

# THE HUTCHINS PROGRAM

## Introducing the Hutchins School

Founded in 1969, the Hutchins School of Liberal Studies is named after Robert Maynard Hutchins, one of the twentieth century's most respected educational reformers and an active proponent of broad, liberal education. The Hutchins School of Liberal Studies is an interdisciplinary liberal arts school, operating as an independent four-year degree-granting program within the School of Arts and Humanities, and dedicated to active learning through small-group seminars and directed study. A nationally recognized leader in the movement for committed teaching and integrative learning, the Hutchins School of Liberal Studies has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern for nearly four decades. All features of the program are designed to encourage you, the Hutchins student, to take yourself seriously as a reader, a writer, and a thinker capable of continuing your own educational process throughout your life.

The Hutchins School of Liberal Studies is a broad-based interdisciplinary program which ranges widely across the many areas of inquiry that make up the liberal studies. More than just a collection of courses, the Hutchins program tries to provide the kind of educational experiences that will help students become confident of their ability to participate effectively in society. In this age of too-easy answers, well-educated citizens need to be able to think independently – but this skill is rare. For that reason, the program holds the fostering of intellectual development as one of its highest aims. To think independently, you need to be able to ask the kinds of questions that are meaningful for your own growth and effective in getting you to the heart of any issue. You need, also, to be able to make coherent sense of a wide and often confusing array of ideas and opinions. Finally, you need to be able to bring a sense of values to bear in interpreting what is “out there.” To develop that independence of mind, you are given a good deal of latitude in determining the directions your education will take. Discovering how to use the opportunities you encounter to shape a meaningful education is part of the challenge of the Hutchins program – and to that end, the Hutchins portfolio is one important key.

## **INTRODUCING THE HUTCHINS PORTFOLIO**

The portfolio allows you to record and evaluate the range of educational experiences and ideas that constitute your particular pathway through Liberal Studies BA. The portfolio is also a means of assessment appropriate to the aims of the Hutchins program. Unlike tests, the usual means of evaluation, a completed portfolio furnishes a portrait of you as an independent learner and captures a sense of the shaping process through which you have developed intellectually.

## **HUTCHINS APPROACHES TO LEARNING**

The Hutchins School of Liberal Studies provides many kinds of learning experiences through which you can earn the 40 units needed for the major. For example, you will be able to work independently or in small groups on projects you design; you can enroll in an occasional lecture or lecture/discussion course with large numbers of students; some of your work may be creative in nature and as such expand beyond the boundaries of reading and writing; your study plan may involve an internship or “study away.” As you develop your major, you will participate in at least four Hutchins seminars, for the seminar is the heart and soul of our enterprise.

Most of your work in Hutchins will be done in regularly scheduled seminars where discussions are facilitated and assignments are made by a seminar instructor. A few courses may be in the lecture format commonly employed by most university departments. Still others, more focused on activities, are designated as workshops. You may also earn units in Hutchins through directed study, special projects and internships – all encompassed under “The Hutchins Major.”

## THE HUTCHINS MAJOR

Options for the bachelor's degree include: Track I, the general liberal studies major plan known as Interdisciplinary Studies; Track II, the teaching credential preparation plan known as Subject Matter Preparation; and Track III, an integrated bachelor of arts and elementary teaching credential program known as the Blended Program. While there are specific course requirements for each of these Tracks, the general pattern for the major in both tracks is the same. During their first semester in the upper division, all transfer students are required to take LIBS 302, which is a prerequisite for all upper-division Hutchins courses. Students who are continuing from the Hutchins lower division curriculum after completing all four semester are exempt from LIBS 302. During their first two semesters in the upper division, students will take two required courses, LIBS 304 and LIBS 308, designed to involve them in a discussion and critique of some of our most fundamental social, historical and political beliefs and values, viewed in a worldwide context. In order to complete the major, you will be required to take at least four seminar courses, and at least one course from each of the four Core Areas. Finally, you will take LIBS 402, Senior Synthesis, which serves as a capstone course and must be taken in the final semester of enrollment. All Hutchins majors, whether Interdisciplinary Studies Track I, pre-credential Subject Matter Preparation Track II, or Blended Program Track III, must complete the basic requirements of LIBS 302, LIBS 304, LIBS 308, LIBS 402, one course in each of the four Core Areas and at least four seminars.

## THE HUTCHINS PORTFOLIO

The Hutchins portfolio is a tool that enables you to plan and document your own development within the Hutchins Liberal Studies Major. The portfolio begins in LIBS 302, evolves each term as you complete your coursework, and culminates in LIBS 402. Each portfolio is different, and yours will reflect the path you follow in your interdisciplinary study and serve your intellectual goals in a way that is both unique and productive. You should include examples of your achievements in the core areas, key courses, directed study and study away, etc.

