IDS4930 – The Art of “Adulting” in the Liberal Arts and Sciences
Spring 2021 – Tuesdays, Period 7: 1:55-2:45 in Farrior Hall, 2000/Zoom

Instructor          Email          Office Location & Hours
Ryan Braun          ryanbraun88@ufl.edu  Tuesdays, 11-1, via zoom: https://ufl.zoom.us/j/95172832376

Course Description
This course explores the process of coming of age as a young professional in today’s society. Human civilization has consistently created categorical distinctions between life stages, but what exactly determines “childhood” or “adulthood” has changed significantly. We will look at history, literature, popular culture, and media to investigate the concept of what it means to be an adult today. By the end of this class you will be able to:

• Articulate how concepts of “adulthood” have changed over time
• Identify the ways in which American adulthood is socially constructed
• Distinguish between various representations of markers of adulthood in media and society
• Utilize effective strategies for time management, career development, and financial responsibility
• Describe the civic responsibility of coming of age and its applications
• Articulate a coherent individual worldview

Course Materials
Readings will be provided either in hard-copy or PDF format by the instructor.

Course Assignments
• Autobiography (4 chapters) – 50%
• Financial Plan – 25%
• Informational Interview Report – 15%
• Participation – 10%
Media Options for Autobiography Chapters

- Written paper, 3 double-spaced pages
- PowerPoint Presentation, 6-8 Slides
- Voice or Video Recording, 5-7 Minutes
- Comic Strip, 8-10 Panels
- You may choose the same medium no more than twice

Course Delivery

This course is delivered synchronously in a **HyFlex** format. This means that there will be a limited number of physical classroom seats and a much larger number of “Zoom” seats. Regardless of which mode you register for, we will meet on Tuesdays from 1:55-2:45.

Covid-19 Safety Protocols

For students receiving face-to-face instruction this semester, certain protocols for health and safety must be followed strictly and conscientiously. The following classroom policies regarding Covid-19 safety have been established to ensure that all face-to-face interactions conform to CDC guidelines and university policy.

University Behavior Policies

Remember that there are strict and crucial policies regarding behavioral expectations during this time. During the semester, you may find yourself in a circumstance that requires you to abstain from physical class attendance, quarantine, or otherwise alter your behavior. Please do **NOT** attend physical class if you are feeling ill, and review the university policies regarding behavioral requirements: [https://policy.ufl.edu/policy/student-behavioral-expectations-in-response-to-covid-19/](https://policy.ufl.edu/policy/student-behavioral-expectations-in-response-to-covid-19/).

These policies are strictly enforced and failure to adhere to these expectations will result in a report to the Dean of Students and a possible conduct code violation.

Seating Capacity

In order to maintain social distancing, the seating capacity of all UF classrooms is being held at around fifteen percent of normal capacity. Our classroom this semester—Farrior Hall 2000—has a maximum capacity of six students. **Only students who are registered for the face-to-face section will be allowed to enter the classroom.** Students who register for online sections are expected to attend online and will not be able to switch during the term. However, students registered for the face-to-face section may attend online if they wish.
**Mask-Wearing Policy**
In keeping with UF Health guidelines, students in face-to-face sections will be expected to maintain physical distancing in the classroom *and* to remain masked during the class meeting. This applies to the instructors as well. **Students are required to wear masks in the classroom at all times without exception.**

**Social-Distancing Policy**
Students may only sit in certain seats, which will be marked accordingly. On the first day of face-to-face instruction, seats will be assigned. Students will only sit in their assigned seat. Students are encouraged not to enter the building until a few minutes before class begins. While waiting to enter the classroom, students must stand on specially marked spaces on the second floor of the Farrior Hall lobby to ensure appropriate distancing.

When entering or exiting the room, students should do so one at a time, maintaining the six-foot distancing rule. Students should only enter or exit via the door nearest their assigned seat. At the end of each class, students will exit the room in order of distance from their seat to the exit, with students seated nearest the exit leaving first. The front of the room will be marked off for the instructor only. **Do not approach the instructor or step into the instructor area of the room at any time.**

**Disinfecting Policy**
Before leaving the classroom, students are required to sanitize the area around their seat by wiping the armrests and spraying down the chair and desk with disinfectant. Cleaning supplies will be provided for this purpose. Hand sanitizer will be provided in a dispenser located in the second-floor lobby. Students are encouraged to carry their own sanitizer as well. Students should sanitize their hands before and after touching common surfaces such as doors.

**Attendance**
This class meets once a week and requires fruitful engagement, so attendance is mandatory. However, life happens. Everyone will be granted one “no questions asked” absence during the semester. Use it wisely. After that, each missed class will decrease your final grade 1/3 of a letter grade (so an A- becomes a B+, and so forth). If multiple absences become necessary, please speak to me. Absences for medical reasons or other extenuating circumstances will be excused with proper documentation.

