

Syllabus: Fall 2020

UNCP5501.01 Authenticity and Human Development

Prof. Elizabeth Bracher and Prof. John Dacey

Mondays 4:30 -6:50 pm

Stokes Hall S117

Contact Information

Dacey: By phone 339-223-2337 or 781-861-1072 (7- 8pm for really important calls only)

- Zoom Office hours APPOINTMENT ONLY

Bracher: By phone: 617-552-1749 (BC office); 617-775-1346 (emergencies only)

- Zoom Office hours: Tuesdays 3-5 pm <https://bccte.zoom.us/j/92293497360>
- In-person Office hours: Tues. 9:30 am to 11:30 & Wed. 3-4:30 pm APPOINTMENT ONLY

Erik Erikson's definition of an authentic person is twofold. You should:

- Come to know who you are and who you are not, in great detail and accuracy.
- Be willing to share this information with (almost) anyone it wants to know it. WYSIWYG

As you make progress toward these two states, you cannot help but become more authentic, because consciously and unconsciously, you will be rewarded for doing so.

Why should anyone want to? Well for one thing, it's just easier. Misrepresenting some aspect of yourself, either because you are mistaken or you feel you need to lie, costs synergy. Also, you'll need to remember what you said the last time, if you're not telling the truth. Most importantly, people just seem to know intuitively who is authentic. If you are, you will be seen as more likable, more trustworthy, more deserving of help, and more skilled as a leader.

BUT . . .

From where does this true self come? Many famous psychologists disagree with Erickson. They feel that the development of a person as a result of three factors: biology (mainly your genes), psychology (mainly early experiences), and social pressure (all of the various contacts you have with society).

The idea that you invent yourself through the use of your free will is just plain wrong. You are what you are because you have to be. Scholars who support this point of view are called “determinists.”

If you disagree with their point of view, what is your explanation of the source of free will? We will begin the semester trying to reach some kind of rapprochement between these two apparently dichotomous beliefs. You will grapple with what authenticity means and how it might limit and open possibilities for change and mutuality. If you care about this dilemma, this is the course for you!

We will be studying 10 models of human development and considering how the development of authenticity is inherent in each of these models. As we examine what it means to be authentic, you will note the ways in which you believe you are showing your authentic self and at other times the ways in which you are hiding or compensating for your lack of authenticity. We believe the main culprits to being one’s authentic self are the eight kinds of anxiety syndromes that seem to be plaguing our society. Several of our classes will be devoted to an understanding of what these maladies are, how they develop, and a brief examination of how they may be allayed.

Evaluation and Grading:

- **Participation:** Each student is expected to be **prepared to participate** actively and thoughtfully in every class and online discussion board. Please refrain from coming to class if you are not feeling well and certainly not if you are in the process of being tested for or have recently been tested positive for COVID-19. This course is designed to be a hybrid and if you are sick, you may attend through Zoom. If you must miss a class (both in the classroom and on Zoom) because of illness, please let us know prior to that class so that we can arrange for you to have access to any recorded lectures, in-class materials, etc. While you will not be penalized for missing class due to health

concerns, you will be awarded for active, intentional, and insightful participation whether that be in the classroom, on Zoom, or on class discussion boards.

- **The Prospective Paper:** Living an Authentic Life
 - Due Oct. 19 = 30 points
- **The Retrospective Paper:** “A Letter to Dad”
 - Due Mon., Dec 7= 30 points
- **Final Presentation:** My Credo
 - Due during the final two classes= 40 points
 - You will give a 7-10 minute presentation of your credo to the class, explaining how it informs and guides your personal quest toward authenticity.

Required Texts (available for purchase in the bookstore):

Albom, M. (1997). *Tuesdays with Morrie*.

Palmer, P. (2000). *Let your life speak: Listening for the Voice of Vocation*. NY: Wiley.

Supportive Texts and Selected Chapters Available on Canvas:

Brooks, D. (2015). *The Road to Character*. NY: Random House.

