

COURSE ITINERARY

WEEK 1: “Balloons in the Air” | Introduction

How is coming of age defined? Is it by a certain age? Biological, socio-emotional, cognitive changes? By something external or internal? Do you lose something, gain something? Does it vary depending on cultural-historical contexts or personal identity/background?

Coming-of-Age Intro (50min)

- ★ Balloons Icebreaker (20min) → 7 balloons with themes
- ★ Changing groups → 7 COLORS ; each group has different set of questions
 - Childhood:
 - What was your favorite childhood object? What are some good and bad memories associated with it?
 - What was your childhood dream(s)? Do you still have them now?
 - If you could choose to go back to a certain age, which one would you choose and why?
 - Adulthood:
 - Do you feel like an adult right now? Why do you feel that way?
 - What are your goals for the future (this can be career pathways, health, family/friends, etc.)
 - If time, money, education, emotions, etc. weren't a problem, what would be your YOLO dream?
 - Old Age:
 - Where do you imagine yourself in 5 years? 10 years? 20 years?
 - If you could give your younger self one piece of advice, what would it be?
 - Do you feel like you've become more idealistic or cynical as you've grown older? Why? =O
- ★ Activity: Students work together in groups of 4 to create working definition of “coming-of-age” (15min)
- ★ Review course website on Tumblr (10min)
 - “Tour” → Course Description, Films (*Spirited Away & Boyhood*), Course Itinerary, Reflection #1 Prompt (if want to start thinking of who to interview)
 - “Suitcase” → Themes, Course Questions
 - Reading beginning of “Eleven” by Sandra Cisneros
- ★ Debrief for next week (5min)
 - Postcard:
 - (Preferred) Name + draw how you're feeling or what you're thinking!
 - Do you have any dietary restrictions?
 - Why did you take this course (you can be honest!)? Anything else you'd like me to know about you!
 - We'll be playing jeopardy next week! Review coming-of-age tropes for an advantage. * _ *

WEEK 2: “Treasure Hunting” | Tropes

What are the various tropes or cliches of coming-of-age narratives?

Scavenger Hunt: Coming-of-Age Tropes (50min)

- ★ Before class on board: What’s your favorite nostalgic song?
- ★ Review coming of age definitions from last week
- ★ Ask students to form teams of 4; introduce to one another
- ★ Explain rules of jeopardy (5min)
- ★ Give them chance to pick team name, review coming-of-age tropes + suitcase & things on course website, and strategize roles (5min)
- ★ Coming-of-Age Tropes Jeopardy (30min)
 - Print outs of trope names:
<http://tvtropes.org/pmwiki/pmwiki.php/Main/ComingOfAgeStory>
- ★ Debrief for next week (10min)
 - Postcard: What is your coming-of-age trope(s)? Why? What would you like to learn about or explore together?
 - If students are new or weren’t here last week: Full name + preferred name, dietary restriction, why you’re taking this class
 - Reminder: today @ 5pm is the deadline for add/drop ; last day!
 - Next week: Childhood (“Rosebuds & Thorns”)
 - Spirited Away: Finish watching by Week 4

WEEK 3: “Rosebuds & Thorns” | Childhood

What does it mean to have a “rose-colored” vision? What makes a “good” or happy childhood, as opposed to having your childhood be “stolen”?

I. Childhood & Hero’s Journey (50min)

- ★ Childhood (10min)
 - Review: Down the Rabbit Hole! (red pill vs. blue pill) + “Rosebud” moment
 - Roses (blissful ignorance, innocence, happiness, carefreeness, security, illusion)
 - Thorns (brutal reality, truth, pain, awareness, knowledge, freedom)
 - Childhood is often just as beautifully innocent as it is terrifying; dream vs. nightmare; “wake up” -> transitioning
 - Rosebud moment: loss of innocence; childhood is STOLEN
 - Tropes like first exp of death/grief/loss/rejection, exposure to sexism/racism/homophobia/prejudice, combat/war, drugs/alcohol, abuse, questioning society); BREAK THE CUTIE (santa clause, tooth fairy)
- ★ Chart your own “life map” (25min)

