

UGBA 199: *Scholar-Athlete Freshman Transition Seminar*

COURSE PURPOSE:

The seminar will focus on enhancing the development of identity, community, leadership, and achievement. These foundational pillars will allow class participants to gain a richer understanding of their own journey on campus as they draw upon a 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 dialogue; broaden understanding of learning and responsibility through diverse perspectives; and recognize the value of relevant public engagement through meaningful service. The readings and activities embedded within the course will:

- ❖ Give each scholar-athlete an opportunity to gain a better understanding of self-efficacy
- ❖ Provide each scholar-athlete with a platform for setting meaningful goals via resources
- ❖ Equip each scholar-athlete with the skill set to best navigate and utilize campus services

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-based?
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 personal portfolio to enhance the Golden Bear experience.

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

- **Holiday, R. (2016). *Ego is the Enemy*. New York: Penguin Random House. [ISBN: 9781591847816]**
Students will gain awareness that the most common enemy lies within: our ego. Early in our careers, it impedes learning and the cultivation of talent. With success, it can blind us to our faults and sow future problems. In failure, it magnifies each blow and makes recovery more difficult. At every stage, ego holds us back.

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

- **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.
- **Reid, H.L. (2002). *The Philosophical Athlete*. Durham: Carolina Academic Press. [ISBN: 9780890894057]**
Student will examine the philosophical weight of self-discovery, responsibility, respect, and citizenship that they carry each day as a scholar-athletes and how to transform that weight into meaningful engagement.
- **Robinson, M. (2015). *Athletic Identity: Invincible and Invisible, The Personal Development of the Athlete*. Sarasota: First Edition Design. [ISBN: 9781622877447]**
Students will examine several unique perspectives that athletes face in how they view the world and analyze how each perspective impacts their decision-making in the personal, sporting, academic, and professional space.
- **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 gain greater awareness of 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