

Senior Seminar: Self, Work, and Life

Mondays, 6:40pm - 9:30pm, BUS - Sci. & Engineering Resource Center, Room: 203

Instructor

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Course Description

What does it take to survive and thrive in the 21st century? It takes knowledge, imagination, wisdom, action, and resilience. The course is designed to cultivate students' growth in these four areas in order for them to build a meaningful career and live a happier life. The course will introduce students to social psychological theories of identity construction and how one's identity affects career development. With this understanding, students would make informed and wiser choices in their work, career, and life. Students are expected to complete readings and assignments before attending classes; our class time will be devoted to discussions, exercises, and activities.

Learning Objectives

Upon completion of this course, students will know how to:

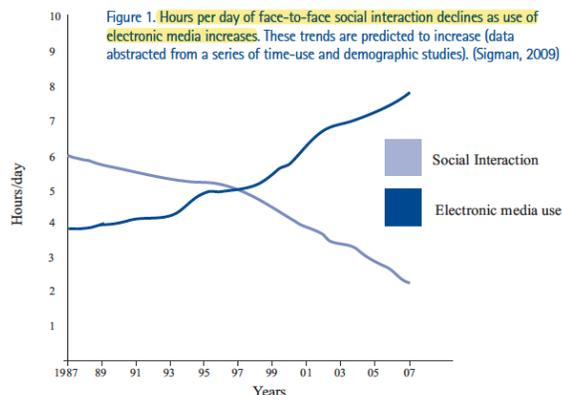
- Describe social neuropsychological processes of the construction of identity and reality
- Explain different theories of career development
- Discover new self-knowledge, design a meaningful career path, and take action to explore career options

Required Course Materials

- Robert Pryor and Jim Bright (2011). *The Chaos Theory of Career Development*. NY: Routledge.
- Leonard Mldodinow (2012). *Subliminal*. NY: Pantheon Books.
- Timothy Clark, Alexander Osterwalder, and Yves Pigneur (2012). *Business Model You*. Wiley.
- Other readings as assigned.

Course Requirements

Our face-to-face class meeting time is precious in this age of digital, “screen-based” communication. Over the last 20 years, people spend increasingly more time in eye-to-screen (electronic devices) contact than in social interaction (eye-to-eye contact) (Figure 1 to the right). The key to career success is emotional and social intelligence. Therefore, practicing paying undivided attention to each other and engage in quality social interaction by stowing away our electronic devices is part of the curriculum. Students are expected to (1) arrive on-time and attend the entire class, (2) complete assigned readings and homework prior to attending classes, and (3) pay undivided attention to the instructor and fellow students, and (4) participate thoughtfully and constructively in class discussions and activities.



Students will be assessed based on the following criteria:

- Weekly Quizzes* (30%)

Students will be assessed on (1) whether they complete the assigned readings and (2) how well they understand the content through weekly quizzes in class. If you are late for a class, you will have less time to take the quiz. If you arrive in class after the quizzes are collected from the class, you will not be able to take the quiz because the answers will be discussed in class.

- Weekly Assignments* (30%)

Weekly assignments (typed, 12-point font, 1-inch margin) are due at the beginning of each class. Late assignments will not be accepted or receive a lower grade because completed assignments are required for class discussions and activities. Weekly assignments will be reviewed and assessment by peers.

- Class attendance and participation* (30%)

Students will be assessed based on (1) their class attendance and (2) how well they contribute to the learning experience in the classroom by listening to each other fully, expressing their perspectives thoughtfully, building on each other's ideas, contributing new ideas, and providing constructive feedback. Participation grade will take into account peer assessment of a student's contribution to others' learning.

* No late assignments will be accepted and the two lowest grades (including attendance) will be dropped to accommodate reasons such as technical issues, work, unverifiable illness and personal circumstances, university-sponsored events, or any other reasons.

- Your Choice of (10%):
 - A. Emotional intelligence and mindfulness Practicum (daily, in-class, and comprehensive) and a 2-page reflection essay.
 - B. Self-Assessments (a total of 69) and a 2-page of reflection essay.

Other Considerations

- Students are expected to observe all Rutgers policies regarding student conducts and academic integrity.
- Students with disabilities will be accommodated according to university policy and procedure.

Course Schedule

(Subject to modification as needed)

Dates		Topics & Quizzes	Readings
Week 1	1/26	<ul style="list-style-type: none"> • Introduction to the Course 	
Week 2	2/2	<ul style="list-style-type: none"> • Everything changes, what is your relationship to change? • <i>Practicum: Pay "Voluntary" Attention</i> • <i>Quiz/Assignment/Participation 1</i> 	<ul style="list-style-type: none"> - Pryor & Bright, Preface & Chapter 1 - Jon Kabat-Zinn (2013), <i>Full Catastrophe Living</i>, Chapters 17 & 18 - Leonard Mlodinow (2012), <i>Subliminal</i>, Ch. 1. - YouTube: "High Anxieties: The Mathematics of Chaos."

