

# UGBA 199: *Scholar-Athlete First-Year Transition, Exploration, & Discovery Seminar*

## COURSE PURPOSE:

The seminar will focus on enhancing the development of identity and core values; academic mindset competencies; and authentic engagement strategies. These foundational pillars will allow class participants to gain a richer understanding of their own journey on campus as they draw upon the common theme of balancing their versatility as scholars and athletes. By analyzing their own lived experience in comparison to others, students will explore methods of self-authorship through personal values; expand their collaborative relationships through group dialogue; broaden understanding of learning and responsibility through diverse perspectives; and recognize the value of strategic engagement through purpose-driven initiatives. The readings and activities embedded within the course will:

- ❖ Immerse scholar-athletes in the utility of cultural competency in relation to identity formation.
- ❖ Give scholar-athletes an opportunity to enhance their self-efficacy within a shared communal space.
- ❖ Provide scholar-athletes with a platform for setting essential goals via campus resources and tools.
- ❖ Involve scholar-athletes in the art of authentic and strategic engagement during their Cal journey.

## COURSE INQUIRIES:

1. Why are mentors, accountability partners, and mentees essential when it comes to personal development?
2. What does it mean to be a Cal Golden Bear scholar-athlete when it comes to engagement?
3. How do my views reflect a broader community and how does that community engage with the rest of campus?
4. What are my academic, athletic, and personal goals for the semester and how is each specific, measurable, attainable/adaptable, realistic, and time-bound?
5. What are the benefits of having a clear, focused vision in balancing the demands in your life?
6. Why is it essential for us to channel relationships, time, and resources in order to be more productive?
7. How does my journey as a scholar-athlete provide me with an opportunity to see myself from inside out?
8. How am I acting in a way congruent with my core personal and communal values?
9. How can I make movements relevant to my personal and professional interests without abandoning my personhood?
10. How do I leverage my status as a scholar-athlete when it comes to forming alliances and implementing movements that I am passionate about pursuing?

## COURSE OUTCOMES:

- Students will acquire and practice *consciousness of self* by learning how to (1) identify stressors and their influence on behavior within a given situation; (2) examine personal core values that define who they are and what they care about deeply; (3) act upon their values by developing a vision that captures their motives authentically; (4) adapt to change by seeking input and feedback from others; (5) capitalize on opportunities by setting, evaluating, and revising their standards of achievement.
- Students will acquire and practice *consciousness of others* by learning how to (1) foster a sense of enthusiasm and commitment to personal and community goals; (2) tap into the skills and talents of others around them through collaboration; (3) recognize that unique identities, perspectives, and experiences bring forth challenges that need to be addressed; (4) seek out a network of trusting relationships via meaningful engagement; and (5) accomplish a shared purpose by effectively communicating and investing in relevant relationships.

- Students will acquire and practice *consciousness of context* by learning how to (1) recognize that values, rules, rituals, and internal politics play a role in group dynamics; (2) interpret the social, cultural, economic, and political forces that impact leadership; (3) acquire and utilize a growth mindset when approaching dynamic situations; (4) develop a holistic perspective on navigating different campus and community spaces; and (5) create a versatile game plan to enhance the Golden Bear experience.

ANCHOR TEXT: (*Students will be required to purchase this book*)

**Lee, S. (2020). *Be Water, My Friend: The Teachings of Bruce Lee*. New York: Flatiron Books. [ ISBN: 9781250206701 ]**

Students will examine this inspirational invitation to us all, a gentle call to action to consider our lives with new eyes. It is also a testament to how one man’s exploration and determination transcended time and place to ignite our imaginations – and to inspire many around the world to transform their lives.

SUPPLEMENTARY TEXT: (*Facilitators will assign selected excerpts from these books*)

**Clear, J. (2018). *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. New York: Penguin Random House. [ ISBN: 978-0735211292 ]**

Students will examine how complex topics are distilled into simple behaviors that can be easily applied to daily life by implementing proven strategies based in biology, psychology, and neuroscience, making good habits inevitable and bad habits impossible.

**Dillon, D. (2018). *Blueprint for Success in College: Indispensable Study Skills and Time Management Strategies*. Montreal: Rebus Community Press. [ ISBN: 9780744285727 ]**

Students will examine how to be successful in college by focusing on proven strategies used to enhance study skills and time management – specifically designed for the *First-Year Experience* genre that is transitioning from high school to college.

**Grover, T. (2014). *Relentless: From Good to Great to Unstoppable*. New York: Scribner. [ ISBN: 9781476714202 ]**

Students will examine the essential traits shared by the most intense competitors and achievers in sports, business, and all walks of life, trusting their instincts to get them in the “zone” and be more informed on how to control and adapt to any situation.

**Shankman, M.L, Allen, S.J., & Haber-Curran, P. (2015). *Emotionally Intelligent Leadership: A Guide for Students*. San Francisco: Jossey-Bass. [ ISBN: 9781118821787 ]**

Students will examine their personal development capacity and ability to negotiate relationships by practicing the factors that impact consciousness of self, consciousness of others, and consciousness of context.