

B.A. in Liberal Studies Completion Program

Introduction

In line with the mission of Antioch University Seattle, the B.A. in Liberal Studies completion program is a 180 quarter-credit program built on the principles of a rigorous liberal arts education, lifelong learning and social responsibility. Guided by these principles, faculty developed a conceptual framework that places the student at the center of the program's design process. Informed by this unique framework, Antioch offers a bachelor's degree completion opportunity for self-directed adult learners ready to determine their own educational pathways.

Entering students come to Antioch with backgrounds ranging from recent community college graduates to students with up to 30 or more years of work and life experiences. The Antioch experience – like life – brings together a variety of self-directed individuals who accept the challenge of becoming involved in co-designing their future. As a result, students in the B.A. completion program may have accumulated college credits from other accredited institutions, from recognized testing processes and/or from prior learning experience. From these diverse backgrounds, students in the B.A. completion program, with faculty guidance, design their own curriculum to focus on an area of personal interest.

In concert with the University's goal to provide programs of study that are current, relevant and not repetitious of a learner's previous educational and life experience, the B.A. completion program is designed to meet learners where they are personally, professionally and academically. Antioch's B.A. in Liberal

Studies was created for the adult learner who has a specific career goal and is planning, among other things, to:

- Change career directions
- Get a promotion
- Pursue a new job opportunity
- Attend graduate school
- Explore the arts
- Develop as a writer
- Become a community or environmental activist
- Experience the personal fulfillment of completing a bachelor's degree

Many Antioch B.A. students are currently employed and have clear personal and professional goals. They can be managers, artists, small business operators, social service workers, parents, community activists, military veterans and recent (or not-so-recent) graduates of community and technical colleges. Others are at early stages of their careers and want to explore ways to match their ideals with their studies and future work, especially with regard to social change and social justice.

All these students share:

- A desire to shape their education to fit professional and personal goals
- Interest in self-directed learning
- Drive for a personally meaningful education
- Strong motivation to enhance their professional and personal lives
- Appreciation of the value of collaboration

- Strong desire to make a significant contribution to society and create social change

Conceptual Framework of the B.A. Completion Program

Customization is Key

In the B.A. program, each study plan is based on the student's past experience, current needs and interests, and future goals. Students work in close collaboration with advisers, teachers and other students to shape their studies. Students build on earlier college work and on skills learned at home, at work, through independent reading and reflection or while doing volunteer activities.

Portfolios

All students create either paper or electronic portfolios that show their progress through the program. Although portfolios have a series of documents students create as they go through the program, and although the structure of the portfolios is pre-established, each student portfolio is unique, reflecting the experiences, interests and intellectual decisions each student makes. Both in classes and with their academic advisers, students learn how to create these portfolios and they present them at the end of the degree process to qualify for graduation.

Core Curriculum

To support students in designing their undergraduate education, the B.A. faculty has developed a core curriculum in liberal studies. Students begin with a liberal studies seminar in which they explore the liberal arts in relation to their

own interests, needs and goals. Throughout their time at Antioch, students also pursue liberal studies chosen from offerings both at Antioch and at other institutions. They study the diversity of the human community, evaluate and demonstrate their own personal academic strengths and work collaboratively with other students. They share the results of their own studies and express their creativity in peer group settings. All students do a project in the community during their time at Antioch. Students finish with a capstone project that brings various elements of their learning together into a coherent synthesis.

Areas of Concentration (AoC)

All students develop areas of concentration around their intellectual interests. These concentrations include a minimum 45 credits of coursework, transfers, prior learning, independent studies and other learning activities. Students create concentrations in one of two ways. Students create individualized committee-based areas of concentration if they want to do extensive interdisciplinary study, for example, in a combined study of psychology, art and social justice. These concentrations are created through a committee structure, where the student with an academic adviser and two community advisers create a clustering of learning activities to form a coherent study of a theme, a topic or an interdisciplinary project. Students who want to do a more focused concentration in one of the several fields highlighted at Antioch create such concentrations with an academic adviser, and in a combination of required and elective courses. These are called structured areas of concentration. At the end of this section on the B.A. program, the range and format of both individualized and structured areas of concentration are spelled out in detail.

Prior Learning

The B.A. faculty believes adult students deserve respect and recognition for the achievements and knowledge they have gained in the real world. Antioch therefore offers B.A. students an option to receive academic credit for college-level knowledge and skills acquired outside the classroom prior to enrollment. For example, adults who have studied art, learned management skills working in an office or investigated theories of child development while raising their own children can receive college credit for the knowledge gained from these activities.

To gain credit for learning from work and life experience, students must document and demonstrate their learning to qualified evaluators, who may be regular members of the Antioch faculty or outside professionals who serve, for this purpose, as affiliate faculty. Getting credit for prior learning happens through a carefully structured process that helps students to identify and organize the knowledge and skills they have gained through experience and connect that experience to more theoretical knowledge. Credit is not given for experience. Rather, it is granted for the college-level learning that has resulted from that experience.

To obtain these credits, students participate in a class that helps them document past experience. They write narratives about their learning either independently or within a writing course and receive evaluation from experts in the fields in which they claim knowledge.

Core Competencies

The faculty identified several core competencies or skills of a liberal arts education that students must demonstrate at a college-level of

competence to complete their degrees. They include such skills as: critical thinking, writing, research, using technology and doing presentations; the mastery of such ideas as diversity and social justice; and the abilities to self reflect, work collaboratively and apply theory to practice. Students assess their strengths and weaknesses in these areas, and are assessed by their advisers and teachers. They create a plan to bring their competencies to a B.A. level and demonstrate these competencies to their faculty advisers and, where appropriate, their degree committees. Using papers, presentations, artwork, narratives of life experience and other forms of learning, students demonstrate their accomplishments in each of these areas.

The current competencies require students to:

- Demonstrate critical interdisciplinary inquiry
- Convey an understanding of the depth and diversity of human experience
- Communicate effectively through dialogue, writing and creative expression
- Convey an understanding of science and the natural world
- Demonstrate self-awareness and reflective practice
- Demonstrate an understanding of social responsibility

Graduation Requirements

To get through the B.A. program successfully, students fulfill the following requirements:

Credit Requirements

Students must complete at least 180 quarter credits, of which at least 60 must be upper division. These can include

coursework at Antioch and elsewhere and prior learning credits.

Residency Requirements

- Thirty-six credits must be completed in residence through the program, not including credits for prior learning.
- Students must be in residence at Antioch for four quarters

Other Graduation Requirements

- The completion of a paper or electronic portfolio
- Progress through a core curriculum
- Creation of an area of concentration
- Demonstration of competencies in several areas

B.A. Degree Completion Requirements Summary

Students satisfy the requirements for graduation when they:

- Complete 180 credits, at least 36 (excluding prior learning) are from Antioch
- Enroll for at least four quarters at Antioch
- Create a paper/electronic portfolio of documents reflecting academic progress
- Complete required core courses, including a community project and senior project
- Demonstrate in-depth knowledge of an area of concentration
- Demonstrate mastery of core competencies through presentations, coursework, writing and practical experience

Going Through the Program

Introduction

Each student's progress through the program varies. The number of credits taken each quarter, the number of credits transferred and the number of prior learning credits requested all have an impact on how each student's program develops.

Everyone who goes through the B.A. completion program follows a core curriculum. This consists of classes that orient students to the degree process, fill their areas of concentration, help them do prior learning where applicable and give them a format for demonstrating their competencies. What follows is an outline of the core curriculum, followed by a timetable of the path of a typical student going through the program.

