**IDS 142: LIVING a LIFE of SIGNIFICANCE**

**COURSE SCHEDULE FALL 2022**

Updated 10/10

Assignment 1: What does it mean to live a life of significance?

Week 1

Thursday Aug. 25 Introductions, Syllabus and Classroom Agreements

Metacognition Exercise

Partner Discussion: Who do I think has led a life of significance?

Each person shares with class a description of a life they feel is significant.

Free Writing Exercise on what a life of significance is.

Before Monday at 5 PM, please post a < 1.5 min. Flipgrid with your responses to these questions:

* + - * What is your name?
      * What do you like to be called (name and pronouns)?
      * From where do you come?
      * What is your family like?
      * What do you value enough to struggle with?
      * What excites you most about your future at BSC?
      * What scares you most about your future at BSC?
      * What is most important to you as a student?
      * What do you expect people will learn about you once they get to know you?
      * Extracurricular hobbies/activities

Week 2

Before Class on Tuesday, watch all the Flip Grids and bring in a question for 3 of the people.

Tuesday Aug. 30 Answer Flipgrid questions.

Discuss initial thoughts about lives of significance and do 7 min. freewriting exercise on what is a life of significance. We will watch a TED talk: Ronald Sullivan - How I help free innocent people from prison in class. Then have a Chalk Talk and discussion. Take 5 min. to write to yourself about how your definition has changed and/or something you learned.

Before class: Read Introduction and Ch. 1 - The Limit-Embracing Life in Burkeman and take Moodle quiz

Thursday Sep. 01 Discus Intro and Ch. 1 and the Curse of Competency and Managing Expectations.

Guests from Writing Center and ARC. Discuss outlining before writing. Start annotated outline of your draft of “Defining a Life of Significance” and share with a partner for feedback. Use feedback to improve it and turn in at next class. What criteria you use (and why) are important and what you don’t use (and why) are just as important.

Week 3

Sept. 5 Labor Day—No Classes

Before class: Read p. 237-8 in Burkeman (“Decide in advance what to fail at”) and read/watch a podcast/story about Learning from Failure (see links on Moodle).

Tuesday Sept. 06 Divide into groups of 4 and share the epic fail you read about. Divide into new groups and tell a story about how you failed at something. Get anonymous peer feedback on outline and flesh out your explanation of criteria and examples. Discuss how to cite and why?

Before Class: read Ch. 2 (Burkeman). Submit draft of Assignment 1.

Thursday Sep. 08 Discuss Ch.2 - The Efficiency Trap. Get peer feedback on Assignment 1 draft in class.. Attend Academic Bootcamp earlier that day and discuss in class.

Week 4

Sep. 12 Mon. Scheduled one on one conferences on drafts (8 – 11 AM)

Sept. 13 Tues Scheduled one on one conferences on drafts in class.

Before class: Read Ch. 3 (Burkeman) Facing Finitude. Also find something online to read about the value or the worthlessness of the Liberal Arts education.

Thursday Sept. 15 Discuss Facing Finitude and Liberal Arts. Brainstorm in groups: How would I tell my grandmother what the liberal arts are and why it is useful? How could I explain the Liberal Arts to a friend who went to a large research institute? What would I ask a recent BSC alum if I wanted to know more about the liberal arts? What would I ask an older BSC alum if I wanted to know more about the liberal arts? Also discuss Wellness and its relevance to performance.

Sept. 16 (Fri.) Due: Assignment 1

Please upload your final version of essay to Moodle by 11:59 p.m.

Assignment 2: How do others live a life of significance?

Week 5

Before Class: Reread Review Ch. 3 (Burkeman) “Facing Finitude” and find a quote in it that you like or disagree with and write it down and bring it with for discussion.

Tuesday Sept. 20 Continue to discuss wellness and ask students for examples of how they practice wellness in their lives. Relate Wellness to stress reduction and improved performance. Pass out Monday Mood. The value of listening. Students do listening exercise with partner. Introduction of Assignment 2. Do Stop, Start, Continue exercise.

Before Class: Read parts of Semistructured interviewing & Qualitative Research Interview on Moodle

Thursday Sept. 22 The value and ethics of interviewing. Overview of IRB/Ethics policies. Students discuss: What makes a good interview vs. a bad interview? Then watch Podcast (Atomic Habits Interview) and analyze interviewing skills.