Dates		Topics & Quizzes	Readings
Week 3	2/9	<ul style="list-style-type: none"> The construction of the “self” and reality <i>Earlier theories of career development</i> <i>Practicum: Labeling thoughts, emotions, and bodily sensations</i> <i>Quiz/Assignment/Presentation 2</i> 	<ul style="list-style-type: none"> Pryor & Bright, Chapter 2 Bruce Hood, (2012), <i>The Self-Illusion</i>, Prologue Kabat-Zinn, Chapter 15 Moldinow, Chapters 2, 9
Week 4	2/16	<ul style="list-style-type: none"> The chaos theory of careers development <i>Practicum: Non-judgmental</i> <i>Quiz/Assignment/Presentation 3</i> 	<ul style="list-style-type: none"> Pryor & Bright, Chapters 3, 4, 5 Moldinow, Chapter 3
Week 5	2/23	<ul style="list-style-type: none"> The “chaotic self”? <i>Practicum: Open awareness</i> <i>Quiz/Assignment/Presentation 4</i> 	<ul style="list-style-type: none"> Pryor & Bright, Chapter 6 Moldinow, Chapters 4, 7, 8
Week 6	3/2	<ul style="list-style-type: none"> Employability and entrepreneurship <i>Practicum: Curiosity - asking questions</i> <i>Quiz/Assignment/Presentation 5</i> 	<ul style="list-style-type: none"> Daniel Pink (2006), “A Whole New Mind,” Chapter 2 & Introducing the Six Senses. Thomas Friedman, “Need A Job, Invent it.” Warren Berger (2013), <i>A More Beautiful Question</i>, Chapter 5. Stanford Social Innovation Review, “<i>Social Entrepreneurship: The Case for Definition.</i>”
Week 7	3/9	<ul style="list-style-type: none"> Business model thinking - your employer <i>Practicum: Body awareness</i> <i>Quiz/Assignment/Presentation 6</i> 	<ul style="list-style-type: none"> Pryor & Bright, Chapter 7 Clark et al., Chapters 1 & 2 YouTube: The Business Model Canvas
Week 8	3/16	Spring Break	
Week 9	3/23	<ul style="list-style-type: none"> Business model thinking - you Self-reflection - “Who am I?” <i>Practicum: Kinesthetic awareness</i> <i>Quiz/Assignment/Presentation 7</i> 	<ul style="list-style-type: none"> Pryor & Bright, Chapter 8 Clark et al., Chapters 3, 4 - 53-89
Week 9	3/30	<ul style="list-style-type: none"> “Who am I, again?” <i>Practicum: Postures</i> <i>Quiz/Assignment/Presentation 8</i> 	<ul style="list-style-type: none"> Clark et al., Chapter 4 - 90=129 Moldinow, Chapters 5, 6 TED: Amy Cuddy, “Your Body Language Shapes Who You Are.”
Week 10	4/6	<ul style="list-style-type: none"> Identify your purpose <i>Practicum: Compassion</i> <i>Quiz/Assignment/Presentation 9</i> 	<ul style="list-style-type: none"> Pryor & Bright, Chapter 9 Clark et al., Chapter 5 - 133-155 Barry Schwartz (2010), <i>Practical Wisdom</i>, Ch. 2 TED - Dan Pink - <i>The Puzzle of Motivation</i>

Dates		Topics & Quizzes	Readings
Week 11	4/13	<ul style="list-style-type: none"> Reinventing yourself and redraw your business model <i>Practicum: Creativity</i> <i>Quiz/Assignment/Presentation 10</i> 	<ul style="list-style-type: none"> Pryor & Bright, pp. 191-199 Clark et al., Chapters 6, pp. 161 - 177 Ellen Langer, (1989), <i>Mindfulness</i>, Chapters 5 & 8
Week 12	4/20	<ul style="list-style-type: none"> <i>Calculate your value and test your model</i> <i>Practicum: Communication</i> <i>Quiz/Assignment/Presentation 11</i> 	<ul style="list-style-type: none"> Clark et al., Chapter 7
Week 13	4/27	<ul style="list-style-type: none"> Test your model (Continue) <i>Practicum: Listening</i> <i>Quiz/Assignment/Presentation 12</i> 	<ul style="list-style-type: none"> Clark et al., Chapters 8, 9 Haidt, Chapter 10 "Your Phone vs Your Heart"
Week 14	5/4	<ul style="list-style-type: none"> Everything changes, what is your relationship to change? Comprehensive practicum <i>Quiz/Assignment/Presentation 13</i> 	