Core Curriculum

Students can choose to go through the program either through structured curricula (the structured option) or by developing a curriculum for their own area of learning (the individualized or degree committee option).

All students take the following required courses:

BAC300E: Liberal Studies I (3-4)

BAC300F: Liberal Studies II (3-4)

BAC391: Educational Design I (1-2)

BAC398: Community project (2)

BAC445: Senior synthesis (2-10)

In addition, the structured option students take:

BAC300G: Liberal Studies III (1-2)

BAC300H: Liberal Studies IV – Capstone Project (1-2)

The individualized degree committee option students take:

BAC392: Educational Design II (1)

BAC393: Educational Design III (1)

Individualized students also work with a degree committee in a series of four meetings.

A Typical Timeline

A typical student timetable for taking the core curriculum would look something like the plan that follows.

Assuming the student has transferred 90-120 credits, can do approximately 20-30 prior learning credits, already has some coursework in the area of concentration and finishes the program in five quarters, beginning in the fall of the academic year, he or she would take the core courses in the following order:

Fall 2007

Liberal Studies I (3-4 credits)

Educational Design (1)

Other coursework

Winter 2008

Liberal Studies II

(Individualized) First degree committee meeting

Other coursework/prior learning

Spring 2008

Coursework/prior learning

(Individualized) Educational Design II (1) and second degree committee meeting

Community Project (2)

Summer 2008

Coursework/prior learning

(Individualized) Educational Design III (1) and third degree committee meeting

(Structured) Liberal Studies III (1-2)

Fall 2008

Coursework

(Individualized) Fourth degree committee meeting

(Structured) Liberal Studies IV (1-2)

Senior synthesis (2 or more credits)

Graduation

Structures and a Sample Area of Concentration

Introduction

In consultation with their academic advisers, other advisers and teachers, students create a concentration that is in some ways like a traditional academic major. The significant difference is that students themselves must make sense of the combination of courses that make up their area of concentration. Thus, people can draw on their past or current interests to shape their concentrations, or they can shape concentrations that might help them make career changes in the future. They can use the concentration to fulfill a long delayed intellectual exploration or to enhance their skills or knowledge in work they already do.

The minimum number of credits required for an area of concentration is 45 credits. For those who chose to have a second area, that requirement is 35. However, average students complete closer to 50-60 credits in their areas of concentration, and many do more than that.

Individualized Areas of Concentration

Students who choose the individualized option create their areas of concentration with a degree committee made up of the student, his or her academic adviser and two specialists in the area of concentration. For example, a student who studies psychology, art and social justice may have committee members from the community who are art therapists or are working in mental health clinics for disenfranchised people. These concentrations are shaped to personal interests and often cross categories.

Here are some titles of individualized areas of concentration from recent graduates:

- Sustainable community
- Alternative education
- Urban planning
- Human resource management
- Somatics, psychology and dance
- Facilitating community transformation
- Children, family and community
- Sign language interpreting

Below is an example of an individualized area of concentration in sociology. In this example, the student defines her area of concentration, talks about how she has gained the knowledge and interest, and indicates how the courses and other learning experiences combine to make a whole. She then lists courses and other learning she has included in the area of concentration, including where her learning took place. This example is somewhat fictionalized to protect the student's identity.

Example: Sociology

The area of concentration for my B.A. in Liberal Arts will be sociology. My undergraduate work in sociology has been spread across race, gender, class and cultural issues. As a B.A. student with a focus on sociology, I will have achieved bachelor-level competencies in the following areas:

- *An understanding of institutions of socialization and their effect on individuals*
- *An understanding of social systems and their historical effect on various macro, meso and micro level functions*
- *The ability to articulate how society norms affect me on a personal level and my daily interactions*
- *An understanding of social change and recent policy decisions and their place in an historical perspective; who controls these decisions and for whose benefit*

I have achieved these competencies through transcribed courses, prior learning and coursework in the B.A. program at Antioch University Seattle. I have expanded my understanding of gender roles, white privilege, stratification issues, historical contexts of various cultures, social movements and their impact on society, and how an individual navigates the criminal justice system with its sanctions and accompanying stigmas. This learning has taken place in the classroom and in day-to-day living. Opportunities to apply this learning have been taken working with homeless women and youth. Research has been done in the area of deviance and examining the construction of deviance.

It is my goal not only to understand institutions of socialization to benefit my own functioning but also, ultimately, to teach others. I would like to teach others in an effort to provide better opportunities for them, to understand there are systems in place that either promote or deny access and

to motivate change within those institutions. By understanding these institutions and systems, one can improve his/her opinion of self and become a better functioning person in daily interactions. If blame can be removed from the individual to the overall system, guilt and shame associated with the stigmas of one's situation will not carry as much weight to prevent movement and change. The examination of how race, class and gender manifest themselves in the justice system will be the area of further focus in both undergraduate and graduate work.

Current credits that contribute to my area of concentration:

Transcribed Courses

Community College

Survey of Sociology..... 5
Service Learning..... 2
Social Problems..... 5
Race and Ethnic Relations in the U.S. 5
Cultural Anthropology 5
Gender Roles in Society 5

A State University

Sociology of Deviance..... 5

Antioch Courses

Nonviolent Social Movements 4
Wealth & Poverty in America 4
Race, Justice and Political Reality..... 3
Homelessness..... 2

Independent Learning Projects

A Prison Diary 3

Prior Learning Credits

Women and the Law..... 5
Institutions of Social Control 5
Special Topics in Social Problems 5
Sociology of the Family 5
Sociology of Sexuality 5
Women in Midlife 5

Total Area of Concentration Credits..... 79

Structured Areas of Concentration

In addition to individually designed areas of concentration, the B.A. program has seven structured areas:

- Arts and Literature
- Global Studies
- Human Services
- Leadership and Organizational Studies
- Psychology
- Social Justice Studies
- Spiritual Studies

Each one of these seven areas requires both core and elective courses. The core courses include six courses or types of courses required in the particular area of concentration. The core consists of at least 18 credits of specified course, transfer or independent work; more core plus elective credits bring the count to 45. In practice, most students include many more than 45 credits in their areas of concentration.

Specific requirements follow for each structured area of concentration and courses offered this academic year that fulfill those requirements. Most of these classes (80%) are offered every year or every other year; the rest are unique to this year. Unless otherwise noted, all courses can be taken for three credits, or with additional independent work for four. Students choose a course for each core area and the remaining courses or other learning experiences count as electives. Transfer credits can be used in both core and elective areas; prior learning credits are often used as electives.

Sample Contracts

Sample contracts based on actual B.A. student contracts follow each structured area of concentration. Students may have taken courses at several community colleges and universities before enrolling



at Antioch. These are listed generically as Univ 1 or CC 1. Antioch courses featured in sample contracts reflect those offered in past years as well as the current one.

Arts and Literature (The formal structure)

PURPOSE: The goal of an Arts & Literature concentration is to prepare students to work in fields such as writing, publishing, publicity, the visual and performance arts, curating and arts management. Students also acquire the necessary prerequisites for successful graduate study. While students often choose to focus on either writing/literature or the visual/performance art, the concentration encourages cross-disciplinary study and work.

