

# B.A. in Liberal Studies

The 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 chooses or develops a design for an educational program that integrates previous college studies, prior life and work 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.

## Program Faculty and Staff

### Program Director

Janet Tallman

### Core Faculty

Nada Elia

Mary Lou Finley

Candace Harris

Anne Harvey

Randy Morris

Sue Woehrlin

### Visiting Faculty

Bryan Tomasovich

### Adjunct Faculty

Cori Adler

Anna Balint

Walter Hudsick

Bette Joram

Stephanie Namciu

Susan Searles Nielsen

Jane Place

Leslie Rado

Jeremy Roethler

Tilman Smith

Stokley Towles

### Student Services Coordinator

Carson Marshall

### Office Manager

Jack Johnston

## 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.



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.

*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.*

(AT\$) Students registering for courses with this designation must pay a lab fee. Please check italics at end of course for more detail.

## Core Curriculum

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

Core Faculty

Monday, 4 to 6:30 p.m.; Room 117;  
Limit 20

### BAC300E-2: Liberal Studies I (3-4)

Core Faculty and Tilman Smith

Monday, 7 to 9:30 p.m.; Room 119;  
Limit 20

Required for all first-quarter B.A. students, this class examines the purposes of a liberal arts education; explores the ways of thinking, knowing and learning a liberal arts education requires; and expands students' understanding of the complexities of diversity, particularly cultural diversity. Students study the acquisition of voice, whole-person learning, the nature of learning communities and the historical context of the liberal arts. Work in this class helps students clarify the educational intentions embedded in the Antioch degree process and their educational needs, as well as acquire background knowledge useful in developing a personal degree plan.

### BAC300F-1: Liberal Studies II (3-4)

Anne Harvey

Monday, 7 to 9:30 p.m.; Room 117; Limit 20

### BAC300F-2: Liberal Studies II (3-4)

Instructor TBD

Thursday, 4 to 6:30 p.m.; Room 202; Limit 20

This course has an American Studies focus with an emphasis on issues of diversity, power, and privilege in American history and culture. This course includes an anti-racism workshop. Offered winter, spring and summer quarters.

### BAC391: Educational Design I (1)

Evaluator: Adviser

Through this independent study students 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. Two group sessions will be held on Thursday evenings (as part of the new BA Learning Community time, likely the 1st and 4th weeks of the quarter) to provide specific support for all students at this phase of the degree process. *Required for BA students entering summer 2005 electing the Individualized path; optional for continuing BA students.*

### BAC392: Educational Design II (1)

Evaluator: Adviser

In this independent study students continue to develop self-directed learning skills. Working closely with a core faculty adviser, each student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core outcome competencies, and then holds the second degree committee meeting. Two group sessions will be held on Thursday evenings (as part of the new BA Learning Community time, likely the 1st and 4th weeks of the quarter) to provide specific support for all students at this phase of the degree process. *Required for BA students entering summer 2005 electing the Individualized path; optional for continuing BA students.*

### BAC393: Educational Design III (1)

Evaluator: Adviser

Through this independent study students increase their ability to synthesize, present and self-assess learnings. Working closely with a core faculty adviser, each student prepares for and convenes the third degree committee meeting at which he/she demonstrates achievement of the liberal arts core competencies and area of concentration goals. In addition, a proposal for a senior synthesis project is developed. Two group sessions will be held on Thursday evenings (as part of the new BA Learning Community time, likely the 1st and 4th weeks of the quarter) to provide specific support for all students at

this phase of the degree process. *Required for BA students entering summer 2005 electing the Individualized path; optional for continuing BA students.*

