



1-1-1975

## Raymond College Education For Change (Circa 1975)

Raymond College

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### Recommended Citation

Raymond College, "Raymond College Education For Change (Circa 1975)" (1975). *Raymond College*. 125.  
<https://scholarlycommons.pacific.edu/raymond-college/125>

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## Raymond College Curriculum

### Brief Course Description

#### 1. Introduction to the Modern World

An examination of major historical forces and events shaping contemporary man's beliefs, institutional structures, technology and inquiry into the meanings of these. This is a selective blending of anthropology, history, science and social theory.

#### 2. Seminar: English

This course is intended primarily to teach the student to read critically, to argue cogently and to write efficiently. At the beginning of the term the methods of definition, asserting and proving, as well as the means to clarity of expression, are demonstrated through a course of readings taken from literature, education, religion and philosophy. The students read Thoreau's Walden to acquaint them with the way in which narration, description, exposition and argument fuse in a long prose work. The last part of the term is devoted to poetry, where emphasis is placed on a close and careful reading of a widely ranging selection of poems. A minimum of eight papers accompanies the readings and the student meets in conference with the instructor while he is writing and revising the papers. A term paper of ten to fifteen pages acquaints the student with techniques of research and the problems of organizing a long essay. Classes are conducted as discussion groups. The students are also required to attend a weekly lecture on some aspect of the theory of literature or the practice of criticism.

#### 3. Readings in World Civilization I

The course in Readings in World Civilization builds upon the background of political, social, economic, and intellectual history of Europe and selected concepts in the social sciences developed in the antecedent course Introduction to the Modern World. It is designed, first of all, to give the student a comprehensive grounding in a number of original classics from Plato to the present, which represent contributions to theories of the state and society. Essentially, the so-called Lockean and non-Lockean schools of thought and their precursors are examined and an effort is made to assess the historical significance of the various writers and their works. More specifically, writings by Plato, Aristotle, Cicero, St. Augustine, St. Thomas, Machiavelli, Hobbes, Locke, Rousseau, J.S. Mill, Marx, Engels,



### Readings in World Civilization I (Contd.)

Lenin, and some other selections, like the New Program of the Communist Party of the USSR, are included in the reading assignments. All students read these works, discuss them in class, give class reports on related writers and works, and also write essays on selected topics or works.

### 4. Readings in World Civilization II

Readings in World Civilization is devoted to the study of several non-Western cultures, chosen according to the interest of the individual student and the relevance of the culture to the movement of world history. Each student examines his selected area with special reference to the appeal of what can be called the Lockean and non-Lockean ideological traditions. More specifically, emphasis is placed upon historical, political, social, economic, geographical, and international factors that might determine why one underdeveloped turns to Communism and another to Liberal Democracy in order to solve its contemporary problems. Students pursue their projects independently under tutorial guidance by developing term papers. They also meet in class regularly to share their information and methodology as a means of enriching mutual education. Thus, for instance, every student is expected to give regular class reports, which are subjected to the evaluation and comments of the entire class. Similarly, at the end of the term the research paper is critically read and evaluated by members of the class. Among the countries and areas studied have been Russia, Red China, Japan, India, Thailand, United Arab Republic, Israel, Republic of South Africa, Brazil, Mexico, and Cuba.

### 5. Readings in World Literature I

Readings in World Literature (Term I) provides the student with the opportunity to study in depth the great literary works of the past and present. We begin with a study of Homer's Illiad, move on to examine five Greek tragedies, followed by Dante's Divine Comedy, then three Elizabethan plays by Shakespeare and Jonson. The end of the course cuts to a study of contemporary poetry in order to demonstrate some of the connections of techniques and themes of the literature of the past to contemporary work. In addition the student reads essays appropriate to the work in the course contained in The Proper Study and he also attends a bi-weekly lecture by a member of the English Faculty who enlarges and supplements the work in the course. The



purpose of the course is to give the student knowledge of the unfolding tradition of literature and to increase his ability to understand, to appreciate and to criticize important representative works from different cultures. The student is expected to participate in lively discussion about the various works and to demonstrate the depth and subtlety of his understanding and research in four papers during the course of the term.