Core courses, including those offered in 2007-08

1. Writing workshop: One of the following courses, an independent study or transfers

- Advanced Writing Fiction (Summer)
- Writing for Stage and Screen (Fall)
- Writing Poetry and the Pursuit of Memory (Winter)

2. Art Studio: One of the following courses, an independent study or transfers

- Ceramics (Summer, Winter)
- Solo Performance and Presentation (Summer)
- Acting Fundamentals (Fall, Winter, Spring)
- Acting With Text (Fall, Winter, Spring)
- Figure Drawing (Fall)
- Collage and the Creative Process (Spring)

3. Literature/Literary Theory/Art History 1

4. Literature/Literary Theory/Art History 2

5. Literature/Literary Theory/Art History 3

- The African American 20th Century (Fall)
- The Literature of Displacement (Fall)
- Literary Criticism: Many Voices of Short Fiction (Winter)
- Comics and Graphic Novels: Literary Techniques in Sequential Art (Spring)

6. Professional Skills: The following course, an independent study or transfers

- The Making of a Literary Journal (Fall, Winter, Spring)

Electives: *These can be satisfied by courses mentioned above which were not taken as core, plus transfer courses or prior learning.*

What follows is a *Sample Arts & Literature Area of Concentration Contract*

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Writing Workshop - Writing From Life	Summer 06	AUS	3
<input type="checkbox"/> 2.	Art Studio - <i>Collage and the Creative Process</i>	Winter 07	AUS	3
<input type="checkbox"/> 3.	Literary & Art History Seminar - <i>Survey of the Art of India</i>	Spring 06	AUS	3
<input type="checkbox"/> 4.	Literary & Art History Seminar - <i>Translating Gender</i>	Winter 07	AUS	3
<input type="checkbox"/> 5.	Literary & Art History Seminar <i>Introduction to Literature</i>	Summer 94	Univ 1	5
<input type="checkbox"/> 6.	Seminar in Professional Skills <i>Making of a Literary Journal/KNOCK</i>	Fall 06	AUS	3

Subtotal: 20

2. Area of Concentration Electives

title	quarter	school	credits
Introduction to Music	Summer 94	Univ 1	5
Courageous Philosophy	Summer 06	AUS	3
Birds in the Imagination and in the Field	Fall 06	AUS	3
Introduction to Glass Art Form (prior learning)	Fall 06	AUS	3
Introduction to Stained Glass (prior learning)	Fall 06	AUS	3
Intermediate Glass Art	Fall 06	AUS	3
Introduction to Drawing	Spring 07	AUS	3

Subtotal: 23

3. Community/Field-based Learning Experience

title	quarter	school	credits
Service Learning - Art Festival Volunteer (IS)	Fall 06	AUS	2

Subtotal: 2

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 06	AUS	2

Subtotal: 2

Total Area of Concentration credits: 47

Global Studies (The formal structure)

PURPOSE: The goal of the interdisciplinary Global Studies concentration is to provide students interested in contemporary world issues with a solid grounding in ideologies, problems and solutions to transnational phenomena such as trade, debt, outsourcing, environmental concerns, militarization and global terror, together with an exploration of ways to achieve true democracy and global justice. The focus is on the late 20th century and opening decade of the 21st century – that is, the “Age of Globalization” that emerged in the wake of imperialism, post-colonialism and the Cold War.

Core courses

1. Globalization and its Discontents
 - Women’s Health in Developing Countries (Spring)

2. Post-colonial Narratives
 - Immigrant Experience (Summer)
3. Narratives of Displacement
 - Literature of Displacement (Fall)
4. World Ideologies Today
 - Palestine-Israeli Conflict (Winter)
5. Translating Gender
 - Women and Mental Health (Fall)
6. War, Peace, Terrorism, Democracy and Nonviolence
 - Climate Change Activism (Fall)
 - International Activism (Winter)

Electives

- The African American 20th Century (Fall)
- History of Mindfulness: East and West (Fall)
- Violence and culture (Winter)
- Community Organizing in History (Spring)

What follows is a *Sample Global Studies Area of Concentration Contract*

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Globalization and Its Discontents <i>Globalize, Develop Grassroots Movements</i>	Fall 06	AUS	4
<input type="checkbox"/> 2.	Post-colonial Narratives <i>Post-colonial Literature</i>	Spring 07	AUS	4
<input type="checkbox"/> 3.	Narratives of Displacement <i>Literature of Displacement</i>	Fall 07	AUS	4
<input type="checkbox"/> 4.	World Ideologies Today <i>Marxism and 20th Century</i>	Sum 04	Univ 1	5
<input type="checkbox"/> 5.	Translating Gender <i>Women's Studies - Cross Cultures</i>	Winter 97	CC 1	5
<input type="checkbox"/> 6.	War and Peace, Terrorism, Democracy and Nonviolence <i>Creating Just/Peaceful/Sustainable Societies</i>	Winter 07	AUS	3

Subtotal: 25

2. Area of Concentration Electives

title	quarter	school	credits
Immigrant Experience	Summer 06	AUS	3
Culture Studies: Central Amer Immersion (PL)	Summer 06	AUS	10
World Literature	Spring 97	CC1	5
Globalization and Economics	Fall 04	Univ 1	5
Palestine-Israel Conflict	Fall 07	AUS	3
Pilgrimage	Summer 07	AUS	4
Anthropology and Literature	Summer 06	AUS	4

Subtotal: 34

3. Community/Field-based Learning Experience

title	quarter	school	credits
Seattle Immigrant Rights Center Internship	Sum 07	AUS	2

Subtotal: 2

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2
Immigrant Women	Winter 08	AUS	4

Subtotal: 6

Total Area of Concentration credits: 67

Human Services (The formal structure)

PURPOSE: The goal of the Human Services concentration is to prepare students for work within the field of human services, which could include case management, advocacy, community organizing, service delivery and policy-related work. In addition, students might pursue this concentration if interested in social justice work within human services or if they want to work within the field of education as a family or child advocate.

Core Courses

1. Personal and Professional Development Seminar in Human Services
 - Human Services Seminar (Spring)
2. Lifespan Development
 - Lifespan Development (Summer, Fall, Winter, Spring)
3. The Counseling Role
 - The Counseling Role (Fall)
4. Community Organizing and Social Movements
 - International Activism (Winter)
 - Community Organizing in History (Spring)
5. Literature Focused on the Human Experience
 - The African American 20th Century (Fall)
 - Literature of Displacement (Fall)
6. Social Issues
 - The Immigrant Experience (Summer)
 - Service Learning: The Homeless Women's Project (Fall Winter, Spring) (Credits vary 2 to 4)
 - Climate Change Activism (Fall)
 - Women and Mental Health (Fall)
 - Domestic Violence in the Family (Fall)
 - Palestine-Israel Conflict (Winter)
 - Children and Social Policy (Winter)
 - Violence and Culture (Winter)
 - Homelessness: The Deepening Scandal (Winter)
 - Domestic Violence Survivors (Spring)
 - Women's Health in Developing Countries (Spring)

Electives

- Vision and World-making (Summer)
- Interdisciplinary Perspectives on Loss and Grief (Summer)
- Freedom Project Community Service (Fall, Winter, Spring) (credits 2 to 6)
- Facilitating Democratic Participation (Winter)
- Leadership and Conflict Resolution (Spring)



What follows is a *Sample* Human Services Area of Concentration Contract

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Personal Prof. Devel. Human Services <i>Human Services Seminar</i>	Winter 07	AUS	3
<input type="checkbox"/> 2.	Life Span Development <i>Life Span Development</i>	Summer 06	AUS	4
<input type="checkbox"/> 3.	The Counseling Role <i>Counseling Skills</i>	Fall 05	AUS	4
<input type="checkbox"/> 4.	Community Org. & Social Movements <i>Community Organizing in Action</i>	Fall 06	AUS	4
<input type="checkbox"/> 5.	Literature of Human Experience <i>History and Image of American Family</i>	Spring 05	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Children and Social Policy</i>	Fall 05	AUS	4