- Rites of passage, rosebud moment(s), significant memories/moments, milestones
- What would you “color” your life overtime, if any?
- Show examples; I won’t ask you to share with other people, so you can make it as personal as you want; it doesn’t have to make sense to anyone except you
- What symbols/moments/colors would you consider your own “rites of passages”? Of going down the rabbit hole, the red pill/blue pill?
- ★ Transition:
 - Life isn’t just black vs. white, rose-colored vs. jade-colored
 - even with childhood, that “cut-off” with the rosebud moment isn’t usually so clear; for a lot of us, childhood is full of both good + bad memories, both roses AND thorns; and it’s like pruning flowers -> sometimes you have to cut some flowers or branches off for core to grow stronger
- ★ Presentation: Intro to Spirited Away (15min)
 - 神隠し Kamikakushi “Spiriting Away” → Down the Rabbit Hole
 - Watch first 7.5min of Spirited Away: Count as many symbols of rites of passage, a “liminal” or transitional in-between states as you can
 - Gates, empty houses, tunnel, quiet chapel with light/darkness and birdhouse, sound of trains, stopped clock, river
 - Does Chihiro have a “good” childhood? How do you know?
 - Would you consider Chihiro a “hero” at this point?
 - Hero’s Journey: ordinary world → special world; call to adventure (red pill); refusal of the call (blue pill)
 - Will go through trials, rites of passage, “liminal” states to grow stronger
- ★ Debrief (5min)
 - Postcard: If you were to symbolize yourself or your life right now as a plant, what would it look like? (A seed, sprout, bud, flower, weed, cactus, tree...?) Why? You can draw or write your answer. ^_^
 - “Homework”: Bring in 3+ additional symbols of rites of passage, liminal states where one searches for identity (spiritual death/rebirth) from the movie
 - Bring your laptop next week for group presentation!

WEEK 4: “The Light at the End of the Tunnel” | Rites of Passage

How do rites of passage symbolize death and rebirth, the moment you “grow up”? Can you ever go back to childhood once you cross that threshold?

DUE: Finished watching Spirited Away

I. Rite of Passages / Death & Rebirth in the Hero’s Journey (50min)

- ★ Review: Hero’s Journey in relation to Spirited Away (5min)
 - Hand out copies of The Hero’s Journey

- Review roses+thorns, rosebud moment, red/blue pill, Hero's Journey
- ★ Activity: small groups of 4, pick 1 scene/symbol (or 2 for contrast/comparison) that illustrate Chihiro's "coming-of-age" or rite of passage / growth (15min)
 - Spirited Away is a coming of age story, full of rites of passage
 - Brief presentation: 3-4min presentation; equitable speaking time
 - You can choose one or more
 - If you want, you can show a scene or two from the film to the class if you feel like it'll help us see
- ★ Student Presentations (15min)
- ★ Review
 - Joseph Campbell's *The Hero with a Thousand Faces*
 - *Bildungsroman*
 - 千尋 senjin / chihiro → great depth, bottomless (千 thousand; 尋 search)
- ★ Childhood → Adulthood (5min)
 - What does Haku say to Chihiro at the end of the film, before she leaves?
 - Watch last 2 minutes of Spirited Away ; she's tempted to look back, but doesn't and leaves the tunnel before she can
 - "Don't look back" → you can't go back to childhood; up the rabbit hole
 - Hero's Journey: monomyth like *bildungsroman*, psychological/moral growth; Return with the Elixir to the Original World
- ★ Debrief (5min)
 - Remind about Reflection #1 + interview
 - Postcard: After taking the red pill and going through all those trials and rites of passage . If you were to put yourself in the Hero's Journey, what stage would you be at now? What would the "elixir" be for you?

WEEK 5: "Dreaming of the Past & Future" | Emerging Adulthood

Does adulthood mean you've "finished" growing up? Or is this just another "in-between" stage of searching for an identity?

Adulthood (50min)

- ★ Review Reflection #1 requirements (5min)
- ★ Lecture: *Spirited Away* incorporates magical realism; mythic journey in a culture that values tradition/folklore; intricately + carefully animated/constructed (5min)
 - Context: Japanese "Coming-of-Age Day" ; What about America?
 - psychological theory of "continuous vs. discontinuous" pathways
 - "Emerging Adulthood" → age of identity exploration, instability, self-focus, feeling of in-between, and possibilities
 - another liminal state but without a rite of passage!
- ★ Activity: Construct representation of adulthood using Jenga blocks, deck of cards, soda cans, cardboard, pipe cleaners → while answering questions about adulthood on post-it note boards (15min)

- Things to consider: what is stable vs. easy to collapse; what to build on top of one another (if at all)
- Can work together with a group or by yourself
- *Questions:*
 - What does adulthood mean to you? What backgrounds or identities influenced your definition of adulthood. In what way?
 - At what point do you stop “growing up” and begin “ageing” (if ever)? Do you just fluctuate? Start and stop?
 - Do you feel like “growing up” or coming of age is stable and linear? Or can the process look like a different form? Share your thoughts.
- Will give handouts including different identities/backgrounds as jumping board
- ★ Share & Reflect (15min)
- ★ So is “coming of age” universal?
 - Overarching similarities in structure/narrative, but unique differences and diversity within that structure/narrative
- ★ Erik Erikson’s Stages of Psychosocial Development (5min)
 - *100 Years by Five for Fighting*
https://www.youtube.com/watch?v=tR-qQcNT_fY
- ★ Debrief (5min)
 - Reminder for Reflection #1 + interview, which is due next week!
 - Postcard: What stage of psychosocial development do you feel like you’re at right now?