All work for the major should be included in the portfolio (except for brief reaction papers). You should also include such things as slides or pictures of art work you produce, tapes of performances you give, ethnographies, records of oral interviews and case studies. Reports on learning that you do outside the regular classroom, through internships or at museums, concerts, field trips, cultural ceremonies, can also be included. Activities or experiences which are difficult to document in writing need to be discussed with your advisor or instructor, but generally whatever attests to your growing understanding should be included. Supportive upper-division work from courses outside of the Hutchins major may also be included in your portfolio, if appropriate.

While the Hutchins School places great emphasis on reading carefully and writing effectively in a number of fields, it acknowledges the validity of human expression in other forms that go beyond what can be achieved in expository writing. So strongly are we persuaded that other kinds of expression are important that we urge you to include them in your educational experience and record them in your portfolio. While your attempts may perhaps seem amateurish, they are no less important for that: the “non-discursive” can let us “say the unsayable,” and the attempt is worth it.

The portfolio is not something to “get done” as soon as you start your work in Hutchins; it should “grow,” as you do, semester by semester. Because you will become surer of yourself as you build your major, the earlier work you include in the portfolio may (but will not necessarily) strike you as less representative as time goes on. It is nevertheless to be valued as significant. In other words, don’t be discouraged if you find you have included items you have, in a sense, outgrown – they are valuable and important. Early work should not be updated or revised, for it all belongs in the portfolio just as they are. Your work in LIBS 402 will be based on the content of your Hutchins portfolio, so it is essential that you save all of your work for later reflection. In LIBS 402 you will write an intellectual autobiography tracing the development of your thinking in the major. The second feature of LIBS 402, the *Senior Synthesis*, explores an area or issue of special concern for you, which builds on aspects of works included in the portfolio and will eventuate in a paper or project.

## **LIBS 302: INTRODUCTION TO LIBERAL STUDIES MAJOR**

LIBS 302 is your first upper division seminar in the Hutchins School of Liberal Studies, which you are required to pass with a grade of C or better in order to continue in the major. It is designed to introduce you to 1) the interdisciplinary work of liberal studies and 2) the unique community of the Hutchins School. But of the greatest importance is that this course is also about constructing a critical consciousness, looking at how we see our world, thinking about how we understand our surroundings and our selves, questioning how we ask questions, and learning how to learn. By the end of the semester you should have a better idea of what the Hutchins School is all about, a clearer sense of your place in our community, and a firmer grasp on the skills of a life-long learner. You should also be able to articulate and engage with the questions encountered and constructed, both on a daily basis and throughout your lifetime.

### **UNDERSTANDING THE HUTCHINS PROGRAM**

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. All features of the program are designed to encourage students to take themselves seriously as readers, writers and thinkers capable of continuing their own educational process throughout their lives. The Hutchins School offers a lower-division alternative general education program and an upper-division major in liberal studies leading to a BA degree. A minor in integrative studies is also offered. The Hutchins School has several distinctive features:

- An emphasis on active participation in your own education, on self-motivation and on “learning how to learn”
- Small, seminar-type classes
- Close cooperation and a feeling of community among students and professors
- A unified general education program, in which courses integrate material from the humanities, the social sciences and the natural sciences
- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines
- Encouragement to engage in directed study projects

- Field Study/Study Away/Internship opportunities to bridge academic studies with career placements and community service
- An opportunity for student-instructed courses.

Whatever your particular interests, as a Hutchins student you are challenged to read perceptively, to think both critically and imaginatively, to express your thoughts and feelings in writing, speech and other media, and to make productive use of dialogue and discussion.

### **INTERDISCIPLINARITY AND THE SEMINAR**

Perhaps the most distinctive features of the Hutchins School are its interdisciplinarity and its commitment to the seminar process. During your time with Hutchins, you will take a variety of courses from a variety of perspectives, but in every case your courses will attempt to transcend the boundaries of traditional academic disciplines and bridge the gaps that are often present in traditional educational structures. While we do make use of Core Areas (described in detail in another section), our courses will never focus on a single discipline. Furthermore, the faculty of the Hutchins School believe that the best way for students to learn virtually any material is in small discussion groups, seminars, of no more than fifteen individuals. While some required courses are offered in other formats, the seminar is at the heart of our pedagogy.