Subtotal: 23

2. Area of Concentration Electives

title	quarter	school	credits
Depth Psychology	Winter 06	AUS	4
Abnormal Psychology	Winter 06	AUS	4
Psychology and Spirituality	Spring 06	AUS	4
Monsters and the Literary Imagination	Spring 05	AUS	4
Immigrant Experience	Summer 05	AUS	4
Women and Mental Health	Fall 05	AUS	4
Theories of Personality	Spring 06	AUS	4
LSII: Diversity, Power and Privilege	Summer 05	AUS	4
Introduction to Buddhist Psychology	Summer 06	AUS	3

Subtotal: 35

3. Community/Field-based Learning Experience

title	quarter	school	credits
Service Learning - LGBT Center (IS)	Summer 06	AUS	4

Subtotal: 4

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2

Subtotal: 2

Total Area of Concentration credits: 64

Leadership and Organizational Studies (The formal structure)

PURPOSE: The goal of this Leadership & Organizational Studies concentration is to engage students in reflective inquiry into the nature of dynamic leadership and effective organizational life for the 21st century. A particular emphasis is placed on theories and models for guiding systemic and participatory (or collaborative) change. Students who elect this focus are interested in pursuing work in fields such as management, organizational psychology, business, whole systems design, policy making, advocacy, education, health care and social services. Students completing this concentration also acquire the necessary prerequisites for successful graduate study in these fields.

Core Courses

1. Organizational Studies
 - Readings in Organizational Theory (Summer)

2. Systems Change 1
 - Far from Equilibrium: Systems Perspectives on Change (Spring)
3. Systems Change 2
 - Turning the Ship: Organizational Change (Fall '08)
4. Multicultural Competence
 - Creating a Culturally Competent Organization (Fall)
5. Leadership
 - Leadership and Conflict Resolution (Spring)
6. Facilitation
 - Facilitating Democratic Participation (Winter)

Electives

- Vision and World Making (Summer)
- Climate Change Activism (Fall)
- The Counseling Role (Fall)
- International Activism (Winter)
- Community Organizing in History (Spring)
- Human Services Seminar (Spring)
- Social Science Research (Spring)

What follows is a *Sample Leadership & Organizational Studies Area of Concentration Contract*

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Organizational Studies <i>Organizational Behavior</i>	Fall 04	CC1	5
<input type="checkbox"/> 2.	Systems Change 1 <i>Far From Equilibrium</i>	Spring 06	AUS	4
<input type="checkbox"/> 3.	Systems Change 2 <i>Turning the Ship - Org. Change</i>	Fall 07	AUS	3
<input type="checkbox"/> 4.	Multicultural Competence <i>Creating a Culturally Competent Org.</i>	Fall 05	AUS	4
<input type="checkbox"/> 5.	Leadership <i>Transformative Leadership</i>	Spring 06	AUS	3
<input type="checkbox"/> 6.	Facilitation <i>Facilitating Democratic Participation</i>	Winter 06	AUS	4

Subtotal: 23

2. Area of Concentration Electives

title	quarter	school	credits
Introduction to Business	Winter 04	CC1	5
Human Resource Management	Spring 04	CC1	5
Fundamentals of Accounting I	Fall 04	CC1	5
Fundamentals of Accounting II	Winter 04	CC1	5
Accounting Analysis	Spring 05	CC1	5
Interpersonal Communication - Workplace	Winter 05	CC1	5
Intro to Marketing	Spring 05	CC1	5
History of Globalization	Fall 05	AUS	4
Independent Study - Practicum in Leadership	Winter 06	AUS	1
Nonviolent Social Movements & Democracy	Winter 06	AUS	4
Statistics	Spring 06	AUS	3

Subtotal: 47

3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship - Organizational Consulting	Winter 07	AUS	2

Subtotal: 2

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Winter 07	AUS	2
Senior Synthesis: Org. Theory and Practice	Winter 07	AUS	2

Subtotal: 4

Total Area of Concentration credits: 76

Psychology (The formal structure)

PURPOSE: The goal of the Psychology concentration is to prepare students for graduate studies in psychology or social work, with the ultimate goal of working as counseling professionals. Students with interdisciplinary interests in areas such as art and psychology (or art therapy), or writing and psychology, might also pursue this structured concentration.

Core Courses

1. Theories of Personality
 - Theories of Personality (Summer, Fall, Winter, Spring)
2. Abnormal Psychology
 - Abnormal Psychology (Summer, Fall, Winter, Spring)
3. Life Span Development
 - Life Span Development (Summer, Fall, Winter, Spring)
4. The Counseling Role
 - The Counseling Role (Fall)
5. Literature Focused on the Human Experience
 - The African American 20th Century (Fall)
 - Literature of Displacement (Fall)
6. Social Science Research
 - Social Science Research (Spring)

Electives

- Interdisciplinary Perspectives on Loss and Grief (Summer)
- Psychology and Spirituality (Fall)
- Women and Mental Health (Fall)
- Domestic Violence in the Family (Fall)
- Eco-psychology (Winter)
- Depth Psychology (Winter)
- Children and Social Policy (Winter)
- Violence and Culture (Winter)
- Spiritual psychology (Winter)
- Domestic Violence Survivors (Spring)

What follows is a *Sample Psychology Area of Concentration Contract*

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Theories of Personality <i>Theories of Personality</i>	Spring 06	AUS	3
<input type="checkbox"/> 2.	Abnormal Psychology <i>Abnormal Psychology</i>	Winter 05	AUS	3
<input type="checkbox"/> 3.	Life Span Development <i>Life Span Development</i>	Fall 06	AUS	3
<input type="checkbox"/> 4.	The Counseling Role <i>Counseling Skills</i>	Fall 05	AUS	3
<input type="checkbox"/> 5.	Literature (human experience focus) <i>History of the Body</i>	Summer 04	AUS	3
<input type="checkbox"/> 6.	Social Science Research <i>Statistics</i>	Spring 06	AUS	3

Subtotal: 18

2. Area of Concentration Electives

title	quarter	school	credits
History of Mindfulness	Winter 04	AUS	3
Loss and Grief	Summer 04	AUS	3
Ways of Knowing	Fall 04	AUS	3
Collage	Winter 05	AUS	3
Understanding Ritual and Healing	Spring 05	AUS	3
Spiritual Psychology of the Human Heart	Spring 05	AUS	3
Women and Mental Health	Fall 05	AUS	3
Depth Psychology	Winter 06	AUS	3
Archetypes & Creative Process (prior learning)	Spring 06	AUS	10
Integrated Studies of Hypnotherapy	Summer 06	AUS	10
Ritual Process and Ceremonial Design	Summer 06	AUS	3

Subtotal: 47

3. Community/Field-based Learning Experience

title	quarter	school	credits
Hospice Training	Fall 06	AUS	1

Subtotal: 1

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Winter 07	AUS	1
Personal Voice Synthesis Project	Winter 07	AUS	1

Subtotal: 2

Total Area of Concentration credits: 68

Social Justice Studies (The formal structure)

PURPOSE: The goal of the Social Justice Studies concentration is to prepare students for work within political and grassroots organizations working for social justice or within governmental agencies concerned with social justice issues. Students interested in teaching social studies or in strengthening their own civic engagement also could participate in studies in this area. Social Justice Studies is grounded in an understanding of the central role nonviolent social movements and citizen organizations play in a democratic society and in empowering students to take an active role in their communities.