**\*W\* BAC305A: Academic and Critical Writing (3-4)**

Walter Hudsick

Tuesday, 7 to 9:30 p.m.; Room 202; Limit 20

The purpose of this course is to make students more aware of, comfortable with, and proficient in academic (or critical) writing. David Bartholomae has said that every time a student sits down to write, he or she “has to invent the university for the occasion.” By examining, understanding, and practicing the critical thinking skills outlined by Mike Rose and Malcolm Kiniry – defining, serializing, classifying, summarizing, comparing, and analyzing – students will discover how to organize and present their ideas to make a valuable contribution to the ongoing conversation that is scholarly inquiry. Students will learn how to craft writing that effectively communicates their thoughts, meets the standards of academic convention, and yet retains a personal voice. Students are required to complete all assigned readings, participate actively in class discussion, write three formal papers and if enrolled for four credits, contribute to a class presentation. *This course can be repeated for credit.*

## Arts and Literature



**BAC303T: Visual Thinking with a Camera (3)**

Stokley Towles

Wednesday, 4 to 6:30 p.m.; Room 202;

Limit 20

*Of course, there will always be those who look only at technique,*

*who ask “how,” while others of a more curious nature will ask “why.”*

*Personally, I have always preferred inspiration to information.*

*-Man Ray*

Central to this course is the question: What do I want to do with photography? Weekly writing, picture making assignments and in-class exercises help students develop and complete photographic projects. Exercises and assignments encourage students to draw from their past, combine the familiar with the unfamiliar, and sift through life's details to find inspiration. This course includes projects involving creative writing, found objects, and bookmaking. Combining photography with other media helps students develop new ideas and formats for using pictures. Students explore topics such as image composition; learn who the intended audience is, how to critique one another's work, and how to revise the work. Throughout the course students discuss the language of imagery

and photography's impact on how we view the world. *Note: For this course students need access to a digital or film-based camera. This is not a course in darkroom photography. All developing and printing of digital and film based images is done outside of class. Students are expected to bring 35 photographic prints to class each week. Other required materials are a blank notebook, glue-stick, scissors, a newspaper, and several pieces of large paper.*



**BAC305T: Writing Poetry: Imagination, Craft, Audience (3-4)**

Bryan Tomasovich

Tuesday, 4 to 6:30 p.m.; Room 202; Limit 20

Students increase their confidence and abilities in writing poetry by work-shopping their own poems as well as improve their critical reading skills by analyzing modern, postmodern, and contemporary poetry. We develop ways to discuss poetic craft with which we can more accurately talk about combinations of forms and themes of poetry, thereby measuring their success. The trajectory from modern to contemporary poetry offers students a beginning toe-hold on the recent history of poetry and leaves them ready to join the next generation of readers and writers, the most successful who will actively fuse craft conventions and experiments from each of these eras. Exercises in traditional and organic form are complemented by discussion of how poetry can prove to be the best form of art and communication to address the social imperatives of our time. Finally, additional focus is placed on publishing and performing one's own poetry in the current 'market.'



**BAC321R: Border Crossings: A Multi-Cultural Journey Through Film (3-4)**

Anna Balint

Monday, 4 to 6:30 p.m.; Room 116; Limit 16

This multi-disciplinary class utilizes movies and short stories as a means of 'crossing borders' of race, class, gender and ethnicity, to view US society from diverse viewpoints. Students consider the element of privilege as it applies to many living in the US, and what the experience of living in the wealthiest country in the world means for different groups, based on race, class, gender and ethnicity. The stories, images, themes, characters and settings encountered serve as “jumping off points” for students to write their own stories and poems, imagining their way into different lives.



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

Jane Place

Wednesday, 7 to 10 p.m.; Room 118; Limit 12

This class is open to students with all levels of artistic ability. The focus is on learning to manipulate traditional and modern material,

establishing an understanding of terminology, and exploring personal styles of expression. Still life, nature and the cityscape are used as subject matter for student work. Students participate in group and individual discussions related to the aesthetics and impact of student work. Individual goals of the student determine course outcomes/expectations. *Note: Check the My Courses folder on FirstClass for the supply list. Students must pay a \$25 lab fee.*



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

Bryan Tomasovich

Wednesday, 4 to 6:30 p.m.; Room 203;