WEEK 6: “Time Flies” | Ageing Years

How do coming-of-age narratives understand the “meaning of life”? What does youth look like as people age over the years, and grow old?

DUE: Finished Reflection #1

“Meaning” in Life (50min)

- ★ Debrief Week 5 + Erik Erikson’s psychosocial stages of development (10min)
 - *100 Years by Five for Fighting*
https://www.youtube.com/watch?v=tR-qQcNT_fY
- ★ Small-Group Discussion: reflections + interviews (15min)
 - Easter eggs + jelly beans → reflection; 10, 15, 20, 22, 33, 45, 67, 99, 100
 - Icebreaker question
 - Reflection #1 / interview : **What was the most meaningful or significant thing you took away from the interview?**
Did your perspective on life or on coming of age (“growing up”) change from this interview? How so? Is there anything you would consider doing differently now?
- ★ Debrief → (10min)
 - Is coming of age universal? kinda yes

- ★ Presentation: *Boyhood* was filmed over 12 years with same actors (rough script, but spontaneous filming a little each year); documentary-like style (10min)
 - Discontinuous pathway; not a mythic journey or meaningful rites of passage
 - Watch first 7min of *Boyhood*
 - The Time You Have (in JellyBeans)
 - https://www.youtube.com/watch?v=BOksW_NabEk
- ★ Debrief (5min)
 - Postcard: How are you feeling right now, emotionally? About this course, or coming of age? You can write or draw your answer!
 - “Homework”: Bring in a moment/scene/quote that you find meaningful or thought-provoking in the film.
 - Questions to consider as you watch the film: Which character did you relate to the most? What do you think *Boyhood* was trying to say about coming of age?

WEEK 7: “Driving Out on the Open Road” | The Journey

How is coming of age a journey? When we reach the destination, is the journey done?

DUE: Finished watching *Boyhood*

I. *Boyhood* & The Road (50min)

- ★ Postcard: Write down the moment/scene/quote that you found meaningful or thought-provoking from the film. Suggest a “coming-of-age” song! It can be another language, an instrumental, anything.
- ★ *Boyhood* (5min)
 - What did you think of the film? Liked it? Hated it?
 - “Time Flies” → this film is almost documentary-like; there aren’t any big milestones/events or “plot” necessarily; just a series of moments that are indiscriminately constant; time passing
 - Is coming of age universal?
 - Mason → coming of age?
 - Mom → forced to become a mother (maturity); in end, she breaks down
 - Dad → manchild, delayed coming-of-age (maturity)
- ★ “Hero” by Family of the Year (5min)
 - Is Mason a hero? Does he go through the “Hero’s Journey?”
 - “*Everyone deserves a chance to walk with everyone else.*”
 - <https://www.youtube.com/watch?v=mYFaghHyMKc>
 - He doesn’t go on the Hero’s Journey, but is he on a journey?
 - Yes! He might not necessarily know where he’s going, or where his destination is going to be, but he’s still going somewhere.
 - Anti-Hero (lacks traditional attributes of the Ideal Hero)
- ★ Walk Outside (15min)
 - Share your thoughts in groups of 2-3 people

- What did you find most meaningful or thought-provoking from the film? Which character did you relate to the most and why? What do you think Boyhood was trying to say about coming of age?
- ★ Large Group Discussion (10min)
 - What did you find most meaningful or thought-provoking?
 - Which character(s) did you relate to the most and why?
 - **What do you think Boyhood was trying to say about coming of age?**
- ★ Mindfulness (10min)
- ★ Debrief (5min)
 - Is coming of age universal? → life is a journey; we create our own narratives; there will always be a beginning (birth) and an end (death), but the moments in-between life are different, and continues to change as time passes
 - at the end, Mason
 - So what's the point? What's the point? Of what? I don't know, any of this. Everything. "We're all just winging it, you know? I mean the good news is, you're feeling stuff. You know, and you gotta hold on to that. You do. I mean, you get older and, you don't feel as much, your skin gets tougher."
 - Mason's answer → "the moment seizes us" → "it's always right now" ; living in the present ; letting things go
 - Find those moments of humanity, salvation, hope, faith, color, peace, acceptance, meaning, imagination, etc. in life
 - because the journey's never done, and it's easy to forget
 - "Homework": think of what you would make It can be a story, poem, drawing, flyer, collage, video, etc. I'll be providing materials like paper, art supplies, magazines, etc. But you can get started on it at home and bring it in if you'd like.