One of the main goals of LIBS 302, Introduction to Liberal Studies, is to help you develop and improve your seminar skills over the course of the semester. Our seminars are designed to help you learn by giving you an equal voice in the educational process. While there is, of course, a teacher in the room, he or she is considered to be a facilitator whose role is to guide the discussion, not dominate it. The keys to an effective seminar can be found in a few steps: 1) always come to class well-prepared, having read the material, taken notes, prepared discussion questions; 2) never be afraid to speak, always be willing to listen; 3) always be respectful of your community, your colleagues; 4) engage with the material in a way that links your comments to previous observations and leaves opportunities for the next; 5) be considerate and avoid dominating the conversation or remaining silent; 6) don't let the facilitator do all the talking; 7) enjoy the seminar. In other words,

A seminar is a contract between people to be prepared – every day – to explore the boundaries of knowledge. A dynamic seminar is one in which the members work together to help each other understand the readings and the questions which develop out of the readings and conversations. There is likely to be nothing more

exhilarating in your years at college than the experience of a really good seminar. And the most important part of a seminar is keeping up with, or even exceeding, the reading – for careful reading leads to exciting discussion. In order to be able to participate effectively in seminar, it is important to be aware of several basic seminar skills. If you do the reading, come to class, and learn these strategies, you are almost certain to have vibrant, dynamic, and lively seminars. Many of these skills involve some sort of interaction with other people. They are geared toward helping you learn how to develop a line of thought in conjunction with others. The objective is meaning-making, not self-gratification — cooperation is always better than competition.

[from *Introduction to Seminar in the Hutchins School of Liberal Studies* written by Owen Laws]

What is most important about the seminar process, is that it is yours – you the individual and you the class. Make the most of it!

### **WORKING WITH THE HUTCHINS PORTFOLIO**

There is nothing more useful in the Hutchins Program, nothing more vital to your success as a student and as a thoughtful citizen, than the Hutchins portfolio. One of the most important requirements for the portfolio is to save all of your papers and other assignments from every course you take in the Hutchins Program. The portfolio serves as an assessment tool which is used in your LIBS 402 class to help your teacher understand the work you have accomplished during your years as a Hutchins Major. But the Hutchins portfolio's greatest value comes not from what we have put into it, or what we will get out of it, but rather from how you choose to make it useful in your journey through the Hutchins upper division curriculum and how you make the work you do meaningful through reflection and consideration. For the Hutchins portfolio is first and foremost a chance for you to take control of your own education by making your work more than assignments for a class.

As you begin each Core class, you can use the portfolio to prepare you for the work that is to come. While working on a particular topic, you can use the portfolio as a place for reflection on the meanings and values of the course. At the end of each semester, the portfolio will provide a venue for you to consider what you have learned, what you might have learned, and what you still want to learn about the topic. As you write papers for classes, use the portfolio as a place to evaluate and consider the work in progress. As you choose courses for the next semester, use the

portfolio to guide your interests into challenging and meaningful and intriguing directions. And above all, you should use your portfolio to constantly reflect on the most important questions of all: “is this what I want my education to be,” “are these the skills that will make me a life-long learner,” “will my years as a Hutchins undergraduate prepare me not only for the work I will do, but also for the life I will lead,” and “am I learning what I want to learn and becoming who I want to become?” This is what education should be about, and the portfolio is a place for you to make your future, consider your present, and understand your past.

### **DEVELOPING THE SKILLS YOU NEED**

The Hutchins program intends to build upon students’ previous education and experience in some specific ways. Meeting academic requirements does not necessarily ensure that you will acquire the skills we think you should have by the time you graduate from Sonoma State University. With this in mind, read through the following descriptions of goals for our students. When you meet with your advisor during your progression through the program you will assess yourself. Then as you plan your studies you can take into account the areas in which your skills need strengthening.

Our primary concern in the Hutchins program is for students to become and remain life-long learners. In order to do this well, we think that students need to be able to enter into discussion effectively, analyze written material, think critically, write clearly, and make formal presentations. We also hope that students will be able to go beyond the purely discursive and communicate about and through a variety of arts (including multi-media, performance, photography, the visual arts, and more).

The seminar is one of the best places to practice and develop effective discussion skills. Your willingness to discuss and debate issues is a key factor. But it is also important to show respect for other points of view, to listen carefully, to keep comments relevant to the subject at hand, and to be aware of the quantity of your contributions relative to those of your peers. Combining these skills with the ability to express yourself clearly will give you a valuable asset for any future.

A strong point of the Hutchins program is our focus on analyzing written material critically as well as personally. We ask you to respond to a large amount of writing during your studies. It is crucial that you develop your ability to recognize important points in the readings.



You need to be able to examine arguments (both explicit and implicit) carefully, and to know how to raise questions about arguments in and aspects of the material which interest or puzzle you.

Knowing how to look at the writing of others can also help you with your own writing. It is our goal that every graduate of the Hutchins program be able to communicate effectively through writing. While the main focus is on formal papers, creative writing is important as well. We expect you to become skillful enough with the basic components of writing to get your point across clearly whether you are writing a petition, a letter to a friend, a novel, or a technical report.

Words may be our most abundant form of communication, but they aren't the only form. Although the next goal is sometimes difficult to achieve, and is not commonly an integral part of American liberal education, we want our students to be able to communicate through the arts. At a minimum, we want you to recognize some of the forms employed in the arts and be able to discourse about them critically and thoughtfully. Ideally, we want you to be able to express yourself through the arts themselves; to take meaning from and to make meaning in your world through artistic expression.