Week 6 Activities

Before class: Read Ch. 8 - *You are Here* (Burkeman)

Tuesday Sept. 27 Conducting an Interview ppt. Students do listening exercise with partner. Then do 5 min. freewriting exercise on the experience/value of listening. Discuss *You are Here* (Bring quote that you identify or disagree with). Group Exercise: Networking skills: Plan A, B & C and related to possible qualifications you are looking for and potential interviewees. Discuss importance of mentors. How to write an email requesting someone to let you interview them. Beta test of the administration of student evaluations.

Before class: Read Ch. 11 - *Staying on the Bus* (Burkeman), focus/patience exercise

Thursday Sept. 29 Discuss patience exercise. Do mindful walking exercise., moving meditation, and mindfulness. Use quote from Thich Nhat Hanh about meditation. Discuss *Staying on the Bus.* Identify potential interviewees and draft questions for class this week. What are the questions you would ask in your interview? Practice interviewing friend or family member. Discuss how to write up interviews.

Week 7

Tuesday Oct. 4 Conduct Practice Interview and do patience exercise on your own time this week

Oct. 6-9 Fall Break

Week 8

Before Class: Upload write-up of practice interview and Patience Exercise to Moodle

Tues. Oct. 11 Review Assignment 2 Instructions. Identify potential interviewees and draft questions for class this week. Group Exercise on interviewing tips.

Before Class: Create Interviewing Tips .ppt with group and bring to class.

Wednesday Oct. 13 Students present interviewing tips ppts. Discuss how to write up interviews. Discuss progress. Go over the concept of the Anthropocene Reviewed. Students pick chapters to present.

Assignment 3: Group Project: Interview Synthesis and Reflection

Week 9

Before Class: Read Ch. 5 The watermelon problem (Burkeman)

Tuesday Oct. 18 Presentations prep. Students Pick groups and start comparing notes on interviews. Determine type of presentation and make outline. Discuss Reading – what have you done/not done on the internet that was a waste of time? Review “Prove me wrong.”

Before Class: Read Ch. 10 The Impatience Spiral (Burkeman)

Thursday Oct. 20 Presentations prep. Students Pick groups and practice presentations on interviews. Discuss reading – what examples have you experienced in your life? What can you do about other people’s impatience? Begin discussion of Assignment 4 – What is a community?

Week 10

Oct. 24 (Monday) Assignment 2 Due at 11:59 PM

Before Class: Read Ch. 13 Cosmic Insignificance Therapy (Burkeman) and selection on Ethnographic Research

Oct. 25 (Tues.) Recognizing and Analyzing Culture. Discuss Overview of Assignment 4. Discuss different communities and what makes a community. What are the characteristics of a community that would make it a good one to investigate? Discuss ethnography and research strategies.

Before Class Read: Martin Luther King, *Letter from a Birmingham Jail* and Ch.1 The Letter and Ch. 15 Sounds of Silence from *Shaking the Gates of Hell* by John Archibald posted on Moodle

Oct. 27 (Thurs.) Discuss: To what community was this letter addressed? How did Dr. King feel that the community was letting him down? What do you think about John Archibald’s father’s response to the Civil Rights struggle? Discuss the Communities that students select to observe and work on proposal. In class group presentations, Assignment 3.

Week 11

Class will attend library research session this week during class time.

Tuesday Nov. 1 In class group presentations, Assignment 3

Thursday Nov. 3 In class group presentations, Assignment 3

Assignment 4: Significant Communities

Week 12

Tuesday Nov. 8 Student led discussions of selected chapters from *The Anthropocene Reviewed.* Student groups work together on proposal for Assignment 4. Student groups turn in proposal by 11 PM. What is the community you will research and what is you research plan? Include at least 4 different avenues you will pursue in your research.)

Thursday Nov. 10 Student led discussions of selected chapters from *The Anthropocene Reviewed.* Student groups work together on Assignment 4

Assignment 5: Curricular and Co-Curricular Plan for Living a Life of Significance

Week 13

Before Class: Read Ch. 14. The Human Disease and the Afterword: Beyond Hope (Burkeman)

Tuesday Nov. 15 Assignment 4 Presentations if students chose this option. Discuss Summary and Conclusion of Burkeman book. What is your take home message from this book? With what parts do you thoroughly disagree?

Thursday Nov. 17 Discuss Assignment 5. Curricular and Co-curricular plan for living a life of significance. What format should this take? Students work on outlines of Assignment 5.

Week 14

Tuesday Nov. 22 Students review drafts of Curricular and Co-curricular plan and give peer feedback..

Before class see video of the PBS show “Finding Your Roots” with Henry Louis Gates, “All in the Family” (Season 5 Episode 10) on reserve in the BSC Library.

Thursday Nov. 29 . Discuss this video in class.