Core Courses

1. Social Movements and Democracy
 - Climate Change Activism (Fall)
 - International Activism (Winter)
2. Organizing and Building Social Movements
 - Community Organizing in History (Spring)
3. Civic Engagement, Policy Making and Government

- Children and Social Policy (Winter)
4. Leadership and Development
 - Facilitating Democratic Participation (Winter)
 - Leadership and Conflict Resolution (Spring)
 5. Social Issues 1
 6. Social Issues 2
 - The Immigrant Experience (Summer)
 - Domestic Violence in the Family (Fall)
 - Violence and Culture (Winter)
 - Homelessness: The Deepening Scandal (Winter)
 - Women's Health in Developing Countries (Spring)
 - Domestic Violence Survivors (Spring)

Electives

- Vision and World-making (Summer)
- Women and Mental Health (Fall)
- Literature of Displacement (Fall)
- The African American 20th Century (Fall)
- The Palestine-Israel Conflict (Winter)
- North American History (Winter, Spring)



What follows is a *Sample Social Justice Studies Area of Concentration Contract*

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Social Movements & Democracy <i>Nonviolent Social Movements & Democracy</i>	Winter 06	AUS	3
<input type="checkbox"/> 2.	Organizing & Building Social Movements <i>Community Organizing in Action</i>	Fall 06	AUS	4
<input type="checkbox"/> 3.	Civic Engagement, Policy Making & Gov't <i>Homeless and County Government</i>	Fall 06	Univ 1	5
<input type="checkbox"/> 4.	Leadership Development <i>Transformative Leadership</i>	Spring 06	AUS	3
<input type="checkbox"/> 5.	Social Issues <i>Children and Social Policy</i>	Fall 05	AUS	4
<input type="checkbox"/> 6.	Social Issues <i>Post-Colonial Literature</i>	Spring 07	AUS	4

Subtotal: 23

2. Area of Concentration Electives

title	quarter	school	credits
Immigrant Experience	Fall 05	AUS	4
Women and Mental Health	Fall 05	AUS	4
Homelessness (PL)	Spring 07	AUS	5
History and Image of American Family	Spring 05	AUS	4
Child Development	Summer 00	CC1	5

Subtotal: 22

3. Community/Field-based Learning Experience

title	quarter	school	credits
Homeless Women's Project	SpSuFa 06	AUS	6

Subtotal: 6

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2
Homelessness and Children	Spring 07	AUS	4

Subtotal: 6

Total Area of Concentration credits: 57

Spiritual Studies (The formal structure)

PURPOSE: The Spiritual Studies concentration is designed for students whose main concern is the study of the human psyche, the study of religious traditions and how to live a spiritual life. It is well suited for students who wish to continue a path in the helping professions, ground their politics in a spiritual context or seek to deepen their own spiritual life. Special emphasis in both classwork and in field-based learning connects the interior life of the soul to the needs of the world through “engaged” or “incarnational” spirituality. All classes approach the sacred with an attitude of deep ecumenism in which all religious and spiritual traditions are welcome as long as they acknowledge the element of mystery that resides in the heart of the divine.

Core Courses

1. Psychology and Spirituality
 - Psychology and Spirituality (Fall)

2. Depth Psychology
 - Depth Psychology: History of the Unconscious (Winter)
3. Transpersonal Psychology
 - Transpersonal Psychology (Fall 08)
4. Religious Studies
 - The Divine Feminine (Spring)
5. Comparative Religion
 - Mindfulness: East and West (Fall)
6. Spiritual Practices
 - Dreams and the Earth (Winter)
 - Ritual Process (Spring)

Electives

- Theories of Personality (Summer, Fall, Winter, Spring)
- Vision and World-making (Summer)
- Pilgrimage: Walking with Intention (Summer)
- Foundations of the Great Turning (Fall)
- Eco-psychology (Winter)
- Collage and the Creative Process (Spring)

What follows is a *Sample Spiritual Studies Area of Concentration Contract*

1. Six Required Courses

	title	quarter	school	credits
<input type="checkbox"/> 1.	Psychology & Spiritual Studies <i>Intro to Psychology and Spirituality</i>	Fall 05	AUS	4
<input type="checkbox"/> 2.	Depth Psychology <i>Seminar in Archetypal Psychology</i>	Fall 06	AUS	3
<input type="checkbox"/> 3.	Transpersonal Psychology <i>Transpersonal Psychology</i>	Winter 05	AUS	4
<input type="checkbox"/> 4.	Religious Studies: Myth, Symbol & Sacred <i>The Legacy of Joseph Campbell</i>	Winter 06	AUS	4
<input type="checkbox"/> 5.	Comparative Religion <i>World Religions</i>	Fall 03	Univ 1	5
<input type="checkbox"/> 6.	Spiritual Practices <i>Ritual Practice and Ceremonial Design</i>	Spring 06	AUS	4

Subtotal: 24

2. Area of Concentration Electives

title	quarter	school	credits
The Bible as Literature	Fall 03	Univ 1	5
The New Testament	Winter 04	Univ 1	5
Esoteric Christian Traditions	Spring 04	Univ 1	5
Alchemy & Science: Towards the Re-imagination of Nature	Fall 05	AUS	4
Inquiry into the Myth of the Holy Grail	Winter 06	AUS	4
Spirit in Action	Winter 07	AUS	4
Pilgrimage: Walking With Intention	Spring 06	AUS	4
Open Heart, Open Mind: Intro to Meditation	Summer 06	AUS	4

Subtotal: 35

3. Community/Field-based Learning Experience

title	quarter	school	credits
Internship: Youth Rites of Passage	Summer 06	AUS	4

Subtotal: 4

4. Senior Synthesis

title	quarter	school	credits
Liberal Studies IV: Senior Synthesis	Spring 07	AUS	2
Senior Synthesis: Vision Quest	Spring 07	AUS	4

Subtotal: 6

Total Area of Concentration credits: 69

Core Coursework

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

Instructor: Core Faculty
Liaison: Harris; FA, WI, SP

Students formulate an understanding of the purposes of a liberal arts education. They 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.

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

Instructor: TBA
Liaison: Harvey; WI, SP

This American studies focus has an emphasis on issues of diversity, power and privilege in American history and culture. Students 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.

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

Instructor: Core Faculty; SU, FA, WI, SP

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.

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

Instructor: Core Faculty; SU, FA, WI, SP

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.

BAC391B: Educational Design I (1-2)

Instructor: Marshall; SU, FA, WI, SP

Through this workshop/independent study, the student chooses an area of concentration and learns to self-direct her/his own educational planning process. *Required for all entering B.A. in Liberal Studies students.*

BAC392: Educational Design II (1)

Evaluator: Core Faculty Adviser; SU, FA, WI, SP

Through this workshop/independent study, the student continues to develop self-directed learning skills. Working closely with a core faculty adviser, the student develops a plan for how to meet the requirements of the area of concentration, articulates preliminary program goals and formulates a plan for achieving the program's liberal arts competency outcomes. *Required for all B.A. in Liberal Studies students.*

BAC393I: Educational Design III (Individualized pathway) (1)

Evaluator: Core Faculty Adviser; SU, FA, WI, SP

Through this independent study, the student deepens her/his ability to syn-

thesize, present and self-assess program learning. Working closely with a core faculty adviser, the student prepares for and convenes the second 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 area of concentration pathway students.*

BAC426A: Special Topics in Liberal Studies

Includes course offerings of special interest within or across areas of concentration.

BAC445: Senior Synthesis (2-10)

This includes an integrative thesis or project intended to help synthesize program learning, usually undertaken in the student's final quarter.

