

B.A. in Liberal Studies

George Lewis, B.A.
 Sam Magill, M.B.A.
 Daniel Masler, M.L.I.S.
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 Mark Wicks, Ph.D.



These courses are open to cross-program enrollment for the entire registration period. If you are planning to take classes in other programs, be sure to check the particular course description for any prerequisites and/or instructor's permission.

The individualized B.A. degree program is designed for adults returning to college to complete a bachelor's degree in liberal studies. Antioch recognizes the valuable knowledge that adult learners have gained through life experience and challenges students to reflect on this previous learning and its relationship to their goals, values and interests. Each student develops a design for an educational program that integrates previous college studies, prior life experiences and current work at Antioch within a liberal arts framework. The process of developing and directing one's own learning experiences is challenging and empowering, and helps each student develop a greater sense of personal direction and professional competence.

Explanation of Symbols

W Writing-Intensive Courses place a heavier emphasis on writing in relation to the topic explored. Instructors generally assign more writing but less reading than usual in such courses and may require multiple drafts of a paper. In discipline-specific courses, instructors spend more time clarifying the methodology of that discipline and academic writing standards for that field of study. ***W*** courses are recommended for students who particularly want to work on the development of their writing skills while engaged in diverse areas of study and who would like a more explicit and focused approach to that process.

Note: Most courses in the B.A. program are taught for variable credit. Students register for three or four credits in consultation with their adviser, and then follow the instructor's syllabus guidelines for appropriate workloads. Classes are limited to 20 students unless otherwise noted.

(AT\$) Classes marked with this symbol require a lab fee. Please check italics at end of course for more detail.

Classes scheduled to be held on Monday do not meet on May 28th. Alternate classes are arranged at the first class session, if not indicated in an individual course description.

Program Faculty and Staff

<http://www.antiochseattle.edu/BAfaculty>

Program Director

Janet Tallman, Ph.D.

Core Faculty

Nada Elia, Ph.D.
 Mary Lou Finley, Ph.D.
 Candace Harris, M.A.
 Anne Harvey, M.S.W.
 Randy Morris, Ph.D.
 Rob Wang, Ph.D.
 Sue Woehrlin, Ph.D.

Visiting Faculty

Bryan Tomasovich, Ph.D.

Associate Faculty

Walter Hudsick, M.A.
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Student Services Coordinator

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Adjunct Faculty

Cori Adler, Ph.D.
 Fred Alcorn, M.Ed.
 Teri Balkenende, Ph.D.
 Elizabeth Burke, M.A.
 Tina Dawson, Ed.D.
 Alexandra Hepburn, Ph.D.
 Dale Vanessa Holiday, Ph.D.

B.A. Thursday evening core/foundational courses:

In the B.A. Liberal Studies program, no classes are scheduled Thursday evenings after 6:30 p.m. so that students can participate in a range of collective experiences. Some of these meetings are required for some students; others are optional for students wanting to deepen their academic and /or social experience of Antioch.

Students may design and convene their own meetings and events.

Date	Courses	Learning Opportunities
Apr. 5	Educational Design I (Individualized & Structured); II & III (Ind.) Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	
Apr. 12	Learning from Life Experience	
Apr. 19	Educational Design I (Ind. & Str.); II & III (Ind.) Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	Area of Concentration Gatherings
Apr. 26	Learning from Life Experience	Scholarship Information Session
May 3	Liberal Studies III: Competency Demonstration]	
May 10	(open)	
May 17	Learning from Life Experience Liberal Studies III: Competency Demonstration Liberal Studies IV: Senior Synthesis	Grad School Preparation
May 24	Liberal Studies III: Competency Demonstration	
May 31	Liberal Studies IV: Senior Synthesis	
June 7	Liberal Studies IV: Senior Synthesis Graduation Tea	Senior Symposium

Core Curriculum/Foundation Courses

W BAC300E-1: Liberal Studies I (3-4)

Charles Morrison

Wednesday, 7 to 9:30 p.m.; Limit 20

Students formulate an understanding of the purposes of a liberal arts education; explore ways of thinking, knowing and learning required by such an education; and develop an appreciation for and preliminary understanding of issues of diversity, particularly cultural diversity. Students explore the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts. *Offered every quarter, this class is required for all first-quarter B.A. students.*

BAC300F-1: Liberal Studies II: Diversity, Power & Privilege (3-4)

Anne Harvey

Monday, 7 to 9:30 p.m.