#### 6. Readings in World Literature II

World Literature II continues the examination of great works by great writers begun in the first half of the course. However, with the exception of Milton's Paradise Lost, the exploration is mainly carried forward in terms of the genre of the novel. Six major novels and Paradise Lost, compose the central content of the course: Don Quixote, Gulliver's Travels, The Brothers Karamozov, Madame Bovary, Light in August and The Plague. Three or four major papers are expected in the course, one of which may be a more extensive "term paper". The class meets four times a week: three class discussion hours and one lecture hour, in which the sections of the course are brought together to hear a lecture that will widen and deepen their background knowledge of authors, literary history and literary esthetics. The method employed during class hours is mainly Socratic dialogue, though there are oral reports on assigned topics, panels on occasion and student leadership in discussion. The overall purposes of the course are: to give the student something of the sweep of world literature, but with long, periodic habitation on certain mountain tops, to increase substantially his reading skill and his critical abilities, to continue to perfect his writing in the task of composing sophisticated literary essays, and to deepen his sense of the human adventure and human culture. To aid the student to progress steadfastly toward these ends ancilliary readings are sometimes assigned, and other disciplines are integrated in the course either through the instructor in the course or by the instruction of other faculty members who are invited to participate, and individual conferences are held with students to pursue more persistently a particular problem or to correct reading writing and critical weaknesses that may be revealed.

#### 7. Math Analysis I

This course is designed for students whose high school background in mathematics is such as to rank them in the lower third (approximately) of the freshman class. The emphasis is on a coordinated and interpretative approach, rather than an emphasis on specialized techniques.



To this end, the book "Men of Mathematics" by E.T. Bell is to be read and discussed concurrently with the more formal work of the course. Topics will include: College Algebra, Set Theory, Proof by Induction, Trigonometry, Two Dimensional Coordinate Geometry, Differential Calculus, Integral Calculus, and some of its applications. Emphasis will be placed on the students' ability to verbalize mathematical relationships.

<u>Texts:</u>	<u>Classroom Use:</u>	"Introduction to Mathematics" Cooley, Gans, Kline, and Wahlert
		"Men of Mathematics" E.T. Bell
		"Calculus" College Outline Series

<u>Students Private Use as a Supplement:</u>	"Leaving Mathematics" Bienvenue
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#### 8. Math Analysis II

This course is designed for that "middle" group of Freshman whose mathematical background has been adequate, that is, it has included Trigonometry, but not exceptional.

The same program as that used in Math Analysis I is contemplated except that far greater emphasis will be placed both on rigor in the theoretical approach and on the extent to which the student will be expected to apply his mathematics to physics problems, etc. Over and above the work expected of Math Analysis I students, Analysis II students will study vector geometry. Probability theory, insofar as it is studied will be solidly based on set theoretic concepts and no heuristic approaches in that study will be tolerated. Their study of Calculus is expected to extend to a theoretical treatment of simpler differential equations.

Texts: Same as analysis I except with the addition of:  
"A Programmed Introduction to Vectors" Redmond

#### 9. Math Analysis III

This course is reserved for those students who have had a markedly better than average high school preparation in Mathematics. Topics will include Vector Analysis, Differential and Integral Calculus,



Differential Equations, Finite Processes, Probability Theory, Truth Statements, Symbolic Logic, Three Dimensional Coordinate Geometry.

Texts:

- "Calculus and Analytic Geometry"  
Fisher and Ziebur
- "Teach Yourself Calculus"  
Peter Abbott
- "A Programmed Introduction to Vectors"  
Redmond
- "Men of Mathematics"  
E.T. Bell

10. Foreign Language - Introductory German

Textbook: Kurtz and Politzer, German, A Comprehensive Course for College Students plus four graded readers (biographies of Sutter, Schweitzer, Beethoven, Thomas Mann)

The course consists of five one-hour class meetings per week plus one optional hour in the language lab. The emphasis of the instruction is divided equally between composition, reading comprehension and audio-oral facility. There is some translating from German into English but more discussing of texts in German, i.e. question about a reading assignments are asked and answered in German. Sentences and paragraphs illustrating specific grammatical points discussed are translated from English into German. Free essays on topics pertaining to or related to the content of a text read are written both as homework and as classroom exercises.

11. Foreign Language - Intermediate German

Review of Grammar and reading of texts tailored to the ability and need of the students. The objective is to prepare the students to join the advanced class for the winter and spring term.

12. Foreign Language - Advanced German

A survey of the German Novelle from Goethe to the present day. (See attached reading list). The reading assignments amount to roughly 120pp per week. Classroom meetings are devoted to analysing the content



and structure of each Novelle and discussing the aims and techniques of relevant literary movements, such as classicism, romanticism, poetic realism, naturalism, impressionism and the impact of depth psychology, symbolism, expressionism, literature of decadence, surrealism etc., (with some reference to the visual arts when applicable). Papers are submitted by the students at regular intervals. The class is conducted entirely in German.

