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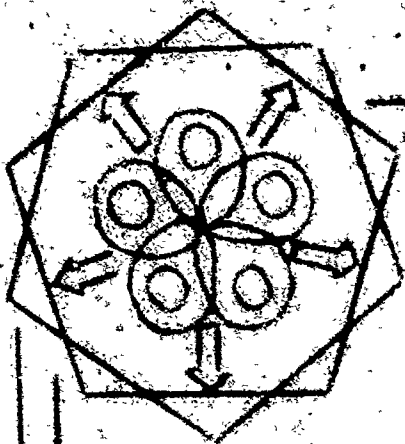
IDENTIFIERS \*Boston State College

ABSTRACT

After a two-week introductory period, participants in the Unified Studies Program at Boston State College will engage in a study of eight important institutions chosen by students at a planning session in November. Each institution will be dealt with for one full week. After the spring vacation, small groups (4 or 5 people) will engage in independent projects for four weeks. The independent projects will permit students to make indepth studies of one of the institutions examined during the eight weeks. The semester will end with participants sharing their findings in group presentations during the last week of classes. Course Equivalency Workshops for students who need to fulfill departmental requirements for particular courses as well as minicourses will be offered during the semester. The participants will begin the semester developing general scholarly skills, then learn modes of inquiry associated with particular academic disciplines during the study of the eight institutions, and finally will apply the skills and processes mastered in producing a significant project of their own.

(Author/KE)

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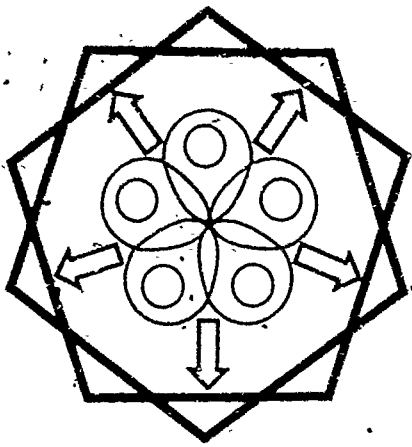
UNIFIED STUDIES -- 16

UNIFIED STUDIES PROGRAM FACETS

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UNIFIED STUDIES PROGRAM BOSTON STATE COLLEGE UNIFIED STUDIES



SPRING, 1975

UNIFIED STUDIES  
PROGRAM

PROGRAM DESCRIPTION

CALENDAR

SCHEDULES

PERSONAL HISTORY FORM

RESEARCH PROCESS FORM

DIAGNOSTIC PRE-TEST

CONTRACT CHECKLIST

LEARNING CONTRACT

COURSE EQUIVALENCY WORKSHOPS

RESOURCE LISTS

COURSE EQUIVALENCY FORMS

STUDENT

ADVISOR

UNIFIED STUDIES PROGRAM BOSTON STATE COLLEGE UNIFIED STUDIES PROGRAM BOSTON STATE

731-3300

PROGRAM BOSTON STATE COLLEGE UNIFIED STUDIES PROGRAM BOSTON STATE COLLEGE UNIFIED STUDIES PROGRAM BOSTON STATE

BOSTON STATE COLLEGE 625 Huntington Avenue, Boston Massachusetts, 02115

**UNIFIED STUDIES PROGRAM**

**INFORMATION PACKET**

for

**Spring Semester, January, 1975**

**"INSTITUTIONS AND SOCIETY"**

**First Meeting**

**January 13, 9 AM**

**Room 334 Fenway Building  
(173 Ipswich Street)**

**Boston State College  
Unified Studies Program  
625 Huntington Avenue  
Boston, Massachusetts 02115  
(617) 731-3300 x283  
(617) 266-0053**

## DESCRIPTION AND RATIONALE

During the fall semester participants in the Unified Studies Program examined the relationship of the individual to society. That study frequently led students to perceive that when the crunch came to individuals it came within the context of or in relationship to an institution. Thus the focus for inquiry during the spring semester: Institutions.

Starting on Monday, January 27 (after a two-week introductory period) participants will engage in a study of eight important institutions chosen by students at a planning session in November. Each institution will be dealt with for one full week. After the spring vacation, small groups (4 to 5 people) will engage in independent projects for four weeks. The independent projects will permit students to make in-depth studies of one of the institutions examined during the eight weeks. The semester will end with participants sharing their findings in large-group presentations during the last week of classes.

During the two-week introductory session participants will be involved in sessions designed to get people acquainted and re-acquainted with each other as well as to familiarize everybody with the objectives, structure, and rationale of the program. There will also be skill building workshops in the use of libraries, writing, research, and reading. The two week period will end with the writing of individual contracts.

The eight-week study of particular institutions will follow this format. Work on each Monday will be done in three groupings and will focus upon descriptions and analyses of an institution. All participants will meet in a large-group session, then they will form into seminar size groupings, and, finally they will meet in small groups of 3 to 5. This work will be based, in part, on readings given the previous Friday and upon staff presentations on Monday. On Tuesdays, Wednesdays, and Thursdays students in small groups or as individuals will examine more evidence dealing with the institution under study. This evidence will be found on field trips, and in readings, lectures, and media presentations. All staff members will be available on Wednesdays from 11 to 3 in room 233F to help students cope with the evidence. Staff will also post additional conference hours. On Fridays, small groups organized each Monday will present to their seminars significant evidence they have found as well as any conclusions they have come to. Then the seminars will synthesize what has been learned about the institution under study and attempt to evaluate the institution in terms of what it should be doing. The Friday session will end with all the seminars gathering in a large group session. At that time a staff member will focus the inquiry for the following week and suggest the descriptive materials to be read for the meeting on the following Monday. This will be followed by an open staff meeting in which the topic of the following week will be discussed.

Course Equivalency Workshops for students who need to fulfill departmental requirements for particular courses as well as Mini Courses will be offered during the semester.

The small-group, independent projects will begin the week before the Spring vacation with students forming groups and selecting a staff advisor. They will also work out a research plan at that time and write a group contract. During the four weeks after vacation, each small group will meet with its advisor at least twice a week. Each group will have time during the week of May 5-9 to present their project to all the program participants.

Thus, the participants will begin the semester developing general scholarly skills, then learn modes of inquiry associated with particular academic disciplines during the study of the eight institutions, and, finally they will apply the skills and processes they have mastered in producing a significant project of their own.

CALENDAR

Monday, January 13	- Start Introduction Period	
Wednesday, January 15	- Holiday	
Friday, January 24	- End Introduction Period - Individual Contracts Complete	
Monday, January 27	- Justice	One
Monday, February 3	- Schools	institution
Monday, February 10	- Prisons	will be
Monday, February 17	- Holiday	dealt
Tuesday, February 18	- Health Care	with
Monday, February 24	- Theatre	each
Monday, March 3	- Financial Institutions	week
Monday, March 10	- Unions	during
Monday, March 17	- Holiday	this
Tuesday, March 18	- Media	period
Monday, March 24	- Complete work on individual contracts. Form small groups, select project, sign up with advisor, devise research strategy, write group contract.	
Thursday, March 27		
Thursday, March 27	- Individual contracts due.	
Friday, March 28	- Vacation begins, no classes.	
Monday, March 31	- Vacation week	
Monday, April 7	- Check progress with advisors*	
Friday, April 11	- "	
Monday, April 14	- "	
Friday, April 18	- "	
Monday, April 21	- Holiday	
Tuesday, April 22	- Check progress with advisors	
Friday, April 25	- "	
Monday, April 28	- Quality check on group contract for projects by arrangement with instructor.	
Friday, May 2		
Monday, May 5	- Group contract projects presented to whole program.	
Friday, May 9	- Semester evaluation	

\* During the period April 7 to May 2, staff members will be available for consultation at other hours. These will be posted in the office.

