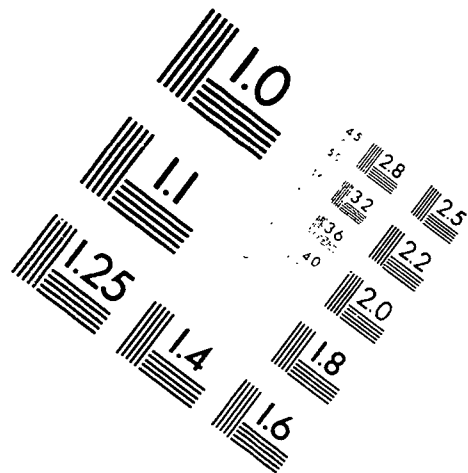
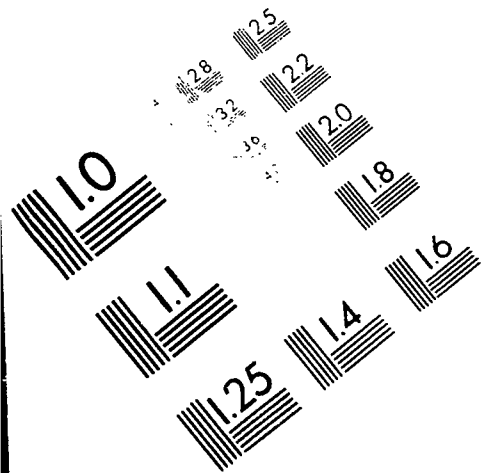




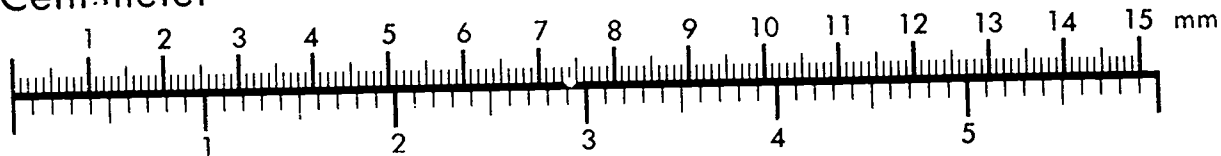
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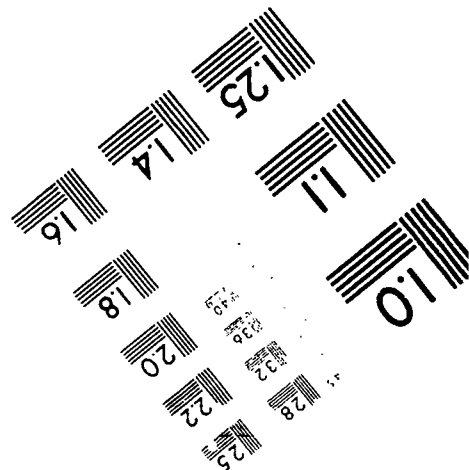
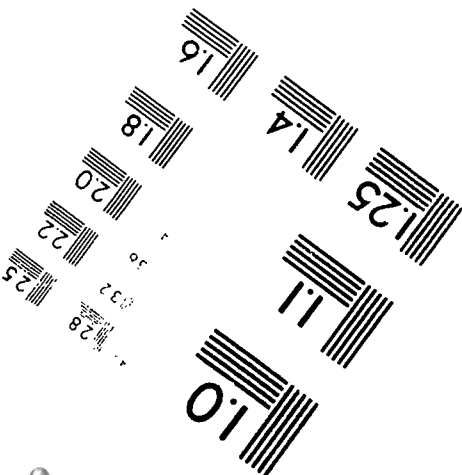
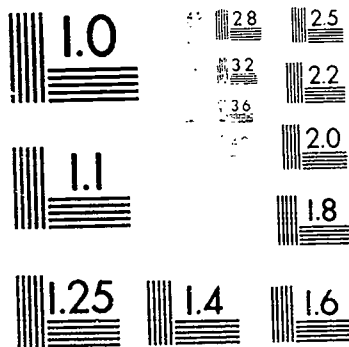
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ABSTRACT