BAC300F-2: Liberal Studies II: Diversity, Power & Privilege (3-4)

Fred Alcorn

Monday, 4 to 6:30 p.m.

With an emphasis on issues of diversity, power and privilege in American history and culture, this course encourages students to bridge theory and practice by applying what they are learning from their readings and videotapes to their "real world." Students explore the historical and contemporary American construction of race, gender, social class and sexual orientation. *This course is offered every quarter. Prerequisite: Liberal Studies I.*

BAC300G: Liberal Studies III: Competency Demonstration (1-2)

Randy Morris

Thursday, 7 to 9:30 p.m.; Apr. 5, 19, May 3, 17, 24

Students prepare for and conduct liberal arts core competency and area of concentration demonstrations. Participants enter into reflective conversation about the meaning of a liberal arts education as seen from their current vantage point. Additionally, students envision their senior synthesis project and write a formal proposal. *This seminar is taken in the students' penultimate quarter; it is required for structured concentration pathway students, optional for individualized concentration pathway students. Prerequisite: Portfolio Assessment Committee (PAC)-approved student portfolio.*

BAC300H: Liberal Studies IV: Senior Synthesis Seminar (1-2)

Mary Lou Finley

Thursday, 7 to 9:30 p.m.; Apr. 5, 19, May 17, 31, June 7

Graduating students complete senior synthesis/capstone projects in a learning community context. Students learn dynamic and professional presentation skills in preparation for and presentation to the senior symposium. In addition, the seminar provides a reflective forum for degree completion. *Required in final quarter for structured concentration pathway students; prerequisite: successful completion of Liberal Studies III and adviser-approved synthesis project. Optional for individualized concentration pathway students; prerequisite: degree committee-approved senior synthesis project proposal.*

BAC391I: Educational Design I (Individualized pathway) (1)

Evaluator: Anne Harvey

Workshops: Thursday, 7 to 8:30 p.m.; Apr. 5, 19

Through this workshop/independent study, students choosing the individualized pathway learn to self-direct their own educational planning process. Working closely with a core faculty adviser, the student forms a degree committee, prepares the preliminary self-assessment and educational design documents, and holds the first degree committee meeting. *Required for individualized concentration pathway students.*

BAC391S: Educational Design I (Structured pathway) (1)

Evaluator: Nada Elia

Workshops: Thursday, 7 to 8:30 p.m.; Apr. 5, 19

In consultation with the core faculty adviser, the student chooses one of the pre-approved areas of academic concentration, develops an individualized plan for how to meet the requirements of that concentration, as well as articulates preliminary program goals and a plan for achieving the program's liberal arts competency outcomes. *Required for structured area of concentration pathway students.*

BAC392: Educational Design II (Individualized pathway) (1)

Evaluator: Sue Woehrlin

Workshops: Thursday, 7 to 8:30 p.m.; Apr. 5, 19

The student continues to develop self-directed learning skills. Working closely with a core faculty adviser and her/his committee, the student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core outcome competencies, and eventually holds the second degree committee meeting. *Required for individualized concentration pathway students.*

BAC393: Educational Design III (Individualized pathway) (1)

Evaluator: Sue Woehrlin

Workshops: Thursday, 7 to 8:30 p.m.; Apr. 5, 19

The student deepens her/his ability to synthesize, present and self-assess program learning. Working closely with a core faculty adviser, the student prepares for and convenes the third degree committee to demonstrate achievement of the liberal arts core competencies and area of concentration goals. In addition she/he develops a senior synthesis proposal. *Required for individualized concentration pathway students.*

BAC445: Senior Synthesis

An integrative thesis or project to synthesize program learning, usually undertaken in the student's final quarter.

Arts, Literature and Writing



BAC308I: Multicultural U.S. Poets (3-4)

Lorraine Healy

Mondays, 4 to 6:30 p.m.

Surveys the hyphenated provenances (Native-American, African-American, Italian-American, Asian-American, Jewish-American, Hispanic-American) that mark poets as "other" within the simplified story of American identity. Their poetry moves from recognition of being apart from the national founding myth to the resilience of cultural ties and community, through dislocation, assimilation, and survival.