**Lateness**
Adulthood, I’m fairly certain, involves punctuality, so lateness is unacceptable. You will be considered “late” if you arrive after the scheduled start time for the course. Two
instances of lateness will be considered equivalent to an absence and impact your final grade accordingly. Adulthood, however, also involves communication, so let me know if extenuating circumstances will impact your timely attendance for class and we can make appropriate arrangements.

**Late Assignments**

The goal of this course is for you to develop skills, and that development is more important than deadlines or grades. However, submitting work by the posted deadline is crucial. Late work will be accepted up to ONE WEEK after the deadline but will automatically be assessed one full letter grade deduction. As always, please speak to me if extenuating circumstances impact your ability to submit your work in a timely fashion.

**Notes for Students with Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Grading Policies and Grade Points**

Please refer to the UF Catalog for information on grading and GPA: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

**Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at http://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

**Course Schedule**

Some class sessions will be conducted entirely via Zoom. These have been notated in yellow on the course schedule. While currently these are the only planned “all-zoom” days, circumstances throughout the term may require us to conduct additional class sessions entirely remotely.
Part 1: “Adult” as a Noun

January 12: Introduction, Overview, and Orientation to Class [All-Zoom]

- Welcome to class
- What is this course about?
- What does it mean to be an adult?
- What does it mean to be an adult now?

Assignment:
- Read “When Are you Really an Adult?” by Julie Beck

January 19: Defining Adulthood

- Discuss Beck reading
- Social Construction of Adulthood
- Signifiers and Markers

Assignment:
- Read “The Tangled Transition to Adulthood” by Steven Mintz

January 26: History of Adulthood

- Discuss Mintz Reading
- Changing Nature of Adulthood
- Generational Differences in the Workplace
- Discuss Autobiography, Chapter 1

Assignment:
- Read “Getting Control of Your Life” By David Allen

Part 2: “Adult” as a Verb

February 2: Time Management and Productivity [All-Zoom]

- **DUE:** Autobiography, Chapter 1
- Discuss Allen Reading
- Five Steps
- Eisenhower Matrix
- “2-Minute Rule”

Assignment:
• Read “Do Less, Then Obsess” by Morten T. Hansen

February 9: Priorities, Balance, and Focus
• Discuss Hansen Reading
• Quantity/Quality
• Simplicity and Productivity
• Chaos and Order

Assignment:
• Read “Workism is Making Americans Miserable” by Derek Thompson

February 16: The Dark Side of Productivity [All-Zoom]
• Workoholism, hustle culture, and #riseandgrind
• What is “self-care” anyway?
• Conditions of “Enoughness”

Assignment:
• Complete Chapter 2 of Autobiography
• Read “Taking Stock of Your Financial Life” by Beth Kobliner
• Keep a Spending Journal for this week

Part 3: “Adult” as a Process

February 23: Money, Part 1
• DUE: Autobiography, Chapter 2
• The Monk and the Minister
• Money and Values
• Personal Finance Basics

Assignment:
• Come with questions for next week’s guest!
• Review Financial Plan Assignment

March 2: Personal Finance [All-Zoom]
• Guest Lecturer: Tommy McBride, professional wealth management advisor
• No class next week—Work on your “Financial Plan”

March 9: No class! Get some rest in and work on your Financial Plan
March 16: Money, Part 2

- Investments
- Loans
- Taxes/Retirement

Assignment:
- No reading—work on Financial Plan

March 23: Career

- **DUE:** Financial Plan
- Beyond the “basics
- Navigating the job offers
- Introduction to negotiation
- Nuts and bolts of a paycheck

March 30: Career, Part 2 [*All-Zoom*]

- Negotiation practice
- Interviewing

Assignment: Read excerpt from Plato’s “Meno”

April 6: The Hero’s Journey & Knowledge vs. True Opinion

- Hero’s Journey
- Separation, Liminality, Initiation, Return
- Plato on Knowledge and Virtue

Assignment:
- Take “Political Compass” Quiz (Link on Canvas)

**Part 4: “Adult” as a Responsibility**

April 13: Civic Participation

- **DUE:** Autobiography, Chapter 3
- Cultivating a worldview
- Spectra over binaries

Assignment:
- **Reading:** “This is Water” by David Foster Wallace
April 20: Mentorship, Wrap-up [All-Zoom]

- **DUE:** Informational Interview Report
- A continuum
- How do you lead?
- How do you mentor?
- Wrap-up—This is Water
- Complete Autobiography Due by **Midnight on Wednesday, April 28**