One final way in which we want you to be able to get your point across is through formal presentations. When you get up in front of a group of people to speak your mind, we want you to have enough assurance and control for people to listen to you. We also want people to be able to hear you, and that means speaking up and speaking clearly. Then we can see (hear) the organization you put into your presentation.

### **MAKING THE HUTCHINS PROGRAM WORK FOR YOU**

One of the most important features of the Hutchins Program, and one of the educational philosophies we have held to from the very beginning, is the idea of student empowerment and ownership of the educational enterprise. Your education can and should be whatever you make of it – and your time as a Hutchins Major should reflect the questions you want to ask, the ideas you want to explore, the directions you want to choose. No other major on campus is so fully committed to independent processes and products. As a result, we recommend that you take some time to consider what you want out of your college career, and how you plan on achieving

that goal. While your advisors and teachers may try to help you in your journey through Hutchins, ultimately it is your education, and you are responsible for making it meaningful.

### **YOUR INDIVIDUAL LEARNING PLAN DESIGN**

Here in Hutchins we believe that you should shape your education to meet your needs, hopes, and aspirations. While we will require certain kinds of work of you during your time here, you have the chance to determine a great deal about the shape and content of your upper-division curriculum. To formulate some of your ideas, read through the following questions, then respond briefly to each of them. None of this is carved in stone, and it will certainly change in the future, but by thinking about and writing these ideas you may find some common threads in your intellectual journey, or begin to construct the path that will take you into your future. You can, of course, change your responses whenever you want – and we encourage you to think about these questions throughout your years in the Hutchins Program. Remember to be as thorough as you can be, and completely honest.

1. Why are you in college?
2. What do you hope to be doing five years from now?
3. What do you hope to accomplish in your life?
4. Why are you in the Hutchins program instead of some other program?
5. What are you most eager to learn about and why?
6. What are you least interested in learning about and why?
7. What do you think are your greatest skills, intellectual and artistic, “creative” and social?
8. What skills do you still need to develop?
9. What are you most concerned about, as you start into Hutchins’ upper division?

**EXAMINING YOUR SKILLS**

In an effort to better understand your skills and those areas where you might want to devote some time, we ask that you read and respond to this list. For each skill, decide whether your present level is “low” or “mid” or “high” – and be thoughtful in your assessment.

Skill/Ability Level

Ability to enter into discussions effectively:

- my ability to respect other points of view ..... \_\_\_\_\_
- my willingness to discuss or critique issues ..... \_\_\_\_\_
- my ability to listen carefully and consciously..... \_\_\_\_\_
- the relevance of my comments and questions..... \_\_\_\_\_
- the amount of constructive talking I do in class..... \_\_\_\_\_

Ability to analyze written material:

- my ability to recognize important points in readings ..... \_\_\_\_\_
- my ability to examine arguments carefully..... \_\_\_\_\_
- my ability to respond critically to readings ..... \_\_\_\_\_
- my ability to raise questions for discussion ..... \_\_\_\_\_
- my ability to provide explanations and interpretations ..... \_\_\_\_\_

Ability to communicate through writing:

- my informal writing..... \_\_\_\_\_
- my formal papers and essays ..... \_\_\_\_\_
- my creative writing..... \_\_\_\_\_
- my technical skills (spelling, grammar, punctuation, etc.) ..... \_\_\_\_\_
- my compositional skills (sentence & paragraph structure, transitions, etc.)..... \_\_\_\_\_
- my referencing skills (bibliographic format, citation protocols, etc.) ..... \_\_\_\_\_

Ability to make formal oral presentations:

- my preparation ..... \_\_\_\_\_
- my organization of materials ..... \_\_\_\_\_
- my vocal qualities and personal presence..... \_\_\_\_\_
- my sense of presentations as performance..... \_\_\_\_\_
- my confidence and sense of control ..... \_\_\_\_\_

Ability to communicate creatively across all disciplines:

- my familiarity with creative expression (arts, sciences, social sciences, etc.)..... \_\_\_\_\_
- my ability to express myself creatively (various media)..... \_\_\_\_\_
- my willingness to learn through creative expression ..... \_\_\_\_\_

## YOUR INTELLECTUAL INTENTIONS AND EDUCATIONAL GOALS

The preceding pages have asked you to review the reasons that brought you to Hutchins and your concerns as you begin the upper-division program. You have looked at ideas about your own learning style, have reviewed already completed courses, and have thought about the skills you will need as a lifelong learner. You are probably aware of a whole host of things you hope to learn and do in the coming terms, ranging from intellectual areas of interest to abilities you hope to develop and master. Given that present awareness, write a brief synopsis, here on this sheet, of your own most important learning goals and the ideas about learning you will take with you during your time with Hutchins. What do you want things to be like here, and why? (This synopsis – call it your philosophy of education if you like – should not talk about individual major requirements or specific program attributes, but about the self-development you think should occur to enable you to graduate from Hutchins as an assured, autonomous learner.) Add additional pages as needed.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## THE CORE AREAS