W BAC335A: Research Writing (3-4)

Cori Adler

Wednesday, 7 to 9:30 p.m.; Limit 20

Students pursue a subject of their choice, within the various disciplines. Students learn to collect information from various sources, learn to analyze critically, paraphrase, summarize and synthesize that information, and to position the self in relation to that information.



BAC322L: Introduction to Drawing (3-4) (AT\$) Limit 6

Students work with still life, nature and the cityscape.

Open to students with all levels of artistic ability.



BAC337A: Intermediate Drawing (3-4) (AT\$) Limit 6

Emphasis is on personal subject matter choice.

Prerequisite: BAC322L: Introduction to Drawing.



BAC482B: Advanced Drawing (3-4) (AT\$) Limit 2

Emphasis is on final project that is matted, framed and presented

Prerequisite: BAC322L: Introduction to Drawing and BAC337A: Intermediate Drawing, or equivalent with instructor's permission

Jane Place

Tuesday, 7 to 10 p.m.; Room 211

Focus is on learning to manipulate traditional and modern material, establishing an understanding of terminology and exploring personal styles of expression. Students participate in group and individual discussions related to the aesthetics and impact of student work. *Note: Check the My Courses folder on FirstClass for the supply list.*


 **BAC320D: Acting Fundamentals (3)**

George Lewis

Monday, 7 to 11 p.m.; Classes begin Apr. 2 and run through May 21; Limit 7

Classes are held at the Freehold Studio/Theatre Lab, 1525 10th Avenue on Capitol Hill.


The study of acting is a dynamic process of self discovery. Through a progression of improvisation and sound-and-movement exercises, students develop the fundamental acting techniques: living truthfully under imaginary circumstances, deep listening and emotional availability to the scene partner. *Note that classes are four hours long, begin in the fourth week and run for eight weeks.*

 **BAC325A: The Making of a Literary Journal (3-4)**

Bryan Tomasovich

Wednesday, 4 to 6:30 p.m.; Limit 20


Students grow as writers and editors by learning the history of literary journals, surveying a number of current journals and practicing several key factors of literary journal production: design and layout, editing, publicity, distribution, fulfillment, fundraising, etc. Focus is on the literary journal at Antioch, KNOCK, including production of the current issue as well as plans for expanding key features of the magazine and website. *May be repeated for credit.*

 **BAC334U: Classical Tai Chi Chuan (Tai Chi) (3)**

Daniel Masler

Tuesday, 1 to 3:30 p.m.; Room 201 A & B; Limit 12

Tai Chi is a traditional hybrid of martial techniques and a deep sense of health. Students undertake both actual practice and an understanding of the historical context of Tai Chi Chuan. Physical workouts join with studies in Chinese philosophy and history, and psychological inquiries into aggression, stress, relaxation and balance. Useful to the beginner and the experienced practitioner alike. Wear loose-fitting clothes.

 **BAC441H: Postcolonial Literature of Protest (3-4)**


Nada Elia

Thursday, 4 to 6:30 p.m.; Limit 20

Students look at narrative strategies used by the colonized and formerly colonized to denounce

their own oppression and dispossession in the 20th and 21st centuries. The assigned readings include representative selections from the major directions that literature of protest has taken in various parts of the "postcolonial world."


Leadership & Organizational Studies

 **BAC330N: Case Studies in Leadership (3-4)**

Sam Magill

Monday, 4 to 6:30 p.m.; Classes held Apr. 2, 9, 16, 30, May 7, 14, 21, and a Saturday session, Apr. 14, from 9 a.m. to 4:30 p.m.; Limit 20

Students study leadership through the perspective of how well-known figures came to be leaders through study of effective leadership principles as demonstrated by the lives of successful and of failed leaders. Participants consider leadership as having less to do with roles and positions than it does with how one mobilizes oneself and others to do important things in the world.

 **BAC405K: Theory and Practice of Coaching (3-4)**

Dale Holiday

Wednesday, 4 to 6:30 p.m.; Limit 20

A hands-on overview of the concepts of life/personal coaching. Emphasis is on co-active coaching but includes an introduction to other schools. Students learn concepts of fundamental coaching models, the coaching relationship between coach and client, skills that are utilized by the coach, as well as coaching ethics and general practice information.