### 13. Foreign Language - Introductory French

The first term and a half is intended to give a sound grounding in the grammar and structure of the language so as to move into reading. At least three works in complete forms are read in the second half of the year while the grammar is completed at a slower pace. While the main purpose of the course is to build reading ability to a fairly advanced level, essays in French will be set later in the year and there will be regular dictations and other oral work. The books read will be:

Camus - L'Etranger  
Constant - Adolphe  
Stendhal - Le Rouge et le Noir

### 14. Foreign Language - Intermediate French

One term of rapid review of grammar coupled with reading. At the second term and thereafter this class will be divided into tutorial groups of 4 or 5 and proceed with as much of the advanced reading list as possible. Weekly essays will be expected.

15. Foreign Language - Advanced tutorials read through a list of some fifteen works selected from French literature from c.1750 to the present day, the intention being to give a perspective of recent French literature. They are expected to do an essay or translation per week.

### 16. All French Lecture

French lecture - all levels are held responsible for a fairly thorough knowledge of French history from 1750 to 1945. These lectures are designed to reinforce reading in Bury: - France - 1814 to 1849; Luethy; France Against Herself and relevant passages in R.R. Palmer A History of the Modern World on the French Revolution. Further the lectures are intended to relate the literature to the history and to offer a sketch of the intellectual and social development of France.



### 17. Foreign Language - Advanced Spanish

Advanced Spanish surveys ten centuries of Spanish literature and culture, beginning in 1040 with the newly discovered jarcha and ending with the present day. Nothing but Spanish is used in the course.

The course examines all major Spanish and many Latin American writers in relation to their time and place in Spanish history. Certain themes that give Spanish culture a unique place in Western Culture and given special attention. Periods emphasized are Late Middle Ages, Renaissance Baroque, Romanticism, Generation of '98.

### 18. Physics

Our study of physics is designed to develop an understanding and appreciation of the basic underlying laws of nature. The course is connective and integrating. ~~In that is~~ broad perspective the subject is seen as one of man's great intellectual achievements, and in finer detail the knowledge is fundamental to further studies in other areas.

This is not a superficial survey course; full use is made of the students' mathematical capabilities and intellectual maturity. Neither is this an introductory course intended for science majors; additional tutorial study is arranged for those who need a more comprehensive preparation for further courses in physics. The laboratory and discussion periods are supervised by the professor himself, which makes possible great flexibility and encourages student initiative.

Primary areas of concentration are: the nature and growth of physical theories and knowledge, as exemplified by a historical study of astronomy; mechanics and the conservation laws; the structure and behavior of matter; the structure of the atom; quantum mechanics; and relativity.

### 19. Chemistry

The course follows smoothly from the preceding Physics course, developing the concepts of chemical bonds and molecules from basic physical principles and moving rapidly into the area of Organic chemistry and thence into Biochemistry where a rigid foundation is laid for the succeeding Biology course. Much of the material of a classical college first semester general chemistry course is covered but there are significant gaps, principally in descriptive material. Because of the tutorial approach those students with significant previous background can work more comprehensively.



## 20. Biology

After introductory lectures on cell structure and the animal and plant kingdoms, the rest of the term's work is divided into three major subdivisions. The first is a consideration of problems of the maintenance of the individual and includes feeding, nutrition, fluid balance and adaptive response to the environment. The second subdivision considers problems of the maintenance of populations and includes growth, reproduction and community structure and dynamics. The final section considers genetics and evolution.

The laboratory provides examples of the above problems, experience with the experimental method and work in classical morphology. A term paper is required in a biological aspect of the students major field of interest.

The text used is Life: An Introduction to Biology, by G.G. Simpson, et. al.

The objectives of the course are to give the student insight into the following areas:

- a. The nature of man as a zoological entity in a biological and physical environment.
- b. The fundamental problems facing all living systems and the variety of existing solutions.
- c. The nature and implications of the process of evolution.

## 21. Philosophy

A liberal arts education as conceived by Raymond entails an acquaintance with every major intellectual endeavour of man, including his attempts to answer those most general and perplexing problems of being, truth, and value. Many of these philosophical questions are examined outside of the philosophy course proper: in Fine Arts (aesthetics), Readings in World Civilization I (political philosophy), and Written and Oral English (traditional logic). The philosophy course therefore concentrates on the core disciplines of metaphysics, epistemology, and ethics, seeking to move as rapidly as possible from introductory materials to the intensive study of one or two comprehensive philosophical viewpoints. After an initial orientation based on American pragmatism or logical empiricism, historical materials derived from Plato, Aristotle, Descartes, Leibniz, and Hume are used as a basis for a close study of Kant and Whitehead. In the course of the term each student formulates his own philosophy in brief abstract form, which is then re-examined in the light of his encounter with these thinkers.