Limit 12

Students in this course create an issue of the new literary journal at Antioch. Practice in magazine design, editing, budgeting, print/Web production, publicity and distribution are main outcomes. In the fall section, students looked at how literary journals function as an integral part of our “cultural memory,” assessing ways that several magazines past and present have represented literary, political and socioeconomic debate. Likewise, in addition to the main goal of production work, students in winter and spring continue to evaluate quality journals. Attention is focused more on aesthetics and technical features, however, so students can at once model traits of successful magazines, as well as designate their own niche for the journal at Antioch. *This course can be repeated for credit.*



**BAC326C: Contemporary Black Women Writers (3-4)**

Nada Elia

Wednesday, 4 to 6:30 p.m.; Room 204;

Limit 20

Through discussions of novels by African, Caribbean and North American black women, this course aims at an in-depth examination of various aspects of resistance to multiple oppressions today. Specifically, students look at what constitutes protest, what circumstances and/or conditions are being protested, and how. As students read representative texts from varying cultures and socio-political experiences, they also engage such topics as:

- Is there such a thing as 'Africana women's literature,' bridging writers of different nationalities, class, sexuality, and religion?
- Is there an identifiable black women's literature, distinct from black men's writings?
- And what are some of the pitfalls, and benefits, of the conflation of slavery with colonialism, Emancipation with national independence?

## Psychology/Human Services/Spiritual Studies

### **BAC400C: Abnormal Psychology (3-4)**

Leslie Rado  
Monday, 4 to 6:30 p.m.; Limit 20

This course is designed to introduce students to the theories and concepts of human behavior, as understood in the field of psychology.

Topics include: defining abnormal behavior; understanding the historical context; reviewing psychological models and forms of assessment; delineating the major categories of abnormal behavior; treatment interventions; and social, cultural, ethical and legal issues related to this area of study. *This class satisfies prerequisites for admission to the Center for Programs in Psychology.*

### **BAC4130: Depth Psychology: History of the Unconscious (3-4)**

Bette Joram  
Thursday, 4 to 6:30 p.m.; Room 202; Limit 20

Depth psychology is a rich field of inquiry grounded in the study of literature, religion, art, and mythology. This course serves to define the historical, cultural and conceptual traditions that shape depth psychology's identity. Topics include ancient approaches to healing, encounters with the unconscious, the connection between the individual soul and the soul of the world, and soul-making through literature and mythology. Overviews of Jungian, Archetypal and Spiritual Psychology are provided, as well as ideas regarding depth psychology's future in the new millennium.

### **BAC416F: Dreams and the Earth (3-4)**

Randy Morris  
Wednesday, 7 to 10 p.m.; plus a weekend retreat, 1 p.m. to 1 p.m., Sat.-Sun., Feb. 25 - 26; Room 202; Limit 16

In this class, students entertain the possibility that their dreams can connect them not only to their personal shadow and the archetypes of the collective unconscious, but also to the intention of nature herself, to the anima mundi or "soul of the world." Of necessity, this class is highly experiential and students must be willing to "play" in ritual space. Students form a dream community through the enactment of ritual, including an overnight dream incubation on sacred land. While the class is not to be understood as therapy, it does require a relatively high level of self-disclosure and psychological maturity. Some familiarity with one's own dream life is recommended, but not required. Emphasis is placed on learning techniques of "dream tending" so that participants may continue their practice of dream work beyond the duration of the class.

## Social Sciences, Social Justice and History

### **BAC317F: Revolution and Constitution Making (3-4)**

Jeremy Roethler  
Monday, 7 to 9:30 p.m.; Room 116; Limit 20

This course offers an historical exploration of the ideas that shaped the American Revolution in 1776-1883 and the writing of the U.S. Constitution in 1787. Topics include important currents in British liberalism and French political radicalism in the 17th and 18th Centuries. Students' attention is focused on the ideas that most directly informed the individuals who authored the founding documents of the American Republic. Course readings, class discussions and assignments examine both historical readings (Hobbes, Locke, Montesquieu, *The Federalist Papers*, etc.) as well as Gordon Wood's comprehensive scholarly survey of the Revolutionary and Constitutional periods. At the end of the course, students are expected to have a working knowledge of the U.S. Constitution and the documents and ideas that most directly influenced its formation.

