

Claremont Graduate University
School of Transdisciplinary Play
Retirement 075
Fall and Spring 2017-2018

Course Instructor: Professor Charles Taylor Kerchner

Emeritus Professor. I once had a chair. They lost it probably in the used furniture storage. Wonder who's using the endowment?

Office: Yes, but you won't likely find me there.

Phone: 909-607-9146

E-mail: charles.kerchner@cgu.edu

In-person Office Hours: You've got to be kidding.

Phone/Skype Hours by appointment: Tweet @Ctkerchner

How to Enroll: The registrar can't help you with this course; email Professor Kerchner.

Course Schedule

Semester start/end dates: Two semesters; can be repeated of necessary

Meeting day, time: Many Fridays, 4 p.m.

Course Location: Whichever bar fits my mood. Prime locations: wine bar in packinghouse, Claremont Craft beers, Last Name brewery, the Old Stump in Laverne.

Course Description

This is a remedial course for students who have previously experienced a lack of success with retirement. It is to be expected that an intensive review of the basics will be necessary as well as modeling and intervention by those who have been successful in separating themselves from employment. This is a year-long course, and it can be repeated if necessary.

Background Preparation (Prerequisites)

Having had at least 70 birthdays.

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Enjoy retirement.
 2. Look back on working life with a sense of satisfaction and achievement.
 3. Express profound empathy for those still working. (Getting beyond gloating.)
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Texts and Journal References

This course is self referential, and hands on. Reading is encouraged; acting is mandatory. Wisdom is expected.

Course Requirements & Assignments:

<i>Week</i>	<i>Topic</i>	<i>Reading/Weekly work</i>	<i>Assignment Due</i>
1	Knowing when to quit.	Other than those who are forced to quit, retirees basically fall into two camps: Those who want to leave just before they start to lose it intellectually, and those who aggressively plan to spend their children's inheritance.	Pick one. Defend your answer.
2	Tidying up loose ends.	Getting untangled from work is hard and immediately makes you subject to prior promises, as in, "Yes, dear, I'll take care of that when I retire."	Make list. Have it vetted with the command staff.
3	Vertical or horizontal exit	Claremont is lousy with retirement homes. Do you want to go to one or stay in your house until the folks come from Todds?	Make choice; explain pros and cons.
4.	Learning to decline with sincere regret.	Following the fortune cookie advice of "As long as you don't sign up for anything new, you'll be okay," it is imperative to learn how to say 'no' to opportunities.	1) Provide evidence that you have declined at least one major project or assignment. 2) Present a convincing performance about how sorry you are to have to do so.
5.	Basic play.	Those who have previously failed retirement require intensive intervention in play.	This is a 12-step program. Find a sponsor, who is more playful and joyous than you are, follow their directions. Report for counseling when you fall off the wagon.

6.	Listening to the muse.	Something's calling you toward your artistic, expressionistic side.	Pick a project. Produce something.
7.	Theology 101	You may not believe in God, but God believes in you. Figure out what you are called to do.	Find a monastery. Go there. Write down what you experienced.
8.	How much is enough? The transition from saving to spending.	'How much' is both an economic and psychological construct. Come to grips with both. Drawing down savings is hard for those raised by Depression Era parents.	Develop a business plan that matches the requirements of Lessons 6 and 7.
9.	Fight or Flight: Resisting or finding a new country.	Costa Rica's nice, Portugal's pretty, Canada's possible. Hawaii's still in the U.S., but barely. Stay and fight the Evil One or move on.	Audition at least one alternative location for at least 30 days. Report back.
10.	Buff up: Treating the body as a state of arrested decay.	Your body may not be a temple, more a faulty tower, but pushing back against decay is worth it just to get the endorphins flowing.	Get a routine. 30 minutes, five days a week. Have real locker room talk.
11.	Old people's sex, or not.	Try explaining this to your children.	Do one or the other. Don't talk about it.
12.	The proper construction of a bucket list.	There's a movie about this and a good selling book of places you must visit. But maybe it's not about places.	Make a list; check it twice. Naughty or nice doesn't matter.
13.	Reflecting on the joys of retirement without gloating.	These may emerge slowly, and that's okay. Twitter may be the best medium.	Produce your Christmas, holiday, winter letter on the subject of retirement.
14.	Plan B (or C). What if this retirement thing doesn't work or work again?	Are you still into accomplishments, fame, status, or legacy? Retirement may not have a firm grip on you.	If you've gone through lesson 13 and there's not much joy, dust off your resume and start mailing your contact list.
15.	Diminished capacity.	Sooner or later...	Provide colleagues with at least one work around for memory failure.

[The following from the template sent to CGU faculty. I'm not making this up. Pedantic nonsense comes to graduate education. But let's play along for the fun of it.]