SCHEDULE WEEKS 1 & 2

	9:00-11:00	11:00-1:00	1:00-3:00	3:00-5:00	5:00-8:00
Monday Jan. 13	Coffee Administration Registration Pairing	Philosophy  Lunch	Meeting, New People	Coffee Administration Registration Pairing	Research workshop  Supper
Tuesday Jan. 14	Research workshop	Library tours Lunch "Special Group Meetings"		Philosophy  Library tours Supper	
Wednesday Jan. 15	MARTIN	LUTHER KING DAY			
Thursday Jan. 16		Writing Workshop			Writing Workshop Supper Group togeth- erness activity
Friday Jan. 17	Group togetherness activity	Lunch	Staff Meeting		
Monday Jan. 20	Contract Discussion	Course Equivalency Lunch	Writing Workshop	Contract Discussion Course Equivalency	Supper Writing Workshop
Tuesday Jan. 21	All faculty present Contracts				All faculty present Contracts
Wednesday Jan. 22		All faculty Present Contracts			
Thursday Jan. 23	Signed Contracts due to Advisor	Introduction to Institutions			Reading Workshop Togetherness Activity
Friday Jan. 24	Reading Workshop	Togetherness Activity	Staff Meeting		Retreat

SCHEDULE FOR EIGHT WEEK STUDY OF INSTITUTIONS

	9	10	11	12	1	2	3	4	5	6	7	8
H O N D A Y	C O F F E E	UNIFIED STUDY SEMINAR LARGE GROUP MEETING	SEMINAR MEETINGS	SMALL GROUP MEETINGS 3-5 people	L U N C H	HINI COURSES						
										UNIFIED STUDY SEMINAR #1		
T U E S D A Y	V I S I T A T I O N S			LECTURE OR MEDIA (Lecture to alternate with Tuesday evenings in proportion to students enrolled days)		COURSE EQUIVALENCY WORKSHOPS						
										UNIFIED STUDY SEMINAR #2		
W E D N E S D A Y	V I S I T A T I O N S											
T H U R S D A Y	V I S I T A T I O N S											
F R I D A Y	C O F F E E											

FACULTY - STUDENT CONFERENCES

(All faculty will be in Room 233F. Other individual conference hours will be posted)

UNIFIED STUDY SEMINAR  
(For those who cannot come to the morning Unified Study Seminar)

UNIFIED STUDY SEMINAR #2	L U N C H
SMALL GROUPS	FACULTY SEMINAR
SEMINAR MEETINGS	



## THE GROUP INDEPENDENT RESEARCH

### PROJECTS

The staff anticipates that whatever topic a group chooses to investigate for its project, the following criteria will obtain:

1. The focus of inquiry will be one of the institutions studied during the eight week period dealing with institutions or some aspect of one of those institutions. For example under justice a group might investigate the Supreme Court, a local District Court, a law school, women and the legal profession, etc.
2. The group will locate, analyze, synthesize, and evaluate a substantial body of evidence that bears upon the topic under study.
3. That what the group finally communicates concerning the topic it has studied must directly or by implication be judgemental. That is, the product of the group effort must take a stand concerning the institution dealt with.
4. The form in which a group chooses to communicate its information and evaluation is open. In all cases, however, it must strongly suggest that what is communicated is based upon considerable knowledge. Thus, groups are not limited to producing standard scholarly papers. They may write booklets, invent alternative institutions, produce a film or slide-tape, devise curriculum materials and teaching strategies for teaching about the topic in the schools, choreograph a dance, write a play, poems, stories, or chapter of a novel, paint a mural, invent a game, etc.

Unified Studies Program

PERSONAL HISTORY FORM

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

ZIP \_\_\_\_\_

PHONE \_\_\_\_\_ STUDENT # \_\_\_\_\_

CLASS FR SOPH JR SR AGE \_\_\_\_\_

NUMBER OF HOURS PER WEEK THAT YOU ARE EMPLOYED

DO YOU HAVE OTHER RESPONSIBILITIES THAT COMMIT YOUR TIME? \_\_\_\_\_

COURSES PREVIOUSLY TAKEN (COLLEGE)

	GROUP 1	GROUP 2	GROUP 3
SOCIAL SCIENCES	<input type="checkbox"/> E101-102	<input type="checkbox"/> E301 or E302	<input type="checkbox"/> A201
	<input type="checkbox"/> E103	<input type="checkbox"/> E303	<input type="checkbox"/> A202
	<input type="checkbox"/> E103-8	<input type="checkbox"/> E307	<input type="checkbox"/> A303
	<input type="checkbox"/> E201-202	<input type="checkbox"/> E322	<input type="checkbox"/> A305
	<input type="checkbox"/> E205-206	<input type="checkbox"/> E404	<input type="checkbox"/> AF201
	<input type="checkbox"/> E203-204	<input type="checkbox"/> E406	<input type="checkbox"/> MS201
	<input type="checkbox"/> H101-102	<input type="checkbox"/> AA214	<input type="checkbox"/> MS205
	<input type="checkbox"/> H103-104	<input type="checkbox"/> LF201-202	<input type="checkbox"/> PH101,
	<input type="checkbox"/> H105-106	<input type="checkbox"/> LG201-202	<input type="checkbox"/> PH201
	<input type="checkbox"/> H107-108	<input type="checkbox"/> LS201-202	<input type="checkbox"/> PH206
SOCIAL SCIENCES	<input type="checkbox"/> H109-110	<input type="checkbox"/> AA420	<input type="checkbox"/> PH301
	<input type="checkbox"/> H111-112	<input type="checkbox"/> E616-417	<input type="checkbox"/> AA204
		<input type="checkbox"/> GV101	<input type="checkbox"/> AA303
		<input type="checkbox"/> H201	<input type="checkbox"/> AA415
		<input type="checkbox"/> GV103	<input type="checkbox"/> AA402
		<input type="checkbox"/> H202	
		<input type="checkbox"/> RS151	
		<input type="checkbox"/> RS175	
		<input type="checkbox"/> AA101	
		<input type="checkbox"/> AN201	
	<input type="checkbox"/> EC101		
	<input type="checkbox"/> PY101		
	<input type="checkbox"/> SO201		



NATURAL SCIENCES  
AND MATHEMATICS

<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>
___ BI201-202	___ BI309	___ M101
___ CH101-102	___ CH105	___ M103
___ CH107-108	___ HL102	___ M105
___ P101-102	___ M220	___ M109
___ P103-104	___ M224-225	
___ RS101-102	___ P306	
	___ PS101-102	
	___ PS103-104	
	___ RS125	
	___ RS225	
	___ RS226-227	

OTHER COURSES TAKEN:

<u>COURSE NUMBER</u>	<u>TITLE</u>	<u>CREDIT HOURS</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL NUMBER OF SEMESTER HOUR CREDITS TO DATE

HOW DID YOU HEAR ABOUT THE UNIFIED STUDIES PROGRAM? \_\_\_\_\_

HAVE YOU EVER PARTICIPATED IN ANY OTHER EXPERIMENTAL EDUCATIONAL PROGRAMS? \_\_\_\_\_

IF SO PLEASE DESCRIBE: \_\_\_\_\_

WERE YOU A PARTICIPANT IN THE FIRST UNIFIED STUDIES PROGRAM? \_\_\_\_\_

COURSE EQUIVALENCIES:

<u>TITLE</u>	<u>GRADE</u> (if incomplete mark INC)
_____	_____
_____	_____
_____	_____
_____	_____

HOW LONG HAVE YOU LIVED IN THE BOSTON AREA? \_\_\_\_\_

WHAT OTHER COLLEGES HAVE YOU ATTENDED?

<u>NAME</u>	<u>DATES</u>
_____	_____
_____	_____

UNIFIED STUDIES PROGRAM

RESEARCH PROCESS FOR

During the first two weeks of the program, you will be asked to "do some learning in the areas of reading skills, writing workshops and research workshops. In order to integrate this whole experience, please go through the next pages step by step. Please attach your notes at the end of this packet when you see your advisor to negotiate your contract.

The aim of this orientation is to stress the process of research -- not to produce a finished product. But what you do should have value for you both in negotiating and completing your contract.