Brooks, D. (2017). *When Life Asks for Everything*. NYTimes.

Brown, B. (2015). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. NY: Avery.

Dacey, J. (2019). *Why don't you just relax? Solutions for the anxiety epidemic*

Jay, M. (2013). *The defining decade: Why your twenties matter and how to make the most of them*. NY: Hatchett Book Group.

Levine, M. (2012). *Teach your children well: Why values and coping skills mean more than grades, trophies, or fat envelopes*. NY: Harper

Lythcott-Haims, J. (2015). *How to raise an adult: Break free of the parenting trap and prepare your kids for success*. NY: St. Martin's Press.

Martin, J. (2010). *The Jesuit guide to (almost) everything: A spirituality for real life*. NY: Harper One.

Parks, S. (2000). *Big questions, worthy Dreams: Mentoring young adults in their search for meaning, purpose, and faith*. San Francisco: Wiley.

Peterson, A. (2017). *On edge: A journey through anxiety*. NY: Crown.

Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. NY: Penguin.

Schedule and Assignments:

Aug. 31

Class topics for discussion

Introductions and course expectations

Determinism v. Free Will

Nature of Human Nature (Canvas)

Watch TED Talk: *The Power of Vulnerability*- by Brene Brown (IN CLASS)

Watch TED Talk: *Do Schools Kill Creativity?*-By Sir Ken Robertson (IN CLASS)

Discuss course assignments: Prospective Paper, Retrospective Paper, and Personal Credo

Assignments for next class:

Palmer, P. (2002). *Let Your Life Speak: Listening for the Voice of Vocation*

Brown, B. (2012). *Daring Greatly* (xii - Chapter 2: Canvas)

Sept. 7

Labor Day- NO CLASS

Sept. 14

LISTENING TO YOUR LIFE

Class topics for discussion:

Questions regarding course papers

Exercise: 10 Things in Common

Palmer, P. (2000). *Let Your Life Speak*

Freud and Mead (Canvas)

Brown, B. (2012). *Daring Greatly* (xii - Chapter 2)

Dinsmore, S. Ted Talk: What is the work you cannot NOT do?

Assignments:

Erikson, Part 1 (through Stage Four – Canvas)

Frost, R. *The Road Not Taken* (Canvas)

Orr, D. *The Most Misread Poem in America* (Canvas)

Brooks, D. (2015). *The Road to Character*, (Intro & Chapter One: Canvas)

Sept. 21

Authenticity Theory

Class topics for discussion:

Meditation: Finding your Guiding Spirit

Erikson, Part 1 (through Stage Four)

Frost, R. *The Road Not Taken* (Canvas)

Orr, D. (2015). *The Most Misread Poem in America* (Canvas)

Brooks, D. (2015). *The Road to Character*, (Intro & Chapter One: Canvas)

Assignments:

Erikson Part 2 (Stage 5 through Stage 8: Canvas)

Levine, M. (2012). *Teach your Children Well* (p. 166-184: Canvas)

Lythcott-Haims, J. (2015). *How to Raise an Adult*: (Chapter 18: Canvas)

Sept. 28

Parenting Matters

Class topics for discussion:

Exercise: Tell Your Story Redux

Erikson Part 2 (Stage 5 through Stage 8: Canvas)

Levine, M. (2012). *Teach Your Children Well* (p. 166-184: Canvas)

Lythcott-Haims, J. (2015). *How to Raise an Adult*: (Chapter 18: Canvas)

Assignments:

Piaget (Canvas)

Turkle, S. (2012). *Connected, but alone?* TED Talk

Burge, K. (2014). *Overblown Facebook Persona Can Leave Friends Deflated* (Canvas)

Prospective Paper: Authenticity Action Plan (Due Mon., Oct., 21)

Oct. 5

Your Social Milieu

Class topics for discussion:

Exercise: Empathy Cards

Piaget (Canvas)

Turkle, S., (2012). *Connected, but Alone?* TED Talk

Burge, K. (2014). *Overblown Facebook Persona Can Leave Friends Deflated.* (Canvas)