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

Candace Harris  
Thursday, 8:30 a.m. to noon; **first meeting:** Tuesday, January 3, 11 a.m. to 12 noon; Room 201 A & B and 105; Limit 5

This course provides students an opportunity to participate in Antioch's Women's Education Project. Students 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 are involved in setting up breakfast and assisting with a variety of learning activities. Educational activities offered include computer tutoring, art projects, and discussion and writing groups. To earn two credits students read one text and write a reflective paper. To earn three credits, students also design and complete (with faculty approval) an educational project. To earn four credits, students also write a research paper which focuses on issues surrounding poverty and homelessness.

### **BAC333U: Nonviolence, Social Movements and Democracy: Toward a Humane Future (3-4)**

Mary Lou Finley  
Tuesday, 4 to 6:30 p.m.; Room 203; Limit 20

Nonviolent social movements have been an important vehicle for citizen action in many countries and contexts. In this course students explore principles and methods of nonviolence, drawing on the work of Mahatma Gandhi, Martin Luther King, Jr., and others. Students seek to understand the processes and strategies

of nonviolent social movements and to explore the role of movements and other forms of citizen action in a democracy.

### **\*W\* BAC422F: The Body in Context (3-4)**

Cori Adler  
Thursday, 4 to 6:30 p.m.; Room 203; Limit 20

Inspired by Foucault's insight that the body feels like the core of our natural selves precisely because it has been socially constructed as such, this course examines how historical, social and imaginative contexts have shaped bodies, body images and concepts associated with the body (like race, gender, beauty and desire) in nineteenth through twenty-first century America. Readings from a wide variety of disciplines offer a broad sense of how popular beliefs about the body and its innate truths have actually shifted and changed: for example, how beauty ideals, eating behaviors, and the significance of variations in skin color and hair texture have varied across historical generations and different American ethnic/cultural groups; and how dichotomies that seem natural or self-evident like black or white, masculine or feminine, and male or female - actually evolve and vary circumstantially. In addition, literary and artistic selections demonstrate how American artists, writers and thinkers have interjected opposing or transformative counter-representations into these social conversations about the body.

## Mathematics and Science

### **BAC302F: Real World Math: The Human Foundations in Mathematics (3-4)**

Susan Searles Nielsen  
Tuesday, 7 to 9:30 p.m.; Room 203; Limit 20

This course is for math-phobics. Every day we encounter math. Through this class students learn the skills they need to engage productively and confidently in these mathematically-oriented situations. Students start by learning what mathematics encompasses and exploring how one can look for patterns that underlie mathematics. Students then refresh their arithmetic skills and are introduced to algebra, geometry, statistics, and probability, always with an emphasis on practical applications of these in real world settings. *Previously offered as "Math for Math-Phobics."*

### **BAC313N: Controversies in Biology: The Biotech Revolution (3-4)**

Stephanie Namciu  
Tuesday, 4 to 6:30 p.m.; Room 204; Limit 20

Dramatic advances in biotechnology have occurred in the past decade as a result of the blossoming field of Molecular Biology. The altruistic goal of the biotechnology revolution is to improve the quality of life for all humans,

but is there a downside? In this course students explore the highly controversial topic of genetically modified (GM) food, and the less controversial topic of gene therapy. Through lecture, critical reading, discussion a group project, students learn the science behind the creation of genetically modified organisms (GMO), and look at the pros and cons of genetic engineering in relationship to its impact on human health, the environment, culture, economics, and politics.