LIBRARY TOUR AND RESEARCH WORKSHOP CHECKLIST

On Tuesday January 14th you should go to the Forum Library with two or three other students (work together and help each other). Find each of the following:

I. Reference Collection (ask the Reference Librarian for help)

- A. Bibliographies of Bibliographies LC NUMBER
  - \_\_\_\_\_
  - \_\_\_\_\_
- B. Bibliographies
  - ECONOMICS: \_\_\_\_\_
  - EDUCATION: \_\_\_\_\_
  - ENGLISH: \_\_\_\_\_
  - HISTORY: \_\_\_\_\_
  - SOCIOLOGY: \_\_\_\_\_

C. General Reference Books

- The Lincoln Library
- THE INTERNATIONAL ENCYCLOPEDIA OF THE SOCIAL SCIENCES
- THE ENCYCLOPEDIA OF PHILOSOPHY

LANGER'S ENCYCLOPEDIA OF WORLD HISTORY

D. ATLASES

E. THE RESERVE DESK COLLECTION

II INDEXES AND PERIODICALS

BOOKS IN PRINT

PAPERBACKS IN PRINT (ALSO AVAILABLE AT ALL BOOKSTORES)

THE LIBRARY OF CONGRESS UNION CATALOG

BOOK REVIEW DIGEST

1. DESCRIBE HOW THIS IS TO BE USED \_\_\_\_\_

\_\_\_\_\_

NEW YORK TIMES INDEX

DESCRIBE HOW YOU WOULD LOOK AT BACK ISSUES OF THE TIMES \_\_\_\_\_

\_\_\_\_\_

HUMANITIES AND SOCIAL SCIENCE INDEX

RECORD AN ENTRY HERE AND DESCRIBE WHAT EACH PART MEANS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

READERS GUIDE TO PERIODICAL LITERATURE

BIOGRAPHY INDEX

EDUCATION INDEX

ERIC INDEX

ABSTRACTS:  
HISTORICAL ABSTRACTS

\_\_\_\_\_

\_\_\_\_\_

ASK TO SEE THE LIST OF PERIODICAL HOLDINGS AT THE PERIODICALS DESK

ASK TO SEE N. KATZ MAGAZINES FOR LIBRARIES OR SOME OTHER COMPARABLE LIST OF JOURNALS

III INDEXES TO MICROFILMS, MICROFICHE AND MULTI-MEDIA KITS

USE MICROFILM READER AND PRINTER

USE MICROFICHE READER

FIND XEROX MACHINE

IV THE CARD CATALOG AND GENERAL COLLECTIONS

DESCRIBE THE LIBRARY OF CONGRESS (LC) SYSTEM OF NUMBERING: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**RESEARCH WORKSHOP**

With a group of two or three other students, select one of the topics for the semester (e.g. schools, prisons, etc.) and conduct research into that broad topic. Remember the aim at this point is to deal with the process for doing research -- not to amass a huge quantity of data.

"Learning how to learn is important."

-- Old Russian Proverb



I BROAD TOPIC

A. BIBLIOGRAPHY OF BIBLIOGRAPHIES USED

\_\_\_\_\_

B. BIBLIOGRAPHIES USED:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. GENERAL REFERENCE WORKS USED

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D. INDEXES USED:

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AT THIS POINT YOU MIGHT WISH TO ALSO VISIT A FEW BOOKSTORES (E.G.  
 HARVARD COOP, PAPERBACK BOOKSMITH, READING INTERNATIONAL

E. LIST OF TITLES OF ARTICLES, BOOKS AND OTHER SOURCES THAT YOU FOUND THAT DEAL WITH THE BROAD TOPIC:

use the following form: (examples)

BOOKS:

SKINNER, B.F., BEYOND FREEDOM AND DIGNITY,  
N.Y.: KNOFF, INC., 1971.

LC NUMBER

ARTICLES:

THOMAS, C.W. "PRISONIZATION IN THE INMATE  
COUNTERCULTURE" SOCIAL PROBLEMS, XX  
(FALL, 1972) 229-39

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II Once you have found some general information and sources concerning the broad topic that you are researching, then select a narrower concept that is important to the whole topic but is more manageable.

KEY CONCEPT BASED ON BROAD TOPIC RESEARCH

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- A. LIST BELOW (AND ATTACH XEROX COPIES WHENEVER POSSIBLE)
  - ARTICLES FROM SCHOLARLY JOURNALS
  - SECTIONS OF BOOKS
  - REVIEWS OF BOOKS
  - DOCUMENTS ETC.

- 1. Primary Source Materials (Eyewitness accounts, diaries, documents, newspaper accounts etc.)

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2. Secondary Sources (Commentaries by scholars, journal articles, sections of analytical books, etc.)

**WRITING WORKSHOP**

Your research workshop group of three to four individuals should now become a writing workshop group. You should read (or re-read)

**PETER ELBOW, WRITING WITHOUT TEACHERS  
(AVAILABLE AT PAPERBACK BOOKSMITH)**

and follow the guidelines listed there (cf. Writing Workshop format by Prof. Kutz). You might also want to pick up a copy of

**K. TURABIAN, MANUAL OF STYLE**

at this time (Paperback Booksmith).

I Notes concerning KEY CONCEPT THAT your group has researched:

**Key concept based on Broad TOPIC:**

Lined writing area for notes.



III Free writing exercise #2

Lined writing area with approximately 25 horizontal lines.

IV Feedback (reading aloud to your group) comments

POINTING

SHOWING

SUMMARIZING

TELLING

V RE-WRITE based on feedback and "cooking"

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(continue on back of page).

VI Attach a short (remember its process not product that you should be working on at this point) edited (and, if possible, typed) final essay (one or two pages at most). Use a footnote or two and list a couple of sources in a bibliography.

All of the above should be completed before Monday, January 20th. Now you are ready to negotiate your contract.

**DIAGNOSTIC PRE-TEST**

WHAT ARE THE NAMES (AND AUTHORS) OF SOME OF THE BOOKS THAT YOU READ DURING 1974?

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DO YOU KNOW HOW TO "GUT" A BOOK? \_\_\_\_\_

WHAT IS YOUR APPROXIMATE READING SPEED FOR \_\_\_\_\_  
pages per hour

- NOVELS
- ANALYTICAL BOOKS
- TEXTBOOKS


WHAT NEWSPAPERS DO YOU REGULARLY READ?

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WHAT MAGAZINES AND JOURNALS DO YOU REGULARLY READ?

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APPROXIMATELY HOW MANY BOOKS DID YOU READ LAST YEAR?

APPROXIMATELY HOW MANY HOURS OF TELEVISION DO YOU WATCH EACH WEEK?

HOW LONG WAS THE LONGEST TYPED RESEARCH PAPER THAT YOU EVER WROTE?

DID YOU USE FOOTNOTES AND BIBLIOGRAPHIES?

DO YOU USE OUTLINES WHEN YOU WRITE? \_\_\_\_\_



IS WRITING EASY FOR YOU? WHAT HELP DO YOU WANT FROM THE STAFF?

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WHICH OF THE FOLLOWING HAVE YOU USED IN THE PAST YEAR

- ENCYCLOPEDIAS
- WEBSTER'S UNABRIDGED DICTIONARY
- WINCHELL'S GUIDE TO REFERENCE BOOKS
- BIBLIOGRAPHIES:

LIST:

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- EDUCATION INDEX
- E.F.I.C.
- SOCIAL SCIENCE AND HUMANITIES INDEX
- READER'S GUIDE TO PERIODICAL LITERATURE
- LOOK REVIEW DIGEST
- N.Y. TIMES INDEX
- PAPERBACKS IN PRINT
- ATLASES
- MICROFILM READER
- MICROFILM PRINTER
- MICROFILM CARDS

DESCRIBE WHAT YOU NOW DO WHEN YOU USE A LIBRARY FOR RESEARCH:

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HAVE YOU EVER MADE XEROX COPIES OF ARTICLES FROM SCHOLARLY JOURNALS? \_\_\_\_\_

DO YOU HAVE A LIBRARY OF BOOKS AT HOME? \_\_\_\_\_

APPROXIMATELY HOW MANY BOOKS? \_\_\_\_\_

LIST BELOW AT LEAST TEN THINGS THAT YOU HOPE TO GET FROM THE UNIFIED STUDIES PROGRAM THIS SPRING:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



WRITE A PARAGRAPH OF TWO OR:

WHAT SCHOOLS SHOULD BE LIKE IN 2000 AD

jot down all of the major periods that you can recall from history (see examples)

