectives*, 1(2), 115-118.
- Fuligni, A. J. (2007). Family obligation, college enrollment, and emerging adulthood in Asian and Latin American families. *Child Development Perspectives*, 1(2), 96-100.
- Galambos, N. L., & Martínez, M. L. (2007). Poised for emerging adulthood in Latin America: A pleasure for the privileged. *Child Development Perspectives*, 1(2), 109-114.
- Hendry, L. B., & Kloep, M. (2007). Conceptualizing emerging adulthood: Inspecting the emperor's new clothes?. *Child development perspectives*, 1(2), 74-79.
- Hendry, L. B., & Kloep, M. (2007). Redressing the emperor!—A rejoinder to Arnett. *Child Development Perspectives*, 1(2), 83-85.
- Nelson, L. J., & Chen, X. (2007). Emerging adulthood in China: The role of social and cultural factors. *Child Development Perspectives*, 1(2), 86-91.
- Rosenberger, N. (2007). Rethinking Emerging Adulthood in Japan: Perspectives From Long-Term Single Women. *Child Development Perspectives*, 1(2), 92-95.

ADDITIONAL RESOURCES

None

APPENDIX: TIMELINE PROJECT

“To achieve great things we need a plan and not enough time,” said Leonard Bernstein. Given that, the aim of this project is to help you create a plan for the sort of life you think you might want, and to see how that plan maps onto the years ahead. After college, there are no syllabi that structure that tell you what to do and when. Planning your life is up to you.

Your timeline project has five parts:

- (1) Imagine you are in a virtual reality chamber, one like we (will) read about in TDD Do the Math. Picture yourself and your life at 35: What do you see? Where do you live? What city or state? Do you have an apartment or a house? Any pets? What are you like? Where do you work? Do you have a partner? Do you have children? What do you want or not want? What sort of exercise or hobbies do you engage in? What does your social life look like? Take some time to think about your vision and be as specific as you can. You may want to do this more than once as thinking about the future can take some practice.
- (2) Write 3-5 page Introduction that describes what you see. Be as detailed as you can. Remember this is *your* vision, and there are no right answers.
- (3) Fill out the sheet below in order to articulate your dreams and goals. Feel free to alter the format of the list. The list should work for *your* dreams and goals.
- (4) Using paper/posterboard and pen/pencil, make a timeline that shows your life between the ages of 18-35. Map out when these goals might be accomplished and how they overlap with one another.
- (5) Write a 3-5 page reflection that takes up what is was like for you to list specific goals and place them on a timeline. How did this change how you think about your dreams, your time, and your self? How might you incorporate planning and timelines into your life moving forward?

****REMEMBER:** This timeline project is not a contract. You have not failed if you change your plans along the way, or if your life at 30 or 35 does not turn out the way you currently expect it to. The intention of this exercise is to help you be more intentional yourself, to help you practice living life in a planful way.