Psychology, Spiritual Studies and Human Studies

BAC324D: Transpersonal Psychology (3-4)

Alexandra Hepburn

Tuesday, 4 to 6:30 p.m.; Classes held Apr. 3, 10, 17, 24, May 1, 8, 15 and June 5, with a Saturday session, May 12, 9a.m. to 4:30 p.m.; Limit 20

An introduction to the field of transpersonal psychology tracing spiritual, intellectual and cultural origins through to contemporary development. Students engage four major themes: transpersonal development and the evolution of consciousness, meditation and spiritual practices, altered states of consciousness, and spiritual emergencies.


BAC413L: The Spiritual Psychology of the Human Heart (3-4)

Randy Morris

Wednesday, 7 to 9:30 p.m.; Room 203; Limit 16

Students view the heart simultaneously as an organ of the body, an interior region of soul and a receptacle for spiritual energy. Topics include

the biology of the heart and its dysrhythmias, the medical consequences of loneliness and methods to experience the heart as a meeting place between human and spiritual realities. Includes a dissection, meditation techniques and the use of a heart biofeedback machine.

 **BAC414: Theories of Personality (3-4)**

Mark Wicks

Thursday, 4 to 6:30 p.m.; Limit 20

A study of the major Western and Eastern personality theories and theorists within their cultural and historical contexts, providing students with a broader understanding of the evolution of ideas concerning human nature. Attention is paid to the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims. *Eligibility: All B.A. and psychology students.*

Social Justice, Social Science, Science and History

 **BAC300K: World History 1500 CE to Present: Foundations in the Liberal Arts II (3-4)**

Teri Balkenende

Tuesday, 7 to 9:30 p.m.; Limit 20

The developments in philosophy, religion, politics, the economy, science and art in world history from about 1500 CE to the present. Major themes include variations in human cultural, economic, ecological and gender relationships. Students develop their critical thinking skills and begin to construct an imaginary map onto which they can situate their understanding of the large currents that have shaped the contemporary world. *Strongly recommended for students needing more background in the liberal arts.*

BAC312T: Creating a Just, Peaceful and Sustainable Future (3-4)

Mary Lou Finley

Monday, 7 to 9:30 p.m. Limit 20

Explore how local communities, non-governmental organizations and grassroots groups envision, design and begin to implement changes toward an environmentally sustainable world, greater economic justice, strengthened democracy and peaceful solutions in conflict situations. Students examine new thinking helping to conceptualize alternatives, as well as anti-racism work and holistic approaches to peace building.

 **BAC313M: Field-Based Environmental Analysis (3-4)**

Rob Wang

Tuesday, 4 to 6:30 p.m.; Limit 20

The techniques and procedures used to evaluate the relative health of an ecological system. Students conduct a field research project, which includes data collection, analysis and interpretation. Students synthesize their findings into a comprehensive product (deliverable) that addresses both abiotic (non-living) and biotic (living) factors.

BAC333M: Social Science Research (3-4)

Tina Dawson

Wednesday, 4 to 6:30 p.m.; Limit 20

Introduces students to the theory and methods of social research. Students learn and practice skills needed to evaluate the research that others have conducted and to design research projects to answer questions about social issues.

BAC333W: Gender, Violence and Social Change (3-4)

Cori Adler

Monday, 7 to 9:30 p.m.; Limit 20

Students investigate the ways sexism, racism and other forms of social injustice produce or contribute to particular instances of abuse as well as systemic, institutionalized violence. Students examine policy debates about health care and welfare reform; media representations of femininity and masculinity, romance, marriage and family; and economic situations of women, people of color and poor families.

AUS401: Digital Storytelling (4)

Sue Woehrlin & Elizabeth Burke

Saturday, 9 a.m. to 4:30 p.m.; April 7, 28, May 19, plus 2 computer lab sessions TBD; Limit 30

The ancient art of storytelling brought to new life in the digital age. Stories give voice to individual and collective memories, identities, dreams and yearnings for change. User-friendly technology allows anyone to combine images with the elements of storytelling to craft script, storyboard and soundtrack into a digital story.