NE  
AMERICAS

1871  
MIDDLE  
AND S.W.  
AMERICA

EUROPE

5  
BIBLICAL  
PERIOD

300

1500

2000

1000

0

500

1000

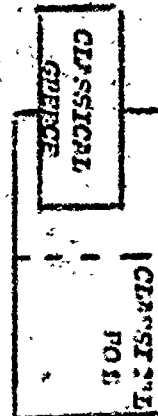
1500

1750

1900

1975

2001



CHINA

MIN  
DYNASTY

AFRICAN  
CIVILIZATION

UNIFIED STUDIES PROGRAM

**CONTRACT NEGOTIATION CHECKLIST**

1. COMPLETE ADMISSIONS 202A  
REGISTRATION 233F  
TUITION PAYMENT 108A } IF NOT ALREADY DONE
2. SELECT YOUR ADVISOR
3. DO PERSONAL HISTORY FORM
4. DO DIAGNOSTIC PRE TEST
5. DO RESEARCH PROCESS FORM
6. SEE YOUR ADVISOR AND DETERMINE WHAT YOUR FIVE COURSE EQUIVALENCIES WILL BE
7. READ RESOURCE LISTS CAREFULLY. GO TO LIBRARIES AND BOOKSTORES FOR OTHER RESOURCES
8. DO ROUGH DRAFT OF CONTRACT. FILL IN AS MANY THINGS AS POSSIBLE THAT YOU WOULD LIKE TO DO (CF 1-16)
9. NEGOTIATE WITH EACH INSTRUCTOR FOR EACH OF THE FIVE COURSE EQUIVALENCIES
10. AFTER YOU HAVE REACHED AGREEMENT, FILL OUT THE TWO COPIES OF THE CONTRACT IN YOUR ORIENTATION PACKET (USE CARBON PAPER) (CF 17-33)
11. SIGN YOUR CONTRACT AND HAVE EACH FACULTY PERSON SIGN FOR EACH COURSE EQUIVALENCY.
12. LEAVE THE FINAL COPY OF YOUR CONTRACT WITH YOUR ADVISOR -- ALONG WITH YOUR PERSONAL HISTORY FORM, COURSE EQUIVALENCY FORM AND DIAGNOSTIC PRE TEST. KEEP THE CARBON COPY OF THE CONTRACT FOR YOURSELF.

**UNIFIED STUDIES PROGRAM**

**LEARNING CONTRACT**

SPRING, 1975.

BOSTON STATE COLLEGE

NAME \_\_\_\_\_ PHONE \_\_\_\_\_

PART ONE

THE STAFF CONTRACT TO DO THE FOLLOWING THINGS FOR THE STUDENT:

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ADVISOR:

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**PART TWO:**

THE STUDENT CONTRACTS TO DO THE FOLLOWING:

**I. DIAGNOSTIC AND EVALUATIVE WORK:**

- A. TAKE THE DIAGNOSTIC PRE AND POST TESTS (NO GRADES GIVEN FOR THESE)
- B. COMPLETE THE PERSONAL HISTORY FORM
- C. COMPLETE THE EVALUATION QUESTIONNAIRES FOR PROGRAM STAFF AND STUDENT EVALUATION
- D. MAKE APPOINTMENTS TO SEE ADVISOR AT LEAST ONCE EVERY THREE WEEKS
- E. KEEP A JOURNAL HISTORY OF THE SEMESTER'S WORK INCLUDING NOTES ON ALL BOOKS, ARTICLES, SPEAKERS, UNIFIED STUDIES SEMINARS AND VISITS TO INSTITUTIONS (FORMS FOR JOURNALS ARE AVAILABLE IN THE OFFICE.)
- F. READING CLINIC: DO THE FOLLOWING:

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- G. COUNSELING SERVICE: DO THE FOLLOWING:

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**PART TWO****II. ORIENTATION:**

- A. ATTEND THE FOLLOWING WORKSHOPS
  - 1. RESEARCH WORKSHOP
  - 2. LIBRARY TOUR
  - 3. READING SKILLS WORKSHOP.

PROJECT \_\_\_\_\_

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- 4. WRITING WORKSHOP

(NOTE: STUDENTS CONTRACTING FOR E101 OR E102 CREDIT SHOULD PLAN TO JOIN A WRITING WORKSHOP WITH THREE OTHER STUDENTS FOR THE WHOLE SEMESTER -- SEE COURSE EQUIVALENCY WORKSHOPS BELOW)

READING: PETER ELBOW, WRITING WITHOUT TEACHERS.

5. ATTEND THE OTHER ORIENTATION SESSIONS LISTED IN THE OUTLINE FOR THE FIRST TWO WEEKS AND SEEP NOTES IN JOURNAL.

PART TWO:

III. UNIFIED STUDIES SEMINARS

1. ATTEND EITHER THE check one  
 MONDAY AND FRIDAY MORNING   
 MONDAY AND THURSDAY EVENING   
 SEMINARS REGULARLY
2. ATTEND THE GUEST OR MEDIA SERIES PRESENTATIONS
3. VISIT AT LEAST ONE INSTITUTION FOR EACH OF THE EIGHT WEEKLY TOPICS (RECORD NOTES IN JOURNAL)
4. RECORD NOTES IN JOURNAL FOR ANY OTHER LIFE EXPERIENCES THAT RELATE TO THE SEMESTER'S TOPICS THESE MAY INCLUDE FILMS, TV, CONVERSATIONS AND ANY GENERAL OBSERVATIONS ON "SOCIETY AND IT'S INSTITUTIONS".

TOPICS: JUSTICE ..... JANUARY 27 -- FEBRUARY 2  
 SCHOOLS ..... FEBRUARY 3 -- FEBRUARY 9  
 PRISONS ..... FEBRUARY 10 -- FEBRUARY 16  
 HEALTH CARE ..... FEBRUARY 17 -- FEBRUARY 23  
 THEATRE ..... FEBRUARY 24 -- MARCH 2  
 FINANCIAL INSTITUTIONS ..... MARCH 3 -- MARCH 9  
 UNIONS ..... MARCH 10 -- MARCH 16  
 MEDIA ..... MARCH 17 -- MARCH 23

5. DO THE FOLLOWING WORK EACH WEEK:

TOPIC: "JUSTICE INSTITUTIONS" JANUARY 27 -- FEBRUARY 2

READING:

Four horizontal lines for reading notes.

WRITING:

Two horizontal lines for writing notes.

DATE  
WRITING  
DUE:

\*VISIT TO AN INSTITUTION/S

Two horizontal lines for visit notes.

COURSE EQUIVALENCY WORKSHOP(S)

Two horizontal lines for workshop notes.

\*MINI COURSE(S)

Two horizontal lines for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Two horizontal lines for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI-COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.

TOPIC: "SCHOOLS" . . . FEBRUARY 3. -- FEBRUARY 9

READING:

Four horizontal lines for reading notes.

WRITING:

DATE
WRITING
DUE:

Two horizontal lines for writing notes.

\*VISIT TO AN INSTITUTION/S

Two horizontal lines for visit notes.

COURSE EQUIVALENCY WORKSHOP(S)

Two horizontal lines for workshop notes.

\*MINI COURSE(S)

Two horizontal lines for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Four horizontal lines for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.



TOPIC: "PRISONS"      FEBRUARY 10 -- FEBRUARY 16

READING:

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WRITING:

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DATE
WRITING
DUE:

\*VISIT TO AN INSTITUTION/S

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COURSE EQUIVALENCY WORKSHOP(S)

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\*MINI COURSE(S)

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\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

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NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.

TOPIC: "HEALTH CARE"      FEBRUARY 17 -- FEBRUARY 23

READING:

Five horizontal lines for reading notes.

WRITING:

Two horizontal lines for writing notes.

DATE  
WRITING  
DUE:

\*VISIT TO AN INSTITUTION/S

Two horizontal lines for visit notes.

COURSE EQUIVALENCY, WORKSHOP (S)

Two horizontal lines for course notes.

\*MINI COURSE (S)

Two horizontal lines for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Three horizontal lines for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.

TOPIC: "THEATER" FEBRUARY 24 -- MARCH 2

READING:

Four horizontal lines for reading notes.

WRITING:

DATE  
WRITING  
DUE:

Two horizontal lines for writing notes.

\*VISIT TO AN INSTITUTION/S

Two horizontal lines for visit notes.

COURSE EQUIVALENCY WORKSHOP(S)

Two horizontal lines for workshop notes.

\*MINI COURSE(S)

Two horizontal lines for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Three horizontal lines for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.

TOPIC: "FINANCIAL INSTITUTIONS" MARCH 3 -- MARCH 9

READING:

Four horizontal lines for reading notes.

WRITING:

Two horizontal lines for writing notes.

DATE  
WRITING  
DUE:

\*VISIT TO AN INSTITUTION/S

Two horizontal lines for visit notes.

COURSE EQUIVALENCY WORKSHOP(S)

Two horizontal lines for workshop notes.

\*MINI COURSE(S)

Two horizontal lines for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Three horizontal lines for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.

TOPIC: "UNIONS" MARCH 10 -- MARCH 16

READING:

Lined area for reading notes.

WRITING:

DATE  
WRITING  
DUE:

Lined area for writing notes.

\*VISIT TO AN INSTITUTION/S

Lined area for visit notes.

COURSE EQUIVALENCY WORKSHOP(S)

Lined area for workshop notes.

