



6-9-1972

The Embryo Program

Raymond College

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Recommended Citation

Raymond College, "The Embryo Program" (1972). *Raymond College*. 187.
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THE EMBRYO PROGRAM

Exploration and Inquiry, informally called the Embryo Program, is a framework within which students can explore the range of intellectual resources available to them at Raymond College before committing themselves to a program of courses. Embryo offerings cover a variety of topics which students can sample to determine what interests them most and what they would like to study in greater depth.

Most of the Embryo groups will last only four weeks, to prevent them from developing into courses and to encourage students to become involved in many groups over the semester. Almost all the Raymond faculty, plus 12 students, will be offering Embryo groups which are described below in more detail. Other groups may develop during the course of the semester according to student interest.

Each student may register for 6, 12, or 18 units of credit in the Embryo program. Although there are no formal requirements, it is generally expected that students will be involved in at least one embryo group during each four week period for each 6 units of credit. Involvement in more than one group is, of course, encouraged. Evaluation of work in the Embryo will be the students' own responsibility and a term letter must be submitted by each student describing his participation. In addition, students will be expected to meet with their advisors periodically during the semester to discuss their Embryo experience in light of their educational goals and preliminary contract.

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EMBRYO OFFERINGS BY FACULTY

This is a tentative list of groups available as of June 1. We expect other groups to be developed during the Fall Term. Roman numerals refer to module periods during which the group will be offered. Period I begins on September 7, Period II on October 9, and Period III on November 8.

Blum

The Russian Revolution: For or Against? - I

A brief examination of the Russian Revolution of 1917 through works of literature, contemporary accounts, and historical interpretations.

The Fascination of Marxism - II

An exploration of questions such as the following: Who was Marx? What is Marxism? Wherein lies its attraction for generations past and present?

Burke

Experimental Seminar on the Unity of the Arts - I, II, III

An experimental attempt to demonstrate the affinity of meaning between literature, painting, and music. The only prerequisite is a willingness to try something experimental which may disintegrate into chaos.

Bruce

Mythology and Literature - I, II, III

This course is designed to be part of the Exploration and Inquiry program for Freshman, but is open as an Area Course too. Course requirements for Exploration and Inquiry and/or Area students will be decided upon individually. The course will consist of readings in myths of various cultures: African, Egyptian, Nordic, Greek and Roman, Celtic and Medieval and possibly India and selections from literature (not yet determined) which use myth as a shaping form.

Dugliss

Campaign '72 - I, II

a. to allow interested students to work with national, state, and local candidates or organizations of their choice up to the November election.

b. a general, non-involved group to "rap" on progress of campaign and plug in "the way a political science type" would look at happenings or make use of them.

Periodic meetings with a group to provide overview, and to raise questions which might be usefully pursued on later work.

"How Now with Mao...." Rules for China Watchers
I, II, III

Dugliss &
Holcomb

Games and Simulations - I, II, III

This could be in discrete blocks for people to move in and out of, or one long group.

Lark

Far Out: Pulsars, Quasars, etc. - I

Current developments and mysteries in astronomy.

The Hunting of the Quark - I

A chronicle of the search for elementary particles, and a re-examination of the basic assumptions of the searchers.

Cosmic Solitude - II

An enlightened consideration of the likelihood that there is other intelligent life in the universe.

U-235: Use and Abuse - III

Nuclear energy - its principles, promises, and perils.

Lyon

Chess Analysis - I

The basic ideas of Chess and the analysis of chess strategy in historical context.

What is an Intellectual - I

What do intellectuals do; are they worth a damn to themselves or anybody else?

Whither America? II

Where is the country headed, should it be, why?
What is the role of university education in all this?

Is Capitalism Doomed? - II

An introduction to such questions as economic growth, nature of political economy, and the like.

What is a Revolutionary Idea or Action - III

Who has them, does them, should they, why?

Which is Superior, Work or Pleasure - III

Ethical and psychological ruminations.

Mullen

Drawing - II

Orpinela

Introduction to Philosophy - I and III

This study is an introduction to philosophy understood as the attempt to present an integrative view of reality. The study will consider some of the basic problems involved in such a view of philosophy and will illustrate these with reference to other disciplines such as math, psychology, etc.

Sheldon

Tutoring Non-Readers - I, III

Sayles

Tragedy - I
Comedy - II

Examples of tragedy and comedy from ancient to modern times and some theoretical writings about tragedy and comedy will be read and discussed. Also offered as Area course.

Schedler

Psychological Study of the Emotionally Disturbed Child - I

We will discuss the problems and treatment of severely disturbed children by reading several case studies including David and Lisa, I Never Promised You a Rose Garden, and Truants from Life.

African Literature - II

In this group we will read and discuss a representative selection of modern African literature, including novels, plays, and poetry from Nigeria, Senegal, Kenya and Uganda.

Schedler &
Dugliss

Stockanthropology: Analysis of a Multi-ethnic Community - I

In order to understand the ethnic diversity of Stockton, students will use field methods (exploration, observation, etc.) to learn as much as they can about each of the many ethnic groups found here (Basque, Sikh, Japanese, Chinese, Filipino, Mexican, Greek, Italian).

Smith

Creative Writing - I

This is intended primarily for those students who want to explore their ability in creative writing. Participants will read their work to the group, and the group will function as a critical audience. I will try to develop a supportive environment, but the success of the group will depend upon the imagination, craft, and audacity of the writers.

Time and Literature - II

The understanding of time is one of the most complex and pervasive intellectual questions. In this group we will try to see where these complexities might lead, especially with relation to narrative art. Rather than setting a common reading list, I will ask group members to read from a bibliography of theoretical and fictional works which I will present, and to report to other members on the handling of time in those works.