Experiential Learning

BAC301E: Learning from Experience: Documenting Life Learning (1)

Tilman Smith

Thursday, 7 to 9:30 p.m., Apr. 12, 26, and May 17; Limit 30

B.A. students planning to document prior learning learn the skills necessary to translate life experience into potential prior learning credit, through the concrete steps needed to accomplish the translation and integrate prior learning into a liberal studies degree. Required for all students intending to document prior learning credits. Attendance at all classes is required.

BAC301G: Writing Prior Learning Experience (2-3)

Tilman Smith

Wednesday, 7 to 9:30 p.m.; Limit 30

For students actively documenting life learning for college credit. Emphasis is on discrete disciplinary categories, class titles, learning competencies, and coherent, articulate and comprehensive learning narratives. Students engage the necessary stages of development, receive constructive feedback on their writing and complete prior learning packages that are ready for evaluation by the completion of the class. **Prerequisite:** BAC301E: *Learning from Experience: Documenting Life Learning*. May be repeated for credit.

BAC327G: Service Learning: Women's Education Project (2-4)

Candace Harris

Thursday, 8:30 a.m. to noon; **first meeting, Tuesday, Apr. 3, 10:30-noon**; Limit 5

An opportunity to participate in Antioch's Women's Education Project. Learn about the lives of homeless women in our community and find ways to assist participants who are seeking to improve their lives during a difficult time. All students set up breakfast and assist with a variety of learning activities, including computer tutoring, art projects and discussion and writing groups. **Prerequisite:** permission of instructor.

BAC394: Prior Learning Credits

Candace Harris

Students submitting prior learning work for evaluation register for the individual classes using the Prior Learning Registration Agreement (available on FirstClass). Students list the exact title(s) of prior learning classes and the requested number of credits. Before students register for prior learning classes, their work must be pre-approved by the prior learning coordinator and by their adviser. The **final** date for registering for Prior Learning classes is the **first** day of the quarter. Prior Learning classes cannot be dropped.

Individualized Study Options

The B.A. program encourages a wide range of individualized study options. Each requires an approved evaluator, negotiated learning contract and adviser permission, and can be arranged for variable credit, depending on the scope of the intended learning. Drafts of all individualized learning contracts need to be developed in the quarter prior to the one in which the learning will take place. Final approved contracts must be submitted to the Registrar's Office prior to registration. Please consult with your faculty adviser to design any of the following:

BAC396: Student Leadership

There are many opportunities for B.A. students

to gain leadership skills through involvement in campus activities and initiatives. Examples include: organizing quarterly performance salons or educational forums; advertising/marketing student events; participation in campus governance as an elected or appointed representative; involvement in program development or strategic planning initiatives.

BAC397: Service Learning

Includes learning in conjunction with a volunteer/service project in the community.

BAC 397A: Freedom Project Community Service (2)

Coordinator: Randy Morris

Convening and closing sessions: Mondays, 7 to 9:30 p.m., April 2, June 12; Limit 10

The Freedom Project teaches non-violent communication and mindfulness skills to inmates in both men's and women's prisons, as well as those recently released from prison (returnees). Project volunteers receive similar training and then can volunteer to train inmates and returnees, or can volunteer to work with Freedom Project staff doing coordination, office management, or computer and web site design. *Satisfies the 2-credit community based field experience requirement for relevant areas of concentration.*

BAC398: Internship/Practicum

Includes learning related to developing practitioner skills either in one's current workplace or in a new professional role or setting one is considering and/or preparing to enter.

BAC399: Independent Study

Includes all manner of other independent learning beyond the scope or format of B.A. program curriculum offerings, such as guided readings; independent research; special writing projects; studio work in the fine arts, music and theater; and even completion of a course syllabus on an individualized basis.

Other Courses

Students may take courses in other programs at Antioch. See cross-program registration listings and note prerequisites, especially instructor permission requirements. If permission is required, secure an e-mail from the instructor granting permission and submit a printed copy with the registration form. Under certain circumstances, students may take courses at other colleges and universities in the area and transfer those credits. Check with Financial Aid about Consortium agreements.

B.A. students may apply for voucher funds to help cover the costs of off-campus classes and workshops.

Talk to your adviser if you have questions about any of these individualized study options.