Foundational Coursework In Writing

See the Antioch University Seattle Commons section of the catalog on page 25.

Math & Science

BAC301I: Ecopsychology: Studying the Psyche with the Earth in Mind (3-4)

Instructor: Fish; WI

Students consider the human relationship with the natural environment through Western history and the human split from nature. They explore how nature shapes childhood development and how new scientific paradigms inform the field. The class examines the

importance of acquiring a sense of place, consumerism and addiction, the role of spirituality and activism in healing, and various professional ways in which Ecopsychology is applied in the therapeutic process.

BAC307X: Math & Logic: Deduction from the Ground Up (3-4)

Instructor: Elliott; FA

Formal deductive systems and their place in human life – both historically and in students' own lives – are the focus. Students solve problems using sentential logic, algebra, Euclidean geometry and categorical logic. Reading from source texts (e.g., Aristotle, al-Khwarizmi and others), students become familiar with the origins of these ways of approaching thought. Students inquire into the relationship between math and science and the natural world, and compare modern experience with ancient understandings of the significance of math.

BAC310F: Health Research: Fact or Fiction? (3-4)

Instructor: Nielsen; WI

Students become grounded in the basics of how researchers attempt to investigate questions such as: Do pesticides cause brain tumors? Do vaccines cause autism? Does taking aspirin prevent stroke? Are tests for early diagnosis of cancer effective? What is the best treatment for Alzheimer's disease? Students explore how flaws in some studies, or even errors in reporting by the media, occasionally lead to false conclusions. Class provides students with insight into the intricacies of such studies, as well as tools to begin to evaluate them critically.

BAC312Y: Environmental Studies (3-4)

Instructor: K. Turner; FA

This is an exploration of the physical, biological and social environment from a variety of perspectives. Special emphasis is on the role of science in solving complex environmental issues and governmental policies intended to provide solutions. Students research and analyze a complex environmental issue and present their findings to the class.

BAC315O: Women in the Wilderness (3-4)

Instructor: Harvey; SU

In this intellectual and experiential examination, students examine the emotional, spiritual, physical and mental dimensions of women's experience in the wilderness through exploration in aspects of ecofeminism, ecopsychology and the relationship between human and environmental health. The course includes two days in the wilderness.

BAC333M: Social Science Research (3-4)

Instructor: TBA; SP

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

BAC426B: Special Topics in Environmental Studies

These course offerings are of special interest within or across areas of concentration.

Arts & Literature

BAC305Z: Writing for Stage and Screen (3-4)

Instructor: Nesenger; FA

Characteristics of plays and films are examined from the writer's perspective. The principles of dramatic technique such as conflict, character as action, rising crisis and spectacle are made clear through class discussion, analyzing scenes from both classic and contemporary films and plays, and writing exercises that focus on specific elements of craft.

BAC319H: Pilgrimage: Walking With Intention (3-4)

Instructor: Woehrlin; SU

To study pilgrimage is to learn about culture, belief systems and history and about the parallel inner journey where one meets the stranger at the heart of the journey, which is one's self transformed. In this highly experiential seminar, students commit to a regular practice of walking with intention, research and present one of the traditional historical pilgrimages, and design and complete a personally meaningful journey.

BAC320D: Acting Fundamentals (3)

Instructor: Toutonghi; FA, WI, SP

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. Students are encouraged to take risks in a safe and supportive environment. (Taught through Freehold Studio)

BAC320E: Acting with Text (3)

Instructor: Kaminski; FA, WI, SP

Working with text and given circumstances, students apply the tools learned from Acting Fundamentals to the crafting of scenes. Students learn how to make strong choices that put the actor at the heart of the conflict and how to keep the spark of spontaneity alive in scripted work. (Taught through Freehold Studio)

BAC320F: Writing Poetry and the Pursuit of Memory (3-4)

Instructor: Healy; WI

Students increase their confidence and abilities in writing poetry by workshop-ping their own poems. They also improve their critical reading skills by analyzing modern and contemporary poetry. Using memory as a trigger to develop their own original pieces, students focus on the continuum between the lyric impulse and narrative strategies in poetry, as well as on issues of craft such as imagery, tone, pacing, voice and persona.

BAC321S: Literary Criticism: Many Voices of Short Fiction (3-4)

Instructor: Balint; WI

Students read and analyze contemporary short fiction written from a range of cultural perspectives inside and outside this country. The focus is on learning how stories are constructed, and the many ways in which basic craft elements such as character development, language usage, dialogue and narrative voice are used and shaped by different authors.

BA322F: Ceramics I (3-4)

Instructor: Turner; WI

This course provides an overview of the basic principles of ceramics. Students learn a variety of skills and ways to handle clay. They create work using hand-building techniques and become acquainted with wheel-throwing techniques. Students learn the basic techniques of glazing and firing.

BA322G: Ceramics II (3-4)

Instructor: Turner; WI

Students learn advanced, hand-building and glazing techniques while focusing on techniques they wish to explore further. Students complete an assignment using the potter's wheel. Self-guided and motivated students may wish to make proposals regarding special projects.

BAC322J: Collage and the Creative Process (3-4)

Instructor: Grant; SP

An ongoing dialogue emphasizes the nature of symbolic form and meaning making, while encouraging flexible movement in the creative process. Students combine active imagination and dream journaling with specific collage work, pertinent readings, reflective writing and class discussion. The class focuses on the psychological processes of creativity and is not therapeutic in nature.

BAC322O: Comics and Graphic Novels: Literary Technique in Sequential Art (3)

Instructor: Hudsick; SP

Comics have evolved from escapist newspaper comic strips to contemporary graphic novels that address complex themes. Students become familiar with the

formal literary qualities present in comics by identifying and understanding the structure and application of panel arrangement and page design, camera angles and composition, word balloons and out-of-balloon texts, traditional themes and common script preparation processes.

BAC322P: Introduction to Figure Drawing (3-4)

BAC337C: Intermediate Figure Drawing (3-4)

BAC482C: Advanced Figure Drawing (3-4)

Instructor: Place; FA

Focus is on learning to manipulate traditional and modern material, establishing an understanding of terminology and exploring personal styles of expression. The live figure is used to develop observation skills. Focus on composition mass and line becomes the foundation to explore personal style. The class participates in group and individual discussions related to the aesthetics and impact of student work. Open to students with all levels of artistic ability.

BAC322S: Ceramics – Raku and Related Techniques (3-4)

Instructor: Turner; SU

Kindling the creative spirit in each student through various hands-on assignments, ceramics can foster creative self-awareness. Students develop a working knowledge of ceramic studio vocabulary, while learning the basic principles of hand building. Special emphasis is given to Raku firing and spin-off techniques. Included is experiential learning at the instructor's studio with required participation in firings.

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

Instructor: Tomasovich; FA, WI, SP

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 KNOCK, Antioch's literary journal, and includes production of the current issue as well as plans for expanding key features of the magazine and website.

BAC412H: The African American 20th Century (3-4)

Instructor: Elia; FA

The 20th century is unique in Black American history, in that many African Americans entered it as freed slaves. This extends from the most vibrant cultural and artistic movement in all of American history – the Harlem Renaissance through Jim Crow segregation, lynching, the great migration to the Industrial North, urban ghettos and the Civil Rights movement – to a close with Toni Morrison winning the Nobel for her writing on the psychological impact of slavery and racism on her community.

BAC415C: Anti Art for Artists (3-4)

Instructor: Place; WI

Students learn about the Fluxus and Dada art movements and how they were a reaction to the world and art establishment of their times. Students explore the principles of each art movement, why each continues to be important and still influences current artists. Students immerse themselves in the style of the Dadaists and Fluxists and produce work as an artist of the time period.