Current Poetry - III

In this group we will be concerned for locating and discussing some of the important poets' writings during the past few years. I will ask students to take an active part in the search, so that we can exchange information on the poets whom we find significant.

Tucker

The Soybean: A Multidisciplinary View - I

The soybean has been a vegetable as well as substitute for meat, milk and cheese in the Orient since before recorded history. It is now one of 19 species of crop plant which provides over 90% of the food for mankind on Planet Earth. It is a legume which enriches the soil as it grows. As well as a food item, it is of growing importance as a raw material for a variety of manufactured products in the U.S. We will study the growth of the soybean from sprout to bean. We will try to prepare food items from soy products representing different cultures. We will discuss the soybean as a possible partial solution to the presence on this planet of 2 billion undernourished and malnourished humans.

Williams

Education and Society - I,- III

Education and Society is a course, more precisely a learning experience, in which students can learn through first hand experience of teaching or tutoring in a variety of learning situations (elementary, junior high, high schools, emotionally disturbed classes, California Youth Authority detention centers) and through reading and study. It is designed to provide a structure within which students can combine practical field experience with more traditional reading and research. School personnel - teachers, administrators - and informed community people who are concerned about improving the schools are brought into the classroom for weekly discussions with the students enrolled in the course.

Zimmermann

What is Calculus? - I

A brief introduction to the ideas of calculus, a branch of mathematics concerned with the analysis of process and change. This course would be especially useful for students who plan to do work in areas of mathematics or science, and may be planning to take a calculus course the next term.

Mathematics and the Physical World - II

(A condensed, informal version of my fall term course by the same title). An introduction to mathematics as a language for the description and analysis of natural phenomena, including topics from algebra, geometry, analytic geometry, trigonometry, and other fields. Students need not have any background in these areas, except elementary algebra.

The Systems Approach: An Interdisciplinary Overview of Natural Science - III

Physics, chemistry, biology and other fields are all concerned with "systems." How do these systems differ, and what do they have in common? A discussion of various "system ideas" which provide an integrative approach to the natural sciences, their relations to one another and to the social sciences.

EMBRYO OFFERINGS BY STUDENTS

Denise Carter

& Toni Darling Women's Liberation - I, II, III

The theme of this embryo course will be to introduce the members to the basic concepts and ideas of the Women's Liberation movement. The course will be led by two Raymond students and its membership will be limited to women. Consciousness-raising groups will be held at least twice a week. In these sessions, we will seek to discover WHY women are treated as inferior to men, and we will discuss personal problems that we have encountered because of society's discrimination against the female sex. We will also discuss ideas that are presented in readings that we have done.

Women have been conditioned to believe that they are below men. Therefore, the goal of this group will be to erase this myth by instilling in our sisters the want and desire to use their highest potential in every facet of life.

Richard

Gambrell

Photography - I, II, III

Chris Henny

Problems of Developing Nations - I

This course will be concerned with giving an overview of the problems faced by developing nations in their attempt at achieving the status and quality owed them as fellow human beings. We will discuss such problems as: attitudes and values of rich and poor; foreign aid (the dual nature of); foreign trade (partners or privileged?); industrialization (is it imperative?); urbanization (for the poor peasant); the problem of unemployment; population growth; food and agriculture; health and education.

We will concentrate upon achieving an understanding of the frustrations, hopes, and achievements of the international development community effort.

Ralph
Holcomb

Folk Dancing - I, II, III

Jim
Lefebber

Leathercraft - I, II, III

Learning how to work with hard leather (belts, purses, and sandals) and, later, with soft leather for garments.

Pam
Maridon

Ceramics - I, II, III

In this class there will be teaching sessions and labs, plus individual work for beginning, intermediate, and advanced students. Lessons will include clay forming techniques, glazing, and firing.

Phil
Perkins

Cinematography - I, II, III

This will be a group in basic film-making, taken from the practical point of view. During the semester we'll learn how to use cameras (8mm, super 8, maybe 16mm), editors, splicers, and projectors, discuss films we've seen, and hopefully make as many films as possible.

Debbie
Short

Batik and Silkscreen - I, II, III

This embryo will allow you to learn the basic techniques of batik and silk screen, and then work on your own with the available equipment. While my main interest is batik, I will teach the basic methods of both batik and silk screen if there is interest. In addition, there are some relatively simple photographic silk screen materials available which may be worked with in conjunction with work in photography.

Anne Towne

Alternative Educational Environments - I, II, III

The major portion of this course will be field-work done at O.H. Close School for Boys, a school within the California Youth Authority Center. Additional seminars will be held to discuss transactional analysis therapy, behavior modification, prison reforms, and other related topics.

Mike

Woodard

Introduction to Ghandi and His Truth - I

Perspectives on a particular style of revolutionary non-violence and the man who created it.

American Anarchism: The Native Tradition - II

Getting acquainted with the far left fringe of the 19th century American political scene. Many pacifist, rationalist, libertarian Massachusetts freaks. Also, an introduction to vast possibilities of library services and fun with primary sources.

Erikson and the Identity Crisis of Youth - III

One man's view of the structure of coming of age.

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<u>I</u>	<u>II</u>	<u>III</u>
Blum	Blum	—
Burke	Burke	Burke
Bruce	Bruce	Bruce
Dug.	Dug.	—
Dug.	Dug.	Dug.
Dug.	Dug.	Dug.
Lyn	Lyn	Lyn
Lyn	Lyn	Lyn
—	Mullen	—
orp	—	orp
shel.	—	shel.
Snyles	Snyles	—
Pat	Pat	—
Pat+Red	—	—
smith	smith	smith
Tucker	—	—
will.	will.	will.
Zim	Zim	Zim.
17	13	11

Standard- led
totals

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Lark
Lark

Lark

Lark

Total faculty 19

14

12