WEEK 8: "Living in the Present" | Walks of Life

What does it truly mean to live in the present moment? Is there just one way to answer that question, or can there be many different walks of life for people?

Art Gallery of Coming-of-Age (50min)

- ★ Review message from last week; candy "potluck"
 - Postcard: suggest a coming-of-age narrative! It can be anything (anime/manga, novel, video game, etc.)
- ★ "Everyone deserves a chance to walk with everyone else" ; living in the moment → celebrating present moment, who you are now + what you have now → while walking forward towards future ; take each day as it is, enjoy being alive (there isn't one answer)
- ★ Create something you can look back on; hope, salvation, color, etc. (30min)
 - Again, can be anything they want (story, poem, drawing, flyer, collage, video)
 - We'll be doing an "art gallery" of everyone's works, so write title + caption

- ★ “The Making of Boyhood”
 - <https://www.youtube.com/watch?v=HjmUJQg2eUw>
 - Cast of Boyhood reflect on what “boyhood” means to them; students can relax and watch/listen, and/or get started on the project
- ★ Gallery (15min)
 - Freely explore + examine other’s pieces
 - Each student has separate blank piece of paper for others to write comments on
 - If feel connected to a piece → write feedback (reactions, things they like, etc.)
 - Required to write at least 3 comments
 - I’ll be taking pictures of everyone’s work to put up on the course website. 8)
- ★ Debrief for coming of age mural next week (5min)
 - Reflection #2 requirements

Attendance: email (7 days)

1. Do you want your work on the course website?
2. If yes, send me a picture of your work, title, and caption. If no, just say “nah.” XD
3. Suggest a coming-of-age narrative.

WEEK 9: “Kaleidoscope” | Multi-Colored Lens

How is coming of age more like a multi-colored lens, a fluid meaning that changes like colors/shapes in a kaleidoscope?

Coming-of-Age Mural (50min)

- ★ Review: coming of age as a narrative + existential journey for meaning (5min)
 - coming-of-age tropes, childhood, rite-of-passages, emerging adulthood, existential meaning, the journey, narratives
- ★ Kaleidoscope, not rose-colored or jade-colored; diverse
- ★ Coming-of-Age Mural : create a “mural” of what everyone believes coming-of-age is now; create a narrative together +respond to each other (30min)
 - creating a narrative together
 - symbols, metaphors, process, images, thoughts/feelings, words
- ★ Play “coming-of-age” music in background
 - <https://www.youtube.com/playlist?list=PLnpZGkTy7xvG48tNONncjJCUwzfRmfq35>
- ★ Debrief + clean-up/dry (15min)
 - Re-create or re-write our working definition of “coming-of-age” (10min)
 - Mindfulness (10min)
 - Reminder about Reflection #2
 - Postcard: last thoughts? Coming-of-age quote?

Materials: oil pastels, crayons, markers, acrylic paint, paper glitter, ribbons, etc.

WEEK 10: "Hopping into Puddles" | Finale

So what is your coming of age story?

DUE: Finished Reflection #2

Coming-of-Age Finale (50min)

- ★ Potluck & Reflection! (15min)
 - Hand out lyrics to Hoppipolla & The Folks Inside
 - Grab food + add anyone as a friend on social media / get their contact info (including me if you want!)
 - Settle down + discuss what you wrote in your reflection with 2-3 people
 - Postcard question: What final advice or "parting words" would you like to give everyone for this journey called life?
- ★ Course review over everything (10min)
- ★ "The Folks Inside" poem
<https://soundcloud.com/theeternalloop/the-folks-inside>
- ★ Share your "parting words" / final advice for others in this journey called life (10-15min)
- ★ Hoppipolla ("Hopping into Puddles")
<https://www.youtube.com/watch?v=mZTb8WxEW78>
- ★ Final thoughts (5min)
 - Andy's coming of age experience
 - Jonathan's advice?
 - My hope for everyone: no matter what happens in life, to be able to continue walking and believing you'll be okay
 - Even if you "grow up" or grow old, will still remember what it feels like to see the world as colorful or like a playground, to taste victory or return home at the end of the day feeling content/happy
 - Life is a series of hellos and goodbyes

Personal Notes

Have them figure out something on their own ->

Undergrads: don't have a lot of confidence; more at ease cause I'm undergrad too (benefit)

- get discouraged when doesn't think of answer immediately

- get to realize more subtle (trying to be really smart)

Contest ->

Waiting for godot -> finding salvation between 2 friends

Extra careful + effort into week 6 ; breathing room -> take temp of class around Week 5

optimistic vs. neutral vs. pessimistic plan (well -> more complex ; not so well -> backup plan)