Chapman College (California) developed a Freshman Seminar Program which provides a rigorous, integrative intellectual experience for students in the first semester of college study. The program's aims were to provide students with a common learning experience, to provide a basic foundation in history, geography, literature and other fields; to improve students' skills in oral and written communication and in the analysis and interpretation of ideas; to strengthen freshmen advising; to build a sense of community among small groups of freshmen; and to improve retention from the first to the second semester and from the freshman to the sophomore year. Various strategies were employed to develop a sense of "esprit de corps" and academic community among the faculty. The actual freshman seminar was taught by approximately 20 faculty from various departments, and focused on the topic "war and peace." Students received constant mentoring as they made the transition to the college setting. The program succeeded in creating a new sense of intellectual excitement and academic community as demonstrated by increased retention of students and development of new courses and teaching strategies by faculty. Attachments making up 75% of the document include: a list of faculty participants, course syllabi, speaker series information, student evaluation results, materials from a special exhibit, faculty responses to the seminar, faculty workshop information, and community recognition materials. (JB)

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FRESHMAN SEMINAR PROGRAM

CHAPMAN COLLEGE

FINAL REPORT 1987-89

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Grantee Organization:

Chapman College
Freshman Seminar Program
333 N. Glassell
Orange, California 92666

Grant Number:

G008730508

Project Dates:

Starting Date: September 1, 1987
Ending Date: August 31, 1989
Number of Months: 24

Project Director:

Marilyn J. Harran
Freshman Seminar Program
Chapman College
Orange, California 92666
Telephone: (714) 532-6013

FIPSE Program Officer:

Helene Scher

Grant Award:

Year 1	\$89,000
Year 2	<u>\$61,000</u>
Total	\$151,000

The FIPSE grant provided partial support for the first two years of an innovative, new Freshman Seminar Program. Required of all freshmen, this interdisciplinary, team-taught course focuses on the topic of war and peace. The Program's goals consist of providing a common learning experience during the first semester of the freshmen year; offering a foundation of knowledge in history, geography and literature upon which students may build in their subsequent courses; acquainting students with diverse viewpoints and enhancing their ability to analyze and to discuss ideas, as well as increasing their proficiency in both oral and written communication. The Program builds a sense of academic community through seminar interaction between students and professor with the professor serving as advisor to students at least during their first semester. By introducing students to the skills and methods integral to college study and by providing intensive mentoring and advising the Program facilitates students' successful transition from high school to college.

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Freshman Seminar Program

Executive Summary

Chapman College Freshman Seminar Program
Chapman College
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Project Director: Marilyn J. Harran
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A. Project Overview

Under the leadership of the Vice President for Academic Affairs, members of the Chapman College faculty began planning in the spring of 1987 for the institution of an interdisciplinary course which would provide a rigorous, integrative intellectual experience for students in their first semester of college study and which would replace the current study skills oriented freshman course. The new course would be designed in such a way as to acquaint students with a diversity of viewpoints, to stress the interconnections between the liberal arts and sciences, and to enhance the development of skills in oral and written communication. We agreed that a theme that could engage everyone's interest was necessary and therefore selected "war and peace." To stress a common learning experience for all students, faculty members agreed to use the same texts, and we arranged for at least one weekly meeting of the entire group, in addition to three meetings a week of individual sections. By limiting the size of the individual sections we sought to facilitate discussion and debate and to develop critical thinking skills; to enable the professor as advisor and mentor to meet regularly with students outside of class; and to allow for weekly writing assignments which would be promptly graded and commented on by the instructor.

During the first year of the Program we met our major objectives, including laying an educational foundation upon which all students could build regardless of their majors; improving students' proficiency in oral and written communication; and fostering a strong connection between the seminar professor/advisor and the students in his or her section, thereby helping to bond students to the institution. We also realized some unanticipated goals, including a heightened level of collegiality among faculty members teaching in the Program; more interest and commitment among faculty to interdisciplinary program; and a new sense of intellectual excitement throughout the campus.

The second year of the Program included several changes, including the transition from "pass/no pass" to a letter grade system; a strengthened emphasis on contrasting viewpoints; and more attention to basic geography and history. These changes resulted in improved student response to the course.