\*MINI COURSE(S)

Lined area for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Lined area for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.

TOPIC: "MEDIA" MARCH 17 -- MARCH 23

READING:

Four horizontal lines for reading notes.

WRITING:

DATE  
WRITING  
DUE:

Two horizontal lines for writing notes.

\*VISIT TO AN INSTITUTION/S

Two horizontal lines for visit notes.

COURSE EQUIVALENCY WORKSHOP(S)

Two horizontal lines for workshop notes.

\*MINI COURSE(S)

Two horizontal lines for mini course notes.

\*OTHER LIFE EXPERIENCES: (TV, THEATER, MUSEUMS, ETC.)

Three horizontal lines for other life experiences notes.

NOTE: YOU WILL NOT KNOW WHICH INSTITUTIONS YOU WILL BE VISITING, WHICH MINI COURSES YOU WILL BE TAKING, OR WHAT OTHER "LIFE EXPERIENCES" YOU WILL BE HAVING AFTER YOU NEGOTIATE THIS CONTRACT SO YOU WILL HAVE TO FILL THESE SECTIONS IN AS THE SEMESTER DEVELOPS.



ALL OF THE ABOVE MUST BE COMPLETED BY MARCH 24, 1975.

**PART THREE: GROUP CONTRACT OR INDEPENDENT STUDY PROJECT MARCH 24 - MAY 1, 1975**

**I. THE STUDENT CONTRACTS TO DO GROUP OR INDIVIDUAL RESEARCH ON ONE OF THE EIGHT INSTITUTIONS ABOVE BETWEEN MARCH 24, 1975 AND MAY 1, 1975. DURING THIS TIME THE STUDENT WILL:**

1. MEET WITH HIS/HER ADVISOR AT LEAST ONCE A WEEK
2. ATTEND THE WEEKLY GENERAL PROGRAM MEETINGS
3. PREPARE A SIGNIFICANT RESEARCH PROJECT FOR PRESENTATION TO THE WHOLE PROGRAM BETWEEN MAY 2 AND MAY 9.

**II. GROUP CONTRACT (TO BE NEGOTIATED BETWEEN MARCH 24 AND MARCH 28)**

NAMES OF GROUP MEMBERS

PHONE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INSTITUTION \_\_\_\_\_

PROJECT TITLE \_\_\_\_\_

PROJECT DESCRIPTION \_\_\_\_\_

PLANNING PHASE \_\_\_\_\_

PRESENTATION FORMAT \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCHEDULE OF MEETINGS WITH ADVISORS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADVISOR

DATE DUE

OR

**III. INDEPENDENT STUDY PROJECT**

NAME

PHONE

INSTITUTION

PROJECT TITLE

PROJECT DESCRIPTION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PLANNING PHASE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued on next page)



PRESENTATION FORMAT \_\_\_\_\_

SCHEDULE OF MEETINGS WITH ADVISOR \_\_\_\_\_

ADVISOR

DATE DUE

**COURSE EQUIVALENCIES:**

<b>COURSE NUMBER</b>	<b>TITLE</b>	<b>GRADE</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**THIS IS AN IN-HOUSE AGREEMENT AND NOT ENFORCEABLE IN A COURT OF LAW. ALL CONTRACTS MUST BE COMPLETED BY MAY 1, 1975. AFTER THAT DATE MATERIALS MAY BE SUBMITTED UNTIL MAY 8th AS LATE WORK, BUT GRADES CONTRACTED FOR WILL BE AT THE DISCRETION OF THE STAFF. WORK LEFT INCOMPLETE AT THE END OF THE SEMESTER MUST BE COMPLETED BY DECEMBER 1, 1975 FOR A STUDENT TO RECEIVE COURSE EQUIVALENCY CREDIT.**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**FACULTY**

\_\_\_\_\_  
**DATE**

UNIFIED STUDIES PROGRAM

LEARNING CONTRACT

SPRING 1975

BOSTON STATE COLLEGE

FINAL DRAFT

STUDENT

ADVISOR

NOTE: Please use carbon paper between each of the following pages.  
The original copy will be kept by your advisor.

UNIFIED STUDIES PROGRAM

COURSE EQUIVALENCY WORKSHOP:  
PRINCIPLES OF ECONOMICS I

DATES:  
TUESDAY, FEBRUARY 4  
TUESDAY, FEBRUARY 11  
TUESDAY, FEBRUARY 25  
TUESDAY, MARCH 4  
TUESDAY, MARCH 11  
TUESDAY, MARCH 25

TIME:  
1:00-  
2:00 PM,

PLACE:  
334F.

- SESSION I -- INTRODUCTION TO MACRO ECONOMICS
- SESSION II -- INSTITUTIONS OF CAPITALISM
- SESSION III -- KEYNES' THEORY OF INCOME DETERMINATION
- SESSION IV -- FISCAL POLICY
- SESSION V -- MONETARY POLICY
- SESSION VI -- INFLATION AND UNEMPLOYMENT: WHAT IS GOING ON NOW

DONE ACTIVITIES:

- SKIM the chapters in a traditional textbook which relate to the topics each week. Write observation sheet on chapters. Copies available to borrow from Warren.
- MAKE weekly check of economic news by reading Business and Financial section of Sunday paper or weekly news magazine. Fill out observation sheet on news relating to material in workshop.
- WATCH any television programs you can that relate to economic events.
- ANNOUNCEMENTS of interesting lectures, workshops, seminars happening in Boston will be posted on Bulletin Board. Attend if possible.

Warren Greeley



## UNIFIED STUDIES PROGRAM

COURSE EQUIVALENCY WORKSHOP:

PRINCIPLES OF ECONOMICS II

## DATES:

TUESDAY, FEBRUARY 4  
TUESDAY, FEBRUARY 11  
TUESDAY, FEBRUARY 25  
TUESDAY, MARCH 4  
TUESDAY, MARCH 11  
TUESDAY, MARCH 25

## TIME:

1:00-  
2:00 PM

## PLACE:

334F

SESSION I --- INTRODUCTION TO MACRO ECONOMICS

SESSION II -- THE LAWS OF SUPPLY AND DEMAND

SESSION III -- COSTS AND THE FIRM

SESSION IV -- COMPETITION AND MONOPOLY

SESSION V -- DETERMINATION OF WAGES AND PROFITS

SESSION VI -- INTERNATIONAL ECONOMICS

DONE

## ACTIVITIES:

SKIM the chapters in a traditional textbook which relate to the topics each week. Write observation sheet on chapters. Copies available to borrow from Lee.

MAKE weekly check of economic news by reading Business and Financial section of Sunday paper or weekly news magazine. Fill out observation sheet on news relating to material in workshop.

WATCH any television programs you can that relate to economic events.

ANNOUNCEMENTS of interesting lectures, workshops, seminars happening in Boston will be posted on Bulletin Board. Attend if possible.

Lee Staebler

**COURSE EQUIVALENCY WORKSHOP:**  
  
**WRITING WORKSHOP**  
 for E101-102 credit

**DATES:**  
**INTRODUCTORY MEETING JANUARY 28**  
 small groups to be arranged

**TIME:**  
 1:00 PM

**PLACE:**  
 334F

DONE

ACTIVITIES:

- READ Peter Elbow; Writing without Teachers
- ATTEND general writing workshop meetings in first two weeks
- ATTEND Introductory Meeting, January 28
- PARTICIPATE in weekly-small writing and feedback groups (4 - 5 people). Generally these groups should be a place to bring first or second drafts of writing assignments, to get feed back (using the techniques described by Elbow on pp. 85-92) before you go on to another draft.
- WRITE papers (3 typed pages each) presenting what you have learned about each of four institutions. to the concluding Unified Studies Seminar for that week Ditto and run off so that each member of the seminar may have a copy.  
 Paper subject \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(For all papers prepare 3 drafts and a final edited copy as described by Elbow).

- SUBMIT 2nd, 3rd and final drafts of a research paper, with footnotes and bibliography, on any subject related to the program.  
 Subject: \_\_\_\_\_ Date: Draft 2 \_\_\_\_\_  
 Draft 3 \_\_\_\_\_  
 Final \_\_\_\_\_

- KEEP a journal of all USP activities
- ACQUIRE a dictionary and check the spelling of any word you're uncertain about.
- ACQUIRE a grammar and style manual (i.e. Perrin, Smith, Corder, Handbook of Current English) and use it to check up on anything you are uncertain about. (If you're still uncertain ask Ellie).
- PROOF read all papers carefully so that no errors in spelling or grammar appear in your final draft!