BAC430A: Solo Performance and Presentation (3)

Instructor: Kaminski; SU

Students learn to find the spine of a story and draw heavily from their own lives. This intensive class explores all the various elements of performance techniques, music, character work, movement and storytelling. Through improvisation and writing exercises, students create an outline and begin looking at the staging of a show. Students learn a repeatable technique of how to conceive, develop and produce a solo performance. (Taught through Freehold Studio)

BAC446B: Advanced Fiction Writing (3-4)

Instructor: Balint; SU

Students take what they already have learned about the craft of fiction writing and develop it further through writing practice and intensive workshops. The focus is on student writing, whatever they wish to develop. For some this is short story; for others a novel in progress or perhaps a fictionalized or creative memoir.

Global Studies

BAC306T: The Palestine-Israel Conflict (3-4)

Instructor: Elia; WI

Students explore the root causes and historical developments through an analysis of original historical documents, recent memoirs, political reporting and documentaries by a number of Arab, Israeli and American writers. Specific issues structure the discussion: the merging of religion and state, racism, genocide, occupation, resistance, propaganda, human rights and international responsibility.

BAC412F: Literature of Displacement (3-4)

Instructor: Elia; FA

With essays and novels by today's "immigrants," refugees and indigenous peoples, students look at specific factors that motivate – or force – people to leave their countries or to become alienated in their historic homeland. Students also examine the similarities in the circumstances of displaced peoples (illusions, initial setbacks, hopes, expectations, opportunities or lack thereof, hardships etc.) as the course shatters some myths about immigration as the gateway to a brighter future.

BAC443F: International Activism (3-4)

Instructor: Elia; WI

Students look at various transnational solidarity movements (e.g. Nonviolent Peace Force, International Solidarity Movement, Greenpeace, Amnesty International) to examine how one can put one's privileged position to use to the benefit of others without exporting and imposing ethnocentric perceptions and values.

Human Services

BAC315E: Women and Mental Health (3-4)

Instructor: Harvey; FA

Students utilize multiple perspectives to explore definitions and treatment of "madness," poverty, racism, social norms and expectations; and how socialization, genetic predisposition and body-mind connections influence women's mental health. Students examine at least one mental health issue and consider the

implications of at least one current mental health policy.

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

Instructor: TBA; **Liaison:** Harris; FA, WI, SP

This is an opportunity to participate in Antioch's Women's Education Project. Learn about the lives of homeless women in the community and find ways to assist participants who seek to improve their lives during a difficult time. All students are involved in setting up breakfast and assisting with a variety of learning activities, including computer tutoring, art projects, discussion and writing groups.

BAC328A: Domestic Violence Treatment (4)

Instructor: Wight; FA

Many professionals are required to report domestic violence. By focusing on one abusive family, participants are challenged to identify problems, suggest solutions and learn the best practice standards for domestic violence screening interviews and reporting. The goal is to be able to assess an evaluation where domestic violence is an issue.

BAC328B: Violence and Culture (3-4)

Instructor: Wight; WI

Participants' experiences with and ideas about violence, the roots of violence and its connections with culture are explored from specific examples to theories and suggested solutions. This systematic examination brings together anthropology, sociology and psychological theory with law and culture to grapple with the problems of and suggested solutions for human violence.

BAC 328C: Domestic Violence Survivors (3-4)

Instructor: Wight; SP

Taught by a community/legal advocate with training and experience in a survivor agency, focus is on individuals who are attacked physically and psychologically by a perpetrator of domestic violence. Topics include safety planning for survivors, survivor assessment and agencies and programs and techniques available to assist with survivors' physical and psychological safety and healing.

BAC333V: Homelessness: The Deepening Scandal (3-4)

Instructor: Bloom; WI

Focusing on homelessness in local manifestations, students examine the organized response of Seattle and King County social service and social action groups. Students examine local causes of homelessness, how these have changed over time and strategies in the community to help ameliorate the problem. Local activists and guest speakers with many years of experience enliven the discussion.

BAC404A: Human Services Seminar: Personal and Professional Development (3-4)

Instructor: TBA; Liaison: Harvey; SP

This is an examination and critique of the human services delivery system and an overview of models of service. Students explore various perspectives on human behavior, health and healing including indigenous approaches, how to maintain boundaries and attention to self care, trends in human services in Washington state, with an in-depth examination of one specific sector of human services in Seattle.

BAC345B: Community Organizing in History (3-4)

Instructor: Bloom; SP

Community organizing is a practice that involves affected groups and people at the grassroots level, democratic efforts for social, economic and/or political change aimed at improving the quality of their lives and building stronger communities. Students examine individuals and the accomplishments of their movements as well as the various methods and strategies that make community organizing effective today.

Leadership & Organizational Studies

BAC404F: Leadership and Conflict Resolution (3-4)

Instructor: Birdsell; SP

Well-managed conflict can bring communities and individuals closer together, be resolved nonviolently and make for a richer and more diverse community experience. There is emphasis on skills that help students understand and influence community conflict, manage interpersonal conflict and better understand their own relationship with conflict. Includes an outdoor ropes course component.

BAC405E: Far-From-Equilibrium: Systems Perspectives on Change (3-4)

Instructor: Woehrlin; SP

Properties of complex living systems are brought to life – wholism, purposefulness, interdependence and self-organization, with a special emphasis on patterns of emergence. Inquiry focuses on what it means for group, organizational and

community systems to embrace instability and uncertainty; that is, to live creatively as participative, adaptive and self-renewing systems far-from-equilibrium at the edge of chaos.

BAC405G: Turning the Ship: Organizational Change

Not offered 2007-08

Provides students of organizations and organizational change with techniques for being creative within organizations in times of change and uncertainty. Students review nonlinear approaches to changing and/or developing within an organizational context.

BAC405H: Creating a Culturally Competent Organization (3-4)

Instructor: Cato; FA

Students focus on developing and sustaining a culturally competent organization through experiential and meta-cognitive activities, multicultural theories and open space technology. In addition, students learn how to develop and sustain healthy change within themselves.

BAC405L: Readings in Organizational Theory (3-4)

Instructor: Hormann; SU

Humans live, work and play in organizations. Students sample some of the many current theories of organizational behavior, jumping off from a shared text. Additionally, student interests guide how the class evolves. Students explore how the ways they engage with organizations have deep implications for how they participate in organizations and co-create organizational behaviors.

BAC434H: Facilitating Democratic Participation (3-4)

Instructor: Woehrlin; WI

Informed by theoretical perspectives in the democratic literature, students examine numerous case examples of contemporary participatory practice, such as self-managed work teams or Seattle neighbors who dialogue in “conversation cafes” about world issues. Students also have multiple opportunities to observe, experience and facilitate participatory processes and explore applications of individual interest.

Psychology

BAC324A: The Counseling Role (3-4)

Instructor: Wicks; FA

Students have the opportunity to acquire and practice basic counseling tools such as listening skills, congruent communication, use of self as instrument and specific aspects of interviewing clients. In-class role-playing and practice, as well as additional practice assignments, supplement the readings.

BAC332A: Interdisciplinary Perspectives of Loss and Grief (3-4)

Instructor: Wicks; SU

The focus is physiological, psychological, social and ethical perspectives on dying and bereavement. Students identify different coping styles with each developmental stage in the life cycle as a response to attachment and loss, and examine the individual in the context of gender, family, culture and spirituality. Class time includes an off-campus weekend retreat.