## 22. Fine Arts

The Fine Arts portion of the Humanities Sequence begins with a general introduction to the problems of esthetics, common to all of the arts, and some tentative answers to these problems. The history of the visual arts and of music in the Western World is examined for characteristics of periods and for the styles of their artists, with a focus on particular works in each age. Slides supplement text illustrations and single-line scores are used to follow important examples played from recordings. Analyses are made of certain works by considering the basic artistic elements and their syntheses in these examples. Media and techniques are studied in an introduction to studio work. This includes sessions in still-life drawing, life drawing, sculpting in clay, oil painting, basic design, and printmaking. The term ends with a re-examination of the problems of esthetics.

## 23. Religion

Man's quest for ultimate significance within the context of his religious traditions constitutes a major intellectual adventure which cannot be overlooked in a liberal education. The extraordinary richness and diversity of this field precludes any adequate examination of all of its aspects, so only certain crucial dimensions have been selected for close scrutiny. Psychological, sociological, and existential examinations of contemporary man and his church are considered in for general orientation. This distinctive thrusts of Eastern religions (primarily Hinduism and Buddhism) are contrasted with the demands of radical monotheism. The roots of our Judaeo-Christian tradition in its sacred writing are studied with an emphasis upon the development of sacred history and its prophetic re-interpretation, the life and teachings of Jesus, Paul's doctrine of justification through grace, and the problem of distinguishing the Christian message from its first-century setting. The three cardinal doctrines of the early church on Incarnation, Atonement, and the Trinity are briefly considered, concluding with a typological survey of the church's stance with respect to culture down through the ages.

## 24. Economics

An examination of the major functions of an economic system, the economic institutions which fulfill these functions, major economic problems and the manner in which the economic institutions cope with these problems. An analysis of economic policies as they influence the effectiveness of the institutions in solving the economic problems. An introduction of the theoretical constructs of economists as applied in proposing economic policies.



25. Sociology

The controlling purpose of this course is to present a systematic account of the foundations of contemporary sociology. The course pre-supposes considerable background in the humanities and social sciences which the student is encouraged to integrate into his sociological inquiry. Drawing heavily upon the primary literature in the discipline special attention is given to social structure, functional analysis, the process of socialization, the analysis of ideology, the sources of conformity and deviation, and social change. Institutional variation in society as a whole is given major consideration with primary focus on kinship systems, economic and political institutions, religion, and stratification. Throughout the course an effort is made to relate empirical investigation to the development of sociological theory.

26. Psychology

The psychology course introduces students to several of the most important schools in the history of psychology, structuralism, functionalism, psychoanalysis, behaviorism and Gestalt. Several social problems are studied, the primary emphasis being placed on the problem of mental illness. From an analysis of these social problems several principles of perception, learning, motivation, and cognition are extracted. The scientific method is used to study these problems and an attempt is made to relate empirical data to theoretical statements.

27. Readings in American Civilization

The express purpose of Readings in American Civilization is three-fold-- (1) integrating materials from diverse areas of study such as history, politics, philosophy, literature and social psychology; (2) breaking down traditional chronological categories and creating new thematic modes of analysis as a unique and potentially fruitful means of analyzing a complex civilization and (3) conveying an understanding of the major strands of thought and action which have shaped the American experience. The course readings are organized around four major themes-- Puritanism, Democratic Ideology, The Frontier and Individualism, and National Character. All students read such works as Tocqueville's Democracy in America, Niebuhr's The Irony of American History, Drury's Advise and Consent, Becker's The Declaration of Independence, Cooper's The Deerslayer, Lewis's The American Adam, Marquand's Point of No Return



and selections from Jonathan Edwards. In addition to reading these works and discussing major issues raised by them in the seminar, each student (1) conducts an extensive research project on some aspect of American civilization and (2) keeps a journal, in which he enters his reflections concerning issues raised in class discussion, in his reading or elsewhere.

28. Political Science

Problems in American Democracy is a course designed to encourage the systematic development and appraisal of political principles from discussion, from case data, from observation, and from basic reading. A variety of cases are studied in the course, including political campaigns and constitutional law cases. In addition, students read such basic documents in American government as Bryce's American Commonwealth and the Federalist Papers. Students go outside class for term projects, either in library research or direct observations. Subdivisions of the course are: binding and conserving, campaigning and electing, lobbying and pleading, making changes and executing programs, protecting and interpreting rights, and managing international relationships.

29. United States History

A senior - level seminar emphasizing written reports and class discussion and focusing upon the case method approach to the history of the United States.