## UNIFIED STUDIES PROGRAM

COURSE EQUIVALENCY WORKSHOP:

MODERN LITERATURE

DATES:

JANUARY 28  
 FEBRUARY 11  
 FEBRUARY 25

TIME:

2:00 PM

PLACE:

334F

SESSION I -- INTRODUCTION TO MODERN FICTION (GENERAL BACKGROUND)

SESSION II -- INTRODUCTION TO MODERN POETRY

SESSION III -- INTRODUCTION TO MODERN DRAMA

DONE

ACTIVITIES

FOR session I read: \_\_\_\_\_

FOR session II bring in a favorite poem (typed on ditto masters)

FOR session III read or attend: \_\_\_\_\_

READ and keep journal notes on one book for each institution

PRESENT to your Unified Study Seminar a 3-5 page typed paper on 2 of your reading selections, 1 novel and 1 play. (type on ditto masters so that each member of your seminar may receive a copy)

Novel: \_\_\_\_\_

Date of presentation: \_\_\_\_\_

Play: \_\_\_\_\_

Date of presentation: \_\_\_\_\_

WATCH 1 TV presentation based on novel or play \_\_\_\_\_

ATTEND 1 play: Name: \_\_\_\_\_

Date: \_\_\_\_\_

ATTEND 1 poetry reading: Poet(s) \_\_\_\_\_

Date: \_\_\_\_\_

Place: \_\_\_\_\_

(You may substitute attendance at other plays, films based on novels or plays, other relevant television presentations for some readings.)

Name of film or play or show: \_\_\_\_\_

Date: \_\_\_\_\_

FOR a 3.5 to 4.0 contract also write a longer paper (7-10 pages) on modern literature.

Topic: \_\_\_\_\_

Date of draft: \_\_\_\_\_

Final date: \_\_\_\_\_

(If you chose to study theater for the last 4 weeks you may satisfy the requirement through your group project.) FOR E206 credit you must also: [ ] listen to cassette tape introduction to American Literature  
 [ ] attend workshop with Meg Mansfield on Modern American Literature  
 (time to be arranged)

## UNIFIED STUDIES PROGRAM

## COURSE EQUIVALENCY WORKSHOP:

## WOMEN AND SOCIETY

(for Soc. 231 -- Women in Contemporary Society  
E360 -- Women and Literature)

Dates and times to be arranged. (1 afternoon or night a week at Ellie's)

## 8 SESSIONS

DONE

## ACTIVITIES: FOR E360

- READ and keep journal notes on 1 book for each institution
- READ and keep journal notes on collections of the poems of at least 2 women poets, or read through Psyche
- 
- ATTEND one feminist play \_\_\_\_\_
- ATTEND two films and analyze them from a woman's point of view.
- 
- WRITE a short paper (3-5 pages) on 2 of the books and present it to Unified Study, Seminar and to Workshop (on dittoes)  
Books \_\_\_\_\_ Date \_\_\_\_\_
- 
- IF you have not had a general survey course on Modern Literature attend sessions of course equivalency workshop on Modern Literature.
- Fiction  
 Poetry  
 Drama
- OTHER films, plays, TV programs, etc.  
Title: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## UNIFIED STUDIES PROGRAM

COURSE EQUIVALENCY WORKSHOP:

SENSE OF CHRONOLOGY

DATES:

MONDAY, FEBRUARY 3MONDAY, FEBRUARY 10MONDAY, FEBRUARY 24

TIME:

2:00-

3:00 PM

PLACE:

334F

SESSION I -- DEVELOPING A SENSE OF HISTORY

STAGE I -- PERSONAL SENSE OF HISTORY

II -- SENSE OF ORAL HISTORY

III -- ARCHIVAL SENSE OF HISTORY

IV -- AWARENESS OF CONTENT DATA

V -- SENSE OF CHRONOLOGY

LINEAR

MULTI-LINEAR

THREE DIMENSIONAL

VI -- ANALYTIC/INTERPRETIVE

VII -- ABSTRACT HYPOTHETICAL

SESSION II -- WHOLE LEARNING CHARTS

SESSION III -- SUMMARY

DONE . . . ACTIVITIES:

- SKIM the table of contents, chapter and paragraph headings of W. Langer Encyclopedia of World History six times (on reserve in Fenway Library). Do whole learning charts of what you remember after each exercise. (Blank charts in 233F)
- DO the Diagnostic Workbook Historical Sensitivity (available at Paperback Booksmith, Kenmore Square). You need not answer all questions. But you should try to finish the book.
- USE a large historical atlas for one hour then do a whole learning chart of what you remember.
- READ Wood Gray, Historians' Handbook (available at Paperback Booksmith, Kenmore Square)
- READ the following syllabi (on reserve in Fenway Library)  
 "History of Ideas"  
 "Open Classroom Teaching for Social Science Teachers"  
 "Curriculum of the Secondary School"  
 "Alternative Educational Methods"

PREPARE a whole learning chart (4' X 6') of the major periods and civilizations in World History.

Lés Humphreys

**COURSE EQUIVALENCIES:**

H101, 102, 103, 104, 105, 106, 107, 108,  
H201, 202

**PLEASE GIVE THIS FORM TO YOUR ADVISOR WHEN IT IS COMPLETE SO THAT IT  
MAY BE ATTACHED TO YOUR CONTRACT**

## UNIFIED STUDIES PROGRAM

## COURSE EQUIVALENCY WORKSHOP:

COLONIAL AMERICAN HISTORY  
(for H201)

## DATES:

MONDAY, FEBRUARY 3  
MONDAY, FEBRUARY 10  
MONDAY, FEBRUARY 24

## TIME:

3:00-  
4:00 PM

## PLACE:

334F

This workshop invites students to: (1) gain a general knowledge of the American Colonial experience; (2) make a detailed study of the American Revolution; and, (3) write a research paper on the Colonial development of or changes in one of the institutions dealt with in the Unified Studies Project this semester.

- READ: Baorstin, Danial J., The Americans: The Colonial Experience, Vintage
- READ ONE OF: Berkhofer, R.F., The American Revolution: The Critical Issues, Little Brown and Co.
- Billias, G.A., The American Revolution: How Revolutionary Was It?, Holt, Reinhart and Winston.
- Hooper, R., The American Revolution: The Search For Meaning, John Wiley and Sons.
- Morgan, E., The American Revolution: Two Centuries of Interpretation, Prentice Hall
- VIEW: \_\_\_\_\_ Special Programs dealing with the colonial experience or American Revolution. For example, the programs on Franklin.
- VISIT: The colonial American rooms and galleries at the Boston Museum of Fine Arts.
- WALK: The Freedom Trail
- GET ON: The mailing list of the state Bi-centennial Commission. Also find out what your local Bi-centennial committee is doing. (Each town and city have one.)
- PARTICIPATE: Workshop meetings, discussions, activities, and field trips.

## UNIFIED STUDIES PROGRAM

## COURSE EQUIVALENCY WORKSHOP:

PROCEDURES FOR TEACHING IN SECONDARY SCHOOLS  
(for Ed233)

## DATES:

MONDAY, FEBRUARY 3 ✓  
MONDAY, FEBRUARY 10  
MONDAY, FEBRUARY 24  
MONDAY, MARCH 3  
MONDAY, MARCH 10  
MONDAY, MARCH 17  
MONDAY, MARCH 24

## TIME:

4:00-  
5:00 PM

## PLACE:

334F

This workshop invites students who are planning to minor in Secondary Education to ; (1) begin formulating their own theories of instruction; (2) relate classroom observations in secondary schools to their theories of instruction; (3) apply their theories of instruction by constructing a significant learning experience for secondary school students; and, (4) practice classroom teaching strategies by engaging in micro-teaching sessions with other workshop participants.

- 1st SESSION: What are the objectives of secondary schools?  
Discussion based upon personal experiences.
- 2nd SESSION: What should be the objectives of secondary schools?  
Discussion based upon personal experiences and readings.
- 3rd SESSION: Student papers: "My Theory of Instruction"
- 4th-7th SESSION: Participant micro-teaching and critiques.  
These sessions will continue until all students have taught at least once and/or all students feel their needs for such experiences have been fulfilled.
- SECOND TO LAST SESSION: Presentations of significant learning experiences.
- FINAL SESSION: "My Theory of Instruction-Revised" / read and handed in to Ed.