While we are very proud of the interdisciplinary focus you will encounter in the Hutchins Program, we are also aware of the need for some mechanism by which you can organize your studies into categories of meaning and processes of discovery – not disciplinary boundaries, but areas of emphasis and investigation which can help you place your learning into a useful context. In this program, we have chosen to address this issue through Core Areas of study. These Core Areas represent one possible grouping of ideas and topics into categories that ensure a broad-based, multi-faceted, and interdisciplinary approach to a liberal education. Each Core Area addresses a central theme, but always from a variety of perspectives, and we believe they can be used effectively to guide you through your educational journey. Although other configurations might certainly be considered, we have chosen four Core Areas as most useful. These areas are:

- Society and Self [Core A]
- The Individual and the Material World [Core B]
- The Arts and Human Experience [Core C]
- Consciousness and Reality [Core D]

While all of the traditional disciplines can be placed into at least one of these categories, we tend not to think in those terms or seek those divisions. Rather, we believe that meaning and understanding of any single discipline can best be achieved in tandem with other disciplinary frameworks. The result is a curriculum that addresses your needs, and the needs of our ever-changing and ever-integrated 21<sup>st</sup> century. But there is more to our world than themes and topics.

In the belief that the increasing sensitivity of our age should lead all people to think about such issues, we strongly encourage you to demonstrate your understanding and awareness of cross-cultural, gender-, and ethnicity-related issues in contemporary society. As you examine issues and encounter ideas in each of the four Core Areas, we ask that you consider questions that reflect our multi-faceted society and planet. How does cultural context affect our appreciation of the arts, understanding of the sciences, conceptualizing of social justice? What might be the sources, physical and social, of stereotyping, racism, ethnocentrism? Why has the position of women undergone such rapid change in the twentieth century and how will this change in the twenty-first? How can you learn the values and assumptions of cultures beyond your own and what insights might you gain from cross-cultural understanding? What are the

implications of living in a pluralistic society? These and other questions impact our past, present, and future – and these are the issues that will confront us in the coming decades. They belong to no one discipline, and to no one Core Area, but they can and should be addressed by all critical and conscious individuals.

### **CORE AREA A –SOCIETY AND SELF**

The first of the Hutchins Core Areas takes as its focus the relationship between the individual and all kinds of human groups. It is, after all, in the context of human interaction that the individual finds many of the dimensions of the self. Between society and the individual flow those ideas, attitudes, and beliefs which result in the political and economic arrangements that make our life-in-common possible – for better or worse, depending on how individuals manage to shape their social milieu. Social scientists focus on human interaction in the areas of culture, politics and economics. In so doing, they refer to historical developments, geographical facts, analytical models, and moral questions in an attempt to understand the dynamics of individuals and their communities. Social scientists are interested in what people value and why they consider certain items, behaviors, and roles to be important. Furthermore, they are interested in how valued goods are distributed. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these do and should affect issues such as race, gender, and class. Of particular importance to social scientists are questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, or political institutions.

Core Area A courses take us into various aspects of the issues described above. It is our aim that through the discussions, papers, and other assignments in those courses you will come to a clearer perception of some of the problems and possibilities before us at the beginning of a new century and as we move toward an ever more “global culture.” How, in the face of that compelling force, do we shape the kind of society that values and protects the individual? How do we become individuals who understand and foster a just society? Core A courses might enable you to...

- Explore an historical event in terms of multiple causes and consequences.
- Study a belief system or ideology that legitimizes a regime or government.

- Contrast market, mixed, or socialist economies and the role government plays in each.
- Address the issues of class stratification within a given social circumstance or political process.
- Examine the individual's interdependence and independence within society.
- Investigate a political controversy, identifying major players, interests under dispute, and possible resolutions in terms of social justice, human rights, community, and freedom.

### **CORE AREA B –THE INDIVIDUAL AND THE MATERIAL WORLD**

Core Area B of the Hutchins program is called “The Individual and the Material World.” Included in this Core Area you will find most of the Hutchins courses which deal with science and technology and their relationship to the individual and society. In today’s world, any well-educated person should understand, at least at a general level, both the methods of science and important information which has been discovered through their applications. Those basic concepts and methodologies are usually studied in science departments and are an important part of the general education requirements. In the Hutchins upper division, however, we want students to build upon their understanding of the sciences and come to grips with some of the crucial issues posed by our culture’s applications of science and technology. As you know, science and technology impact all areas of our lives: our very worldview is in part formed by our understanding of what the material world consists of, how it works, and the ways in which it can be manipulated. Further, as inheritors of the Scientific and Industrial Revolutions, we intervene in our material world technologically, for better and for worse.