The Goldilocks effect

Assignments:

Skinner (Canvas)

Headlee, C. (2018). *10 Ways to Have a Better Conversation.* TED Talk

Headlee, C. (2017). *We need to talk.* (Chapters 1&2: Canvas)

Oct. 13 Fall Break- Monday Classes moved to Tuesday Oct. 13

Class topics for discussion:

Skinner (Canvas)

Headlee, C. (2018). *10 Ways to Have a Better Conversation.* TED Talk

Headlee, C. (2017). *We Need to Talk.* (Chapters 1&2: Canvas)

Exercise: Haiku poem

Assignments:

Bandura lecture (Canvas)

Martin, J. (2012). *The Jesuit Guide to (Almost) Everything* (Chapter Two: Canvas)

Exercise: The Daily Examen

Oct. 19 Importance of Reflection and Discernment

Class Topics Discussion

Bandura lecture (Canvas)

Martin, J. (2012) *The Jesuit Guide to (Almost) Everything* (Chapter Two: Canvas)

Exercise: The Daily Examen

Due:

Prospective Paper: Authenticity Action Plan

Assignments:

Frankl (Canvas)

Brooks, D. (2015). *The Road to Character* (Chapter 10: Canvas)

Oct. 26 **Our Search for Meaning**

Class Topics Discussion

Frankl (Canvas)

Brooks, D. (2015). *The Road to Character* (Chapter 10: Canvas)

Assignments:

Maslow (Canvas)

Brooks, D. (2017). *When Life Asks for Everything* (Canvas)

Nov. 2 *Class topics for discussion:*****

Maslow (Canvas)

Brooks, D. (2017). *When Life Asks for Everything* (Canvas)

Exercise: "The Neutron Bomb"

Assignments:

Jung (Canvas)

Petersen, A. (2017) *On Edge: A Journey Through Anxiety* (Canvas)

Nov. 9 **Anxiety**

Class topics for discussion:

Jung (Canvas)

Petersen, A. (2017). *On Edge: A Journey Through Anxiety* (Canvas)

Foster Wallace, D. *This is Water* (watch in class)

Exercise: Two Sides of a Coin

Assignments:

Parks, S. (2000). *Big Question, Worthy Dreams* (Canvas)

Albom, M. (1997). *Tuesdays with Morrie*

Nov. 16 Conversation Partners

Class topics for discussion:

Parks, S. (2000). *Big Question, Worthy Dreams* (Canvas)

Albom, M. (1997). *Tuesdays with Morrie*

Exercise: A Visit to the Doctor

Assignments:

Fromm (Canvas)

Waldinger, R.: *What Makes a Good Life? Lessons from the Longest Study on Happiness* (Ted Talk)

Nov. 23 *Class topics for discussion:*

Fromm (Canvas)

Waldinger, R.: *What Makes a Good Life? Lessons from the Longest Study on Happiness* (Ted Talk)

Presentations of Projects

10 minutes (sharp!) per person. Turn in a one-page description of how this project leads you to authenticity. Project grade= 20% presentation + 80% content of ideas

Assignment:

Jay, M. (2012). *The Defining Decade* (Canvas)

Prepare 2-3 questions for alumni panel

Nov. 30 Presentations of Projects (first hour of class)

10 minutes (sharp!) per person. 6 students will present

Project grade= 20% presentation + 80% content of ideas

Class topics for discussion: Second half of class

Jay, M. (2012). *The Defining Decade* (Canvas)

Young Alumni Panel: The First Decade Out of College

Dec. 7

Presentations of Projects

10 minutes (sharp!) per person. 8 students will present

Project grade= 20% presentation + 80% content of ideas

Exercise: The Daily Examen

Academic Integrity https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#academic_integrity_policies

Information for Students with Disabilities <https://www.bc.edu/bc-web/offices/student-affairs/sites/student-outreach-and-support-services/disability-services.html>