A separate table can be created to make clear the value of each assignment toward the total grade. Grading rubrics should be shared at the beginning of the class to create a shared understanding of the expectations. Students should have several opportunities to measure their learning progress. This may include class participation, quiz, reflection paper, presentation, or many other methods. If the student is unclear about the class element, questions should be asked of the instructor with ample time before the deadline.

<i>Class Element</i>	<i>Points Allocated</i>	<i>Weight</i>
<i>Participation in class</i>	<i>How many points would you like?</i>	<i>Weight gain or loss is your own business.</i>
<i>Participation outside of class (web enabled, other)</i>	<i>Unless we're married, participation outside of class is forbidden.</i>	
<i>Midterm</i>	<i>If you can't remember when the midterm is, that's okay</i>	
<i>Paper</i>	<i>Claim as many points as you like. Extra points can be purchased for \$19.95 each.</i>	
<i>Final</i>	<i>There will be one, but it probably will not be announced.</i>	<i>If you'll give me a script, I'll speak at your funeral. Or vice versa.</i>

~~*I will make every effort to return to you each assignment with feedback within ___ days.*~~

Grading

Let's get real here. Life will grade you; I don't need to.

~~*Your grade will be calculated using the following scale. Grades with plus or minus designations are at the professor's discretion.*~~

<i>Letter</i>	<i>Grade</i>	<i>Description</i>	<i>Learning Outcome</i>
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<i>Grade</i>	<i>Point</i>		
<i>A</i>	<i>4.0</i>	Complete mastery of course material and additional insight beyond course material	<i>Insightful</i>
<i>B</i>	<i>3.0</i>	Complete mastery of course material	<i>Proficient</i>
<i>C</i>	<i>2.0</i>	Gaps in mastery of course material; not at level expected by the program	<i>Developing</i>
<i>U</i>	<i>0</i>	Unsatisfactory	<i>Ineffective</i>

Continual matriculation at CGU requires a minimum grade point average (GPA) of 3.0 in all coursework taken at CGU. Students may not have more than two incompletes. Details of the policy are found on the Student Services webpage. https://mycampus.cgu.edu/web/registrar/current-students/student-policies#Satisfactory_Academic_Progress

[Let's get real here too; given grade inflation, you're extremely unlikely to see any Cs at CGU.]

Course Policies:

The CGU institutional policies apply to each course offered at CGU. A few are detailed in the space below. Students are encouraged to review the student handbook for the program as well as the policy documentation within the bulletin and on the Registrar's pages. <http://bulletin.cgu.edu/>

However, anyone mentioning the student handbook will be required to buy the next round of drinks.

Attendance

I'll miss you if you don't come to class. I value your insights and the contributions you can make to our discussions. But if you can't come, just send in the beer money and you will be excused.

~~Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.~~

Scientific and Professional Ethics

~~The work you do in this course~~ life you live must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but don't crow about it. If you're trying to emulate the Prophet Mohammad, Jesus, or whomever, do it quietly. Do not or you when you do, make it known whose ideas you are working with. You'll just embarrass yourself. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program. ~~Additional~~

~~information on CGU academic honesty is available on the Student Services webpage
<https://egu.policystat.com/policy/2194316/latest/>~~

Instructor Feedback and Communication

The best way to get in touch with me is Twitter. If you can't say it in 140 characters, I don't want to hear it. If you have difficulty with this medium, please contact @realDonaldTrump.

Accommodations for Students with Disabilities: Everyone in this course will have a disability. Try do deal with yours gracefully if not stoically. And do the best you can for yourself. If you knee hurts, get a brace. If you can't hear, at least clean the earwax out of your hearing aids. (The course instructor will not provide extra batteries.) If you feel the need for an accommodation, we'll buy you an extra beer, which is known as a round of sympathy.

~~If you would like to request academic accommodations due to temporary or permanent disability, contact Dean of Students and Coordinator for Student Disability Services at DisabilityServices@egu.edu or 909-607-9448. Appropriate accommodations are considered after you have conferred with the Office of Disability Services (ODS) and presented the required documentation of your disability to the ODS.~~

Mental Health Resources: ~~Graduate school~~ Retirement is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help but don't call after 10. I've got my own shit to deal with.

Title IX: I love what Title IX has done for women, but given the bigots and grifters who are running the country, it's all of us who are under assault daily.

If I learn of any potential violation of our gender-based misconduct policy (rape, sexual assault, dating violence, domestic violence, or stalking) by any means, I am required to notify the CGU Title IX Coordinator at Deanof.Students@cgu.edu or (909) 607-9448. Students can request confidentiality from the institution, which I will communicate to the Title IX Coordinator. If students want to speak with someone confidentially, the following resources are available on and off campus: EmPOWER Center (909) 607-2689, Monsour Counseling and Psychological Services (909) 621-8202, and The Chaplains of the Claremont Colleges (909)621-8685. Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. Confidential resources can walk students through all of their reporting options. They can also provide students with information and assistance in accessing academic, medical, and other support services they may need.