As you take courses in Core Area B, you will find occasion to write on topics which address the idea of the material world: scientific aspects of social issues, the contribution science has made to your understanding of an issue of personal concern, your sense of science as a social endeavor. You may write about the values implicit in a particular technology, the cultural consequences of a materialist world view, the impact on a minority group in the United States of the application of a technology developed in the twentieth century. This list is not meant to be exhaustive; you will find your own issues regarding science and technology, and your teachers may provide you with alternatives as well. Core B courses might enable you to...

- Describe how scientific knowledge has brought you a better understanding of some vital issue.

- Investigate ways in which a society's "science" reflects its values.
- Evaluate the similarities and differences between science and technology.
- Discuss the values implicit in the growth of and reactions to scientific breakthroughs.
- Analyze the social forces which influence the development of particular technologies.
- Explore how what we consider the "real" world has evolved in relation to what we consider to be scientific "truth."

### **CORE AREA C – THE ARTS AND HUMAN EXPERIENCE**

Through the arts and humanities we explore what and why humans create. These fields include the broad range of experiences in literature, epics, poetry, drama and other literary forms, the visual arts, languages, architecture, theatre, music, dance, the writings of philosophers and the thought and literature of the world's religions. Study in the arts and humanities explores the inner world of creativity and individual values, as well as questions about how we arrive at a sense of meaning and purpose, ethical behavior, beauty and order in the world. The arts and humanities may help us achieve a deep and significant level of understanding about aspects of ourselves which may otherwise remain obscure and therefore troubling. Through the arts and humanities we can ask some of our important questions – and occasionally answer them: about life and death, about feelings, about the way we see things.

These areas, through which we can grow, express human problems and create the metaphors which help us recognize and become aware of the interrelations of all the areas of inquiry humanity has developed. The arts and humanities create images from which participants may learn about their reality or the realities of other times. Art forms help to develop creative and intuitive thinking processes and can involve us directly in an expressive mode which leads to an understanding of the aesthetic experience. The arts can, then, be an end in themselves, as well as a means to an end. Core C courses might enable you to...

- Unlock a creative activity that you would otherwise not have pursued.
- Argue that art is an end in itself, not a means to an end.
- Explore the development of a moral viewpoint, critical thought, or philosophic tradition.
- Investigate the concept of the "good life" as conceived through religious or ethical perceptions.



- Examine fiction or poetry as art forms to discover the literary aspects that make them powerful.
- Consider how we achieve a significant understanding of the human condition through the creation of images and metaphors.
- Explain how direct involvement in an expressive art helps you to achieve an understanding of the aesthetic experience.
- Describe the values and assumptions of an ethnic, political or social group, as expressed through their chosen aesthetic.

### **CORE AREA D – CONSCIOUSNESS AND REALITY**

What one endorses as really “real” is a result of many factors, some of them psychological, some biological, some philosophical, some social, and so forth. This fourth Core Area includes courses from a cross-disciplinary range dealing with many aspects of existence, reaching from the physical to the metaphysical. We are all aware that our consciousness is somehow the result of our gender, our health, the ways we were reared, the social stratum in which we find ourselves, the beliefs that were engendered in us, and other factors too numerous to list. Consciousness is seen as occurring across a spectrum of potentials (conscious/unconscious, rational/irrational, egocentric/transpersonal, masculine/feminine) that influence our personal and collective realities.

It is nothing new to say that to gain the richness latent in human consciousness, a person needs more than adequate food, clothing, and shelter. One also needs various levels of emotional, religious or spiritual, intellectual, and transpersonal or universal disciplines, practices, and experiences. Attempting to understand the components of “being human” has been one of the major concerns of people in all places at all times. The answers provided for us are sometimes perplexingly inconsistent with one another, yet their very divergence itself suggests something about the powerful complexity of the human individual.

Courses in this Core Area deal with such issues as the study of biology as it relates to psychology, consciousness as it affects and is affected by perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology and the nature-nurture controversy. You will have the opportunity to

formulate your own thoughts about the status of human consciousness and reality and include that formulation in this section. Core D courses might enable you to...

- Discuss the nature-nurture controversy and its implications for education and child-rearing.
- Engage in the study of a religious thinker/movement or a philosopher/philosophic tradition.
- Consider various manifestations of inner-self and outer reality.
- Study the historical significance of one major world religion's way of understanding the meaning of life, the nature of humankind, the ways of acting in the world.
- Compare humanistic and scientific modes of viewing and comprehending the world and reality.
- Look for the meaning of life.