Ed Traverso

## UNIFIED STUDIES PROGRAM

## COURSE EQUIVALENCY WORKSHOP:

PARTICIPANT OBSERVATION  
(Soc. 201)

## DATES:

TUESDAY, FEBRUARY 11  
TUESDAY, FEBRUARY 18  
TUESDAY, FEBRUARY 25

## TIME:

3:00-  
5:00 PM

## PLACE:

334E

DONE

## ACTIVITIES:

## READ:

Pauline Bart, Lynda Frankel, The Student Sociologists Handbook

C. Wright Mills, The Sociological Imagination, Chapter 1,

Peter Berger, Invitation to Sociology

Become familiar with:

American Sociological Review

American Journal of Sociology

Social Problems

Society

These are journals in the Library Periodical Section. Make Xerox copies of several articles on the weekly topics.

DO participant observations at various institutions this semester

OTHER course equivalency workshop work:

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## UNIFIED STUDIES PROGRAM

RESOURCE LISTS

SPRING TERM 1975

The purpose of resource lists is to provide a "taste" of what is available for you to begin using. Please do not limit yourselves to these lists. Use the method that you developed in the research workshops to find other sources in libraries, bookstores and other agencies (use the Yellow Pages -- let your fingers do the walking).

If you need help in selecting resources please be sure to see your advisor or another member of the staff.

TOPIC: JUSTICE

DATES: JANUARY 27 -- FEBRUARY 9

BOOKS:

Plato, The Republic, Part I

\*Thomas More, Utopia, (Book One)

G. Trevelyan, A Shortened History of England, Book Two, Chapters 1 and 2  
(Pelican Paperback) "Commonlaw, Parliament, etc.)

\*Nietzsche, Thus Spoke Zarathustra

Christoffel, Tom, David Finkelhor, & Dan Gilburg, eds., Up Against the American Myth, Terry Cannon, "Law and Order in America"

Donhoff, G. William, Who Rules America?, "The Control of the Federal Government", Chapter 2.

Leftwich, Richard H., & Ansel M. Sharp, Economics of Social Issues, "Economics of Crime and Its Prevention", Chapter 4.

Mermelstein, David, ed., Economics: Mainstream Readings and Radical Critiques, David Bazelon, "What is Private Property", Henry George, "Injustice of Private Property of Land".

Morton, Mintz, & Jerry S. Cohen, America, Inc., "Crime in the Suites", Chapter 8.

Thompson, Donald N., The Economics of Environmental Protection, "Legal Approaches to Cost Internalization", & "The National Environmental Policy Act".

\*Kafka, The Trial

Camus, The Stranger

D. Berrigan, The Trial of the Catonsville Nine

Helville, Billy Bud

Lenny

Dorothy Sayers

Shaw, St. Joan

Leo Kanowitz, Women and the Law: The Unfinished Revolution

\* BOOKS STARRED ARE AVAILABLE AT PAPERBACK BOOKSMITH, KENMORE SQUARE

ARTICLES AND OTHER ACTIVITIES:

- L. Choptiany, Critique of Juan Rawl's Principles of Justice, Ethica, Vol. 83  
Pages 146-50 (January 1973).
- \*Plato, The Last Days of Socrates, "Plato on the Language of Justice", Journal of Philosophy, Vol. 69 (October 5, 1972)
- Symposia: "A Theory of Justice by John Rawls", Journal of Philosophy, Vol. 69  
(October 5, 1972).

Abraham S. Blumberg, "The Practice of Law as Confidence Game: Organizational  
Cooptation of a Profession", Law & Society Review, Vol. 1, No. 2, 1966.  
Attend a session of your local Small Claims Court and record your observations.

- H.C. Hallios, "Emerging Law of Due Process for Public School Students",  
Education Digest, 39: 60-2, February 1974.
- M.M. Chambers, "Recognition of Civil Rights of Students", Intellect, 103: 34-6,  
October 1974.

TOPIC: SCHOOLS

DATES: FEBRUARY 3 -- FEBRUARY 9

BOOKS:

- \*J.-J. Rousseau, The Emile, [Book I and Editor's Notes, (Columbia Press)]
- \*Thomas More, Utopia, (Book Two)
- \*I. Berlin, The Age of the Enlightenment, "John Locke", pages 30-112.
- O. Spengler, The Decline of the West, (Chapter I).
- \*G. MacDonald, Five Experimental Colleges, "Antioch/Putney".
- \*A. Toffler, Learning for Tomorrow, (Appendix).
- \*K. Ernst, Games Students Play.

Christoffel, Finkelhor, & Gilburg, Up Against the American Myth, David Finkelhor,  
"Education under Capitalism", Eric Mann, "The Failure of Ghetto Education",  
Research Organizing Corporation, "Education and the Maintenance of Social  
Class", "The Corporate Interest University".

Edwards, Tom, Michael Reich, Tom Weisskopf, eds., The Capitalist System, Samuel  
Bowles, "Unequal Education and the Reproduction of the Hierarchical  
Division of Labor", David Cohen & Marion Lazerson, "Education and the  
Labor Force", Florence Howe & Paul Lauter, "How the School System is  
Rigged for Failure", "Contradictions in Higher Education in the United States".

Loftwich & Sharp, Economics of Social Issues, "Economics of Higher Education",  
Chapter 3.

Friedman, Milton, Capitalism and Freedom, "The Role of Government in Education",  
Chapter VI.

- \*Unesco, The Lesson
- \*Barth, Gils Goat Boy
- Salinger, Catcher in the Rye
- Muriel Spark, The Prime of Miss Jean Brodie
- \*Lillian Hellman, The Children's Hour

Peter Schrag, Village School Downtown

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ARTICLES AND OTHER ACTIVITIES:

Randall Collins, "Functional & Conflict Theories of Educational Stratification",  
American Sociological Review, 1971.

Collect newspaper articles for and against busing and compare the arguments  
set forth by Blacks and Whites.

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TOPIC: PRISONS

DATES: FEBRUARY 10 -- FEBRUARY 16

BOOKS:

\*B.F. Skinner, Beyond Freedom and Dignity, "Punishment and Alternatives",  
(Chapters 4, 5).

---

Leftwich & Sharp, Economics of Social Issues, "Economics of Crime and Its Pre-  
vention".

Samuelson, Paul, ed., Economics: A Book of Readings, Redford, "The Economic  
Organization of a P.O.W. Camp":

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Cleaver, Soul on Ice

Angela Davis, If They Come in the Morning

---

J. Gallowardo, Society of Women

Alexander Berkman, Prison Memoirs

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\*BOOKS STARRED ARE AVAILABLE AT PAPERBACK BOOKSMITH, KENMORE SQUARE



ARTICLES AND OTHER ACTIVITIES:

- W. Clifford, "Standard Minimum Rules For The Treatment of Prisoners",  
American Journal of International Law Proceedings, Vol. 66 Pages 232-44  
(September 1972).
- C.W. Thomas, "Prisonization in the Inmate Counterculture", Social Problems,  
Vol. 20 Pages 229-39 (Fall 1972).
- R. Buckhout, "Eyewitness Testimony", Scientific American, Vol. 231 Pages 23-31,  
(December 1974).

-----  
"Crime and Punishment", Society, (July - August 1974) -- Special Issue.  
-----

"English Prisoners Study for University Degrees", Intellect, 102: 147, December  
1973.

- C. Steirman, "Behavior Modification: The Case of the Frightened Convict, START  
Program", Nation, 217: 590-3, December 3, 1973.

TOPIC: HEALTH CARE

DATES: FEBRUARY 17 -- FEBRUARY 23

## BOOKS:

William James, The Varieties of Religious Experience, "The Religion of Healthy  
Mindedness", Pages 76-111.

-----  
Friedman, Milton, Capitalism & Freedom, "Occupational Licensure", Chapter IX  
Leftwich & Sharp, Economics of Social Issues, "Health Issues".  
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Peter Weiss, Marat/Sade  
Kesey, One Flew Over the Cuckoo's Nest  
Plath, The Bell Jar

-----  
David Sudnow, Passing On: The Social Organization of Dying  
Anselm Strauss, ed., Where Medicine Fails  
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"

ARTICLES AND OTHER ACTIVITIES:

- M. Pauley & M. Redisch, "Not-For-Profit: Hospital as a Physicians Cooperative",  
American Economic Review, Vol. 63, Pages 87-99, (March 1973).
- Symposium, "Health Care", Law and Contemporary Social Problems, Vol. 35, Pages  
229-425, 607-922, (Spring, Autumn 1970).
- "Hippocrates", (Encyclopedia).