## Leadership and Organizational Studies



### BAC434H: Facilitating Democratic Participation (3-4)

Sue Woehrlin

Tuesday, 7 to 9:30 p.m.; Room 204; Limit 20

The turn of the 21st century may be the cusp of a new age of participation, in which greater numbers of people- at all levels- are involved in ever more authentic and meaningful ways in the design of social systems. Ordinary citizens around the world can be found collaboratively engaged in civic policy-making; communities converge in public forums to collectively generate solutions to pressing problems; entire organizations can now gather in the same room to re-envision their mission and operating structure in a few intense days. Whether participation takes the form of self-managed work teams setting their own agenda; or Seattle neighbors dialoguing in 'conversation cafes' about world issues and avenues for social change; more and more people are embodying the Jeffersonian vision of a 'politics of engagement.' This course explores the promise of participatory processes that more fully embody such democratic ideals. Informed by theoretical perspectives in the democratic literature, students examine numerous case examples of contemporary participatory practice. Students also have multiple opportunities to observe, experience and facilitate participatory processes and explore applications of individual interest.

## Prior Learning

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

Candace Harris/Carson Marshall

Wednesday, 7 to 9:30 p.m., January 4, 11 & 25

Adult learners bring enormous amounts of life experience with them as they enter the B.A. program. This class enables students to translate their life experience into potential prior learning credit. Class assignments take students through the steps needed to accomplish this translation and help them integrate prior learning into their degree program. This class is required for all students intending to document prior learning credits. Attendance at all classes is required. Eligibility: B.A. students documenting prior learning.

### BAC301G: Writing Prior Learning Experience (2-3)

Tilman Smith

Tuesday, 7 to 9:30 p.m.; Room 103

This class is designed for students who are actively documenting life learning for college credit and provides them with the opportunity to write their prior learning documentation packages. Emphasis is placed on learning how to organize prior learning credits into discrete disciplinary categories, write clear class titles, identify specific learning competencies, and construct coherent, articulate and comprehensive learning narratives. Students engage the necessary stages of development, are given constructive feedback on their writing, and complete prior learning packages that are ready for evaluation by the completion of the class. *Eligibility: B.A. students documenting prior learning. This course can be repeated for credit.*

### BAC394: Prior Learning Credits

This is the course number a student uses to register for Prior Learning course work submitted for evaluation. Students register Prior Learning courses individually by course title and number of credits requested, upon approval of Prior Learning Coordinator and faculty adviser.

## Individualized Study Options

The B.A. program encourages a wide range of individualized study options. Each student pursuing individual study needs an approved evaluator, a negotiated learning contract and adviser permission. The number of credits granted depends 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 activity will take place. Please consult with your faculty adviser to design any of the following:

### BAC397: Service Learning

An intentional educational experience centered on a volunteer/service project in the community. Emphasis is on the student's service.

### BAC398: Internship/Practicum

Development of practitioner skills either through participation in one's current workplace, or a new professional role one is considering or preparing to enter. Earned credit is based on meeting the goals of the Learning Contract used to target specific learning competencies.

### BAC399: Independent Study

Independent Study includes all manner of independent learning beyond the scope or format of B.A. program curriculum offerings. It can include but is not limited to: guided readings; independent research; special writing projects;

studio work in the fine arts, music and theater; or completion of an individualized course syllabus. It can also be arranged with other students as a group independent study with a shared evaluator.

### BAC445: Senior Synthesis

A thesis or project in a student's major field of interest that integrates earlier course work. This is undertaken in the student's final quarter.

## Other Courses

B.A. students may take courses in other programs at Antioch. See cross-program registration listings and note if instructor permission is required. Under certain circumstances, students may take courses at other colleges and universities in the area, then transfer in those credits. B.A. students may apply for voucher funds to help cover the costs of off-campus classes and workshops. Appropriate options are determined and evaluated in consultation with each student's adviser.

## Freehold Studio/Theatre Lab

The Freehold Studio/Theatre Lab offers courses to Antioch students each quarter. Brochures for the Freehold's theater classes are available in the B.A. program office. Interested students can earn independent study credit through Freehold's program offerings.