## **LIBS 402: SENIOR SYNTHESIS**

During the final semester of your senior year you will enroll in LIBS 402, Senior Synthesis. This course is designed to be a capstone experience, giving you the opportunity to remember, reflect upon, assess, and synthesize your Hutchins upper division work. The process begins with the form that follows this page in the portfolio. It is a self-assessment grid that is designed to help you understand the intellectual journey you are about to complete (and perhaps suggest areas you still might want to work on). Then you will be asked to organized all of your essays and other materials from your Hutchins courses and write a series of brief abstracts. You will be given the opportunity to assess your work, specifically discussing how the Hutchins portfolio has been used by you over the course of your tenure at Hutchins. From these activities you will gain a better sense of the work you have accomplished and the progress you have made – that understanding will then be applied to the writing of an intellectual autobiography.

The second half of the Senior Synthesis experience involves the development, organizing, researching, writing, and presenting of a Senior Project or Paper, developed in consultation with your LIBS 402 instructor. This can take many forms and follow many paths. You might want to pursue some subject that you touched upon in an earlier class but never had the time to really investigate. You might want to interrogate an issue that you were never able to grapple with in any of your other classes. Some students use this opportunity to create something

artistic or socially-significant, others pursue arenas of personal growth or environmental change. The direction you choose is entirely open, but whatever you choose must be important to you and to your intellectual development. Remember, this will most likely be your last major effort as an undergraduate college student, and your last opportunity to work on something about which you are passionate. No matter what you choose to do for your Senior Project or Paper, remember that it must include a written component (for art work this might be a log and analysis of the work, for social service it might be an articulation of the meaning and significance of the activity, etc.) and will ultimately be presented orally to the class. Once again, in this class you will ...

- Assess your intellectual skills according to the self-assessment sheet which follows.
- Organize all of your essays and other materials from all of your major classes.
- Write your intellectual autobiography.
- Develop, write and present your Senior Synthesis Project/Paper.
- Complete portfolio self-assessment

**EXAMINING YOUR SKILLS – PART TWO**

In an effort to better understand your progress in the Hutchins Program, we ask that you revisit this list from LIBS 302. Is your level “low” or “mid” or “high?”

End-of-Program  
Skill/Ability Level

Ability to enter into discussions effectively:

- my ability to respect other points of view ..... \_\_\_\_\_
- my willingness to discuss or critique issues ..... \_\_\_\_\_
- my ability to listen carefully and consciously..... \_\_\_\_\_
- the relevance of my comments and questions..... \_\_\_\_\_
- the amount of constructive talking I do in class..... \_\_\_\_\_

Ability to analyze written material:

- my ability to recognize important points in readings ..... \_\_\_\_\_
- my ability to examine arguments carefully..... \_\_\_\_\_
- my ability to respond critically to readings ..... \_\_\_\_\_
- my ability to raise questions for discussion ..... \_\_\_\_\_
- my ability to provide explanations and interpretations ..... \_\_\_\_\_

Ability to communicate through writing:

- my informal writing..... \_\_\_\_\_
- my formal papers and essays ..... \_\_\_\_\_
- my creative writing..... \_\_\_\_\_
- my technical skills (spelling, grammar, punctuation, etc.) ..... \_\_\_\_\_
- my compositional skills (sentence & paragraph structure, transitions, etc.) ..... \_\_\_\_\_
- my referencing skills (bibliographic format, citation protocols, etc.)..... \_\_\_\_\_

Ability to make formal oral presentations:

- my preparation ..... \_\_\_\_\_
- my organization of materials ..... \_\_\_\_\_
- my vocal qualities and personal presence..... \_\_\_\_\_
- my sense of presentations as performance..... \_\_\_\_\_
- my confidence and sense of control ..... \_\_\_\_\_

Ability to communicate creatively across all disciplines:

- my familiarity with creative expression (arts, sciences, social sciences, etc.) .. \_\_\_\_\_
- my ability to express myself creatively (various media)..... \_\_\_\_\_
- my willingness to learn through creative expression ..... \_\_\_\_\_

Ability to continue as a life-long learner:

- my ability to think independently and ask meaningful questions..... \_\_\_\_\_
- my ability to make sense of a wide array of ideas and options..... \_\_\_\_\_
- my ability to bring a sense of values to bear in interpreting my world..... \_\_\_\_\_



### **YOUR INTELLECTUAL AUTOBIOGRAPHY**

One of the best ways to understand the value and meaning of your undergraduate experience is through the creation of an intellectual autobiography. Your LIBS 402 instructor will provide you with more details about this in class, but in preparation for documenting and reflecting upon your educational journey, you might find it useful to make a list of significant events and transformative moments in your intellectual development. Consider listing courses that were particularly meaningful, teachers who were especially influential, projects that were unusually challenging, experiences that were surprisingly important. Include anything you consider to be central to your growth as a critical and thoughtful learner and citizen.