-----  
Watch "Medical Center" and/or "Marcus Welby" and make some observations about  
the way doctors are portrayed on television.  
-----

"Changing Concepts of Medical Education", Intellect, 101: 284, February 1973.

S.Z. Goldhaber, "Medical Education: Harvard Reverts to Tradition", Science,  
181: 1027-32, September 14, 1973.

TOPIC: THEATER

DATES: FEBRUARY 24 -- MARCH 2

BOOKS:

Select a Classic Greek Play (check with your advisor, Ellie or Les).

A. Miller, The Crucible

B. Brecht, Galileo Galilei

G.B. Shaw, St Joan

J. Osbourne, Luther

McDonnell, ed., Economic Issues: A Book of Readings, "Economics and the Arts",  
HEW.

(choose) one of these plus any other modern play

Genet, The Balcony

Pirandello, Six Characters in Search of an Author

Brecht, Caucasian Chalk Circle

Albee, Who's Afraid of Virginia Woolf

Miller, After the Fall

Lessing, Play with a Tiger

Booth, The Women

Hillman, The Children's Hour

An Unfinished Woman, Pentimento - autobiography

Robert N. Wilson, ed., The Arts in Society, "Why Are There No Great Women Artists?"

V. Gornick & B. Moran, eds., Women in Sexist Society, Article by Linda Nochun.

ARTICLES AND OTHER ACTIVITIES:

E.T. Kirby, "Mask: Abstract Theater, Primitive and Modern", Drama Review, Vol. 16,  
Pages 5-27 (September 1972).

Visit a museum and observe what kinds of people are there and for what purpose  
they are using the museum.

TOPIC: FINANCIAL INSTITUTIONS

DATES: MARCH 3 -- MARCH 9

BOOKS:

- \*C.P. Snow, Two Cultures, Chapters 1, 4.  
 K. Marx, The Communist Manifesto  
 C. Cipolla, The Economic History of World Population  
 \*L. Mumford, The City in History, Chapters 1, 2, 17, 18.  
 \*Meadows, The Limits to Growth

-----  
 Read chapters in any introductory textbook on Money and Banking.

Lee has a number of different pamphlets on different financial institutions.

Duesenberry, James, Money and Credit: Impact and Control.

Federal Reserve System Board of Governors, The Federal Reserve System, Purposes and Functions.

Marx, Karl, Capital, "Money or the Circulation of Commodities", Vol. I, Chapter 3.

Zerlen, Maurice, ed., American Society, Inc., Chapters 4, 5, 6, 7 on Banking.  
 -----

ARTICLES AND OTHER ACTIVITIES:

- R. Whitley, "Commonalities and Connections Among Directors of Large Financial Institutions", Sociological Review, New Series, Vol. 21, Pages 613-32, (November 1973).

-----  
 "School Money: Education Revenue Sharing", New Republic, 168: 12, May 12, 1973.

W.W. Heller, "Special Feature on School Finance: National Economic Setting for Education", Today's Education, 62: 66-7, November 1973.

R. Armstrong, "Better Ways to Pay for Schools", Fortune, 87: 112-15, February 1973.

TOPIC: UNIONS

DATES: MARCH 10 -- MARCH 16

BOOKS:

- H. Laidler, History of Socialism, Chapters 31, 37, 41, 42, 43.  
 -----

Read the chapter on unions in any introductory textbook.

Edwards, Reich, & Wejskopf, The Capitalist System, Michael Reich, "The Evolution of the United States Labor Force", Judson Gooding, "White Collar Woes and Blue Collar Blues".

Christoffel, Finkelhor, & Gilburg, Up Against the American Myth, Paul Romano, "Life on the Job", Harold Benenson & Eric Lessinger, "Are Workers becoming Middle Class?".

Freeman, Richard B., Labor Economics

Galbraith, John K., The New Industrial State, Chapters XXII-XXIV, on the role of unions.

Zeitlen, Maurice, ed., American Society, Inc., Chapters 34, 35, 36, 37, on unions.

D.H. Lawrence, \*Women in Love  
Sons and Lovers

Zola, Germinal

Steinbeck, Grapes of Wrath

Sinclair Lewis, The Jungle

Davis, Life in the Iron Mills

Eleanor Flexner, Century of Struggle, Chapters IX, XIV, XVIII.

G. Hunnius, G.D. Garson, & J. Case, eds., Workers' Control.

#### ARTICLES AND OTHER ACTIVITIES:

O. Ashenfelter, "American Trade Union Growth 1900-1960", Quarterly Journal of Economics, Vol. 83, Pages 434-48, (August 1969).

85, 187-93, (February 1971).

86, 691-92, (November 1972).

Read a Union Contract

TOPIC: MEDIA

DATES: MARCH 17 -- MARCH 23

#### BOOKS:

\*N. Machiavelli, The Prince

H. Kuhn, Nationalism, Pages 9-81, (Amvil Edition)

J. Schapiro, Liberalism, Pages 9-39, 89-92. (Amvil)

Packet of propaganda pamphlets in office

V. Packard, The Hidden Persuaders

P. Davidson, Propaganda and the American Revolution

B. Smith, Propaganda and Communication: A Reference Guide, S7204, S6755.

A. Hardy, Hitler's Secret Weapon

- McLuhan, Marshall, The Medium is the Message
- Morton, Mintz, & Jerry S. Cohen, America, Inc., "Hear no Evil, See no Evil, Speak no Evil", Chapter 2.

-----  
 Nathaniel West, Day of the Locusts

Walker Percy, The Moviegoer

Arthur Miller, After the Fall

Mailer, Marilyn

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 Joe McGinnieo, The Selling of the President

A. Casty, Mass Media and Mass Man [sic]

#### ARTICLES AND OTHER ACTIVITIES:

"The Muckrakers", (Encyclopedia)

Observe and compare articles on busing in the Globe, The Real Paper and/or the commercials on a rock music station and a classical music station; or, advertisements in the Lady's Home Journal, the New Yorker, Modern Romance.

#### ADDITIONAL RESOURCES

#### ARTICLES AND OTHER ACTIVITIES:

##### JUSTICE

- M.W. LaMorte, "Courts and the Governance of Student Conduct", School and Society, 100: 89-93, February 1972.
- S. Rabinove, "Law School Minorities: What Price Admission?", America, 128: 387-9, April 28, 1973. J.P. Crowley, Reply, 128: 429, May 12, 1973.
- M. Totenburg, "Discrimination to End Discrimination", New York Times Magazine, Page 8-9, April 14, 1974.
- S. Edminton, "Partia Faces Life: The Trials of Law School: Treatment of Women", Ms., 2: 74 April 1974.
- "Equality of Minorities in Law School", Intellect, 102: 423, April 1974.
- F.M. Hechinger, "Justice Douglas's Dissent in the DeFunis Case", Saturday Review World, 1: 51-2, July 1972.
- W. Weaver, "Now That Marco DeFunis Has His Law Degree", Education Digest, 40: 50-2, November 1974.

##### PRISONS

- P. Stanford, "Model, Clockwork-Orange Prison; the Patuxent Institution for Detective Delinquents", New York Times Magazine, Page 9, September 17, 1972, I.N. Hus...field, Reply, Page 78, October 22, 1972.
- W.E. Burger, "For Whom the Bell Tolls: Penal Reform", Vital Speeches, 36: 322-5, March 15, 1970.

HEALTH CARE

- "Patient Heal Thyself: Laymen's Self Help Medical Course at Georgetown University", Newsweek, 83: 63, March 25, 1974.
- J.H. Knowles, "Higher Education and the Nation's Health", Science, 171: 337, January 29, 1971.
- B.J. Culliton, "Medical Education: Institute Puts a Price on Doctor's Heads", Science, 183: 1272-4, March 25, 1974.
- J. Lear, "Peace, Health and the Doctor", Saturday Review, 54: 33-5, April 17, 1971.

FINANCIAL INSTITUTIONS

- "Four Models Proposed: School Finance Reform", Library Journal, 98: 960, March 15, 1973.
- J.W. Guthrie, "American School Costs Compared", Current History, 63: 1-3, July, 1973.
- J.J. Callahan, "Case for Full Federal Funding of Education", Current History, 63: 76-9, August 1973.
- R.D. Reischauer, "Federal Role in School Finance Reform", Education Digest, 39: 2-5, October 1973.

OTHER RESOURCES YOU HAVE FOUND:

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