BAC400C: Abnormal Psychology (3-4)

Instructor: TBA; Liaison: Harvey; WI

This 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.

BAC411F: Life Span Development (3-4)

Instructor: Archer; SU

Students trace major phases of human development from a variety of perspectives. Life span is viewed as a continuum on which crises and changes, coping and adjustment occur within a social context. The emphasis is on addressing how developmental perspective informs us of important life span issues.

BAC414: Theories of Personality (3-4)

Instructor: TBA; Liaison: Harvey; SP

The major Western and Eastern personality theories, and theorists within their cultural and historical contexts, provide students with a broader understanding of the evolution of ideas concerning human nature. Students learn about the interaction of the individual with the social milieu, the cultural biases within theory and the effect of personal history on theoretical claims.

Social Justice, Social Science & History

BAC300L: North American History to 1500 C.E.: Foundations in the Liberal Arts I: (3-4)

Instructor: TBA; **Liaison:** Finley; WI

The development of human self-understanding from earliest times to 1500 C.E. is expressed in history, philosophy, religion, politics, science and art. Themes include variations in human, cultural, economic, ecological and gender relationships. The major aim is to develop students' critical thinking capabilities for constructing a long view of human experience.

BAC300M: North American History 1500 C.E. to Present: Foundations in the Liberal Arts II (3-4)

Instructor: TBA; **Liaison:** Finley; SP

Students explore developments in philosophy, religion, politics, the economy, science and art in U.S. history from about 1500 C.E. 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.

BAC306S: Empire, Evil and Evolution: Historical and Psychological Inquiries (3-4)

Instructor: Forisha; SP

Examining human behavior among both the conquered and the conquerors, the course fluctuates between a bird's eye view of historical events, particularly

those related to worldwide conquests by European societies since 1500 C.E., and individual case analyses. In both instances, particular psychological lenses are introduced to examine positive and negative effects of such conquests on the evolutionary course of human progress.

BAC315I: Women's Health in Developing Countries (3-4)

Instructor: Finley; SP

In developing countries, women's health is linked to many dimensions: work, access to food, family status, cultural practices regarding pregnancy and childbirth, and access to health care practices. Topics include the role of midwives and traditional birth attendants, the impact of education on women's health, violence against women, the health effects of poverty and underdevelopment, special problems in the health of girls and specific health problems such as maternal mortality and AIDS.

BAC333K: Children and Social Policy (3-4)

Instructor: Finley; WI

Students examine key social policy issues affecting children, such as the debate over welfare reform, policies affecting at-risk children, controversies about approaches to child abuse and issues affecting public education. The goals are to strengthen understanding of political processes important to policy decision-making and to explore how lobbying, lawsuits, demonstrations, projects and the legislative process impact social policy at the state and federal levels.

BAC404D: Vision and World Making (3-4)

Instructor: Elliot; SU

Understand and tap into human beings' innate world-making powers through the function of vision and the power of imagination. The goal is for this experience to function as a launching pad for change-makers from disparate communities and spheres of concern. Students unravel the limited inherited visions and attempt to weave new visions of community service and activism through study of philosophers and social activists.

BAC435A: ENC683: Climate Change Activism (3-4)

Instructor: Finley; FA

Grassroots activism is critical in the fight to prevent global warming. Students examine the science of climate change and explore the kinds of changes needed to avert the worst consequences of global warming. Students and faculty explore grassroots efforts to bring about changes in the U.S. and elsewhere. Students work collaboratively to develop climate change action projects, informed by existing theories about social movements and social change.

Spiritual Studies

BAC310I: Ecopsychology: Studying the Psyche with the Earth in Mind (3-4)

Instructor: Fish; WI

Students consider the human relationship with the natural environment through Western history and the human split from nature. Other topics include: how nature shapes childhood development; how new scientific paradigms inform the field; the importance of

acquiring a sense of place; consumerism and addiction; the role of spirituality and activism in healing; and the various professional ways in which Ecopsychology is applied in the therapeutic process.

BAC319T: History of Mindfulness: East and West (3-4)

Instructor: Meinz; FA

Mindfulness techniques designed to treat suffering and spiritually transform consciousness have been around for more than 2,500 years. Students experientially explore both East and West mindfulness approaches, including those from Zen and Vipassana Buddhism, to Socrates, Plato, the Stoics, the Desert Fathers and Pseudo-Dionysius.

BAC324D: Transpersonal Psychology

Not offered 2007-08

Introduces the field of transpersonal psychology, tracing its spiritual, intellectual and cultural origins as well as its development in contemporary times. Emphasis is on direct experience of the transpersonal through some form of spiritual practice and through creative expression.

BAC324O: The Divine Feminine (3-4)

Instructor: Hart; SP

Students learn about the personal, archetypal and absolute manifestations of the Divine Feminine principle. They explore qualities of the Divine Feminine such as longing, nurturing, divine eminence, wisdom and emptiness, and what transpires through initiation into Her secrets. Finally, the class examines the role of women in our collective spiritual evolution.

BAC413D: Seminar in Spiritual Psychology (3-4)

Instructor: Morris; WI

Students consider the 12 communal virtues through which soul life finds its spiritual direction and brings devotion of will into daily action in the world. They consider ways of practicing the virtues as well as the particular attributes of soul pleasure associated with them. Particular emphasis is on the virtue of hope as one of the most needed creative acts of soul for the present world.

BAC413O: Depth Psychology: History of the Unconscious (3-4)

Instructor: Joram; WI

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.

BAC413P: Psychology and Spirituality: An Introductory Exploration (3-4)

Instructor: Hepburn; FA

The relationship between psychology and spirituality is a subject of growing interest as the field of psychology increasingly is open to spiritual perspectives and spiritual practitioners realize the potential value of Western psychological perspectives. Factors such as culture, worldview and personal style shape the many ways in which a relationship between psychology and spiritual practice is understood and experienced.

BAC416F: Dreams and the Earth (3-4)

Instructor: Morris; SP

Students entertain the possibility 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." Emphasis is on learning techniques of "dream tending," enactment of ritual and dream incubation. This course requires a high level of self-disclosure and psychological maturity.

Experiential Learning

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

Instructor: TBA; **Liaison:** Harris; FA, WI, SP

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 who intend to document prior learning credits. Attendance at all classes is required.

BAC301G: Writing Prior Learning Experience (2-3)

Instructor: Estelle; **Liaison:** Harris; SU, FA, WI, SP

Designed 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.

BAC327H: Service Learning and Reflective Practice Seminar (variable credit)

This seminar supports students who are doing service learning or social action projects in the community or engaging workplace internships. Sessions help students explore emergent issues and deepen their capacity for reflection in action within a context of peer collaboration. Expected outcomes include: increased insight into the role of helper or change agent; better understanding of the dynamics of individual, organizational and social change; and greater skill in interrelating theory with practice. Students also develop an increased clarity about their values, motivations and commitments regarding human empowerment, social justice, environmental stewardship and/or organizational health.

BAC396: Student Leadership (variable credit)

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 system as an elected or appointed representative; and involvement in program development or strategic planning initiatives.

BAC397: Service Learning (variable credit)

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

BAC397A: Freedom Project Community Service (2)

Liaison: Morris and Harvey; FA, WI, SP

The Freedom Project teaches nonviolent 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 website design.

BAC398: Internship/Practicum (variable credit)

Students develop practitioner skills, either through participation in their current workplace or a new professional role they are considering or preparing to enter. They earn credit based on meeting the goals of the learning contract used to target specific learning competencies.

BAC399: Independent Study (variable credit)

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 also can be arranged with other students as a group independent study with a shared evaluator.