### **COMPREHENSIVE SELF ASSESSMENT**

The chart on the following page has been designed as a tool for comprehensive self assessment and is included for you to use in considering the work you have done during your time in the Hutchins Program. It addresses a variety of assessment areas that the faculty considers to be important for you and your educational development, and suggests that there are levels of competency associated with each area. As you read through this chart, consider how your perspectives have changed during the past few years. To what extent have you grown as a learner? At what levels were you learning when you entered the Hutchins Program and at what levels are you learning now? If there has been significant change, can you determine why and how? If there has been less change, can you imagine how your future development might continue? The categories and levels in this chart can be applied to each aspect of your Hutchins experience, from reading to seminar, from your papers to your portfolio. While you should be striving to achieve “level three” in all areas, it can be fruitful to try and understand whatever level you have reached and what it means for you as a life-long learner.

Assessment Areas	Level 1	Level 2	Level 3
<b>Interdisciplinarity:</b>	<ul style="list-style-type: none"> <li>usually views issues through a single discipline</li> </ul>	<ul style="list-style-type: none"> <li>can understand and use more than one discipline</li> </ul>	<ul style="list-style-type: none"> <li>links disciplines, thinks beyond boundaries</li> </ul>
<b>Depth of understanding &amp; use of materials:</b> <ul style="list-style-type: none"> <li>level of sources</li> <li>diversity of sources</li> <li>interpretation of sources</li> </ul>	<ul style="list-style-type: none"> <li>simple</li> <li>singular, or one perspective</li> <li>inadequate and/or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>complex</li> <li>multiple sources and perspectives</li> <li>adequate and accurate</li> </ul>	<ul style="list-style-type: none"> <li>sophisticated</li> <li>critical sources and perspectives</li> <li>insightful and precise</li> </ul>
<b>Multiple perspectives in overall work:</b> <ul style="list-style-type: none"> <li>pluralism, multiculturalism</li> </ul>	<ul style="list-style-type: none"> <li>employs a mono-cultural or an ethnocentric perspective</li> </ul>	<ul style="list-style-type: none"> <li>occasionally sees from “other” perspectives and points of view</li> </ul>	<ul style="list-style-type: none"> <li>consistently aware of other perspectives and viewpoints</li> </ul>
<b>Creativity &amp; Higher-level synthesis</b>	<ul style="list-style-type: none"> <li>plays it safe; keeps ideas separate; wants answers from authorities</li> </ul>	<ul style="list-style-type: none"> <li>can try new approaches; can have independent ideas, tolerates ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>finds creative paths; links ideas; sees relationships; enjoys risk and ambiguity</li> </ul>
<b>Written/Oral Communication</b> <ul style="list-style-type: none"> <li>clarity of expression</li> <li>cogency</li> <li>diversity of presentation</li> </ul>	<ul style="list-style-type: none"> <li>confusing, convoluted</li> <li>not always coherent</li> <li>only one medium used</li> </ul>	<ul style="list-style-type: none"> <li>straightforward, understandable</li> <li>coherent</li> <li>two media used, not always consistent</li> </ul>	<ul style="list-style-type: none"> <li>elegant prose</li> <li>appeals to higher-level reasoning</li> <li>multiple media used well</li> </ul>
<b>Seminaring skills</b>	<ul style="list-style-type: none"> <li>domineering or silent</li> <li>unfocused or wordy</li> </ul>	<ul style="list-style-type: none"> <li>contributes well, but not consistently</li> </ul>	<ul style="list-style-type: none"> <li>has complex insights and creative applications</li> <li>balances role as speaker and listener</li> </ul>

## ADVISING KEYS

In this section you will find an assortment of documents designed to help you plan your coursework in the Hutchins Program. Interdisciplinary Studies Track I students will find an advising key immediately following this page. Subject Matter Preparation Track II students will find an advising key immediately following the first key. Also provided are a concentration list and other materials that will prove useful to you when you meet with your advisor. All Hutchins students are assigned an advisor in their first semester. Normally, this will be your LIBS 302 instructor, but occasionally there will be a change – in that case you should consult the adviser list in the Hutchins Office. Also, be aware that any full-time Hutchins professor can advise you.

Because these keys are used by all students and all advisors, it is in your best interest to familiarize yourself with the appropriate key and come to all advising sessions well-prepared.

Being well-prepared for an advising session should involve:

- thinking through your reason for wanting advising
- making an appointment with your advisor
- bringing your Hutchins student file with you to all advising sessions
- knowing your own specific circumstances in terms of SSU and transfer unit totals, course requirements, special circumstances, etc.
- knowing your specific degree requirements including required courses, concentrations (if applicable), and areas of emphasis
- preparing specific questions and possible solutions
- considering multiple alternatives and ranking possible choices
- being flexible and considerate of your advisor's time
- being aware and considerate of your fellow students and their advising needs

The more you know about your major, its requirements and the documents that support it, the more prepared you will be and the more responsibility you can take for your own educational journey. Remember that Hutchins faculty will help as much as they can, but in the final analysis your education is in your hands. Make it your own!