Since the conclusion of the FIPSE grant, the Program has continued with improvements each year. In 1989 we sought better to integrate history and theory into the course. In 1990 we

decided to prepare our own textbook to meet our specific needs and to relieve students of the financial burden of buying many books which were used only in part. We are currently in the process of revising this book for the 1991 Program with the inclusion of more essays by professors at the College and with the addition of maps and other study aids.

The Program continues to achieve its goal of facilitating the transition of students from high school to college. The Program provides a strong emphasis on advising and mentoring within the context of an intellectually rigorous course which actively involves students and professors as learners. Retention figures between the first and second semester have risen dramatically, from 64% in 1987 to 92% in 1990.

B. Purpose

The Program was designed to achieve the following goals: to provide first semester college students with a common learning experience; to provide a basic foundation in history, geography, literature and other fields which could be built upon in subsequent courses; to improve students' skills in oral and written communication and in the analysis and interpretation of ideas; to strengthen freshman advising and to build a sense of community among small groups of freshmen; and to improve retention from the first to the second semester and from the freshman to the sophomore year.

C. Background and Origins

Prior to the inception of the Freshman Seminar Program, the College offered a number of seminars for entering freshmen. These seminars were taught by professors within their own disciplines. Freshman selected whichever seminar best reflected their interests and prospective major. While the seminars differed in their requirements and goals, they shared a common emphasis on advising and on developing study skills.

Under the direction of the Vice President for Academic Affairs in spring 1987 a task force was constituted to reconsider the nature of this program and to consider instituting a common learning experience for freshman. Our intentions were to provide a core course which would set the model for what students might expect from college study; to provide a foundation of knowledge which students could build upon and refer to in their subsequent studies; and to encourage the sharing of knowledge across disciplines by our faculty. The topic of "war and peace" proved ideal in both engaging student interest and in allowing for contributions from faculty of many disciplines.

Crucial to the success of the Program in its early stages were strong administrative support and the building of a sense of commitment and community among faculty. The success of a program which involves a heavy commitment of time and energy from faculty depends on developing of a sense of "ownership"

through working together to decide goals, teaching methods, topic, texts, speakers, and films.

D. Project Description

To initiate and to continue an interdisciplinary program requires the recruiting of excellent faculty who will maintain a high level of commitment. Various strategies, including workshops, weekly luncheon meetings; the participation of all members in selecting speakers, texts, and films and in agreeing on course goals and requirements, were employed to develop a sense of esprit de corps and academic community.

The principal goal of the Program is to provide a common learning experience for first-semester college students. Taught by approximately 20 faculty from various departments, this interdisciplinary Program focuses on the topic of "war and peace." The goals of the Program include developing and improving skills in oral and written communication, as well as building sophistication in the analysis and interpretation of ideas. Through our use of books, speakers and films, students share a common educational experience which sets the model for their subsequent study.

The Program develops a sense of academic and social community by creating strong relationships among the students in the individual sections of the course and between students and their professor/advisor. Contact between students and professors begins at summer preregistration; is continued during orientation week, and is maintained through four class meetings a week, along with informal gatherings. Students receive constant mentoring as they make the transition from high school to college.

E. Project Results

The Freshman Seminar Program has achieved results in several areas, including faculty development; building of a student learning community; student expertise in the analysis and communication of ideas; and improved retention, particularly from the first to second semester. The Program's success has led to a renewed discussion of the general education curriculum with the faculty deciding to institute three additional core courses.

Since the conclusion of the FIPSE grant in August 1989, the Program has continued to evolve with the recruitment of new faculty; revision of the syllabus and preparation of a textbook, Perspectives on War, Peace and Justice.

F. Summary and Conclusions

The Program has succeeded in achieving many specific goals. Above all, it has created a new sense of intellectual excitement and academic community as demonstrated by increased retention of students and development of new courses and teaching strategies by faculty.

Final Report
Submitted To
The Fund for the Improvement of Postsecondary Education
Freshman Seminar Program
Chapman College
Project Director: Marilyn J. Harran

A. Project Overview

Planning for a new Freshman Seminar Program began in the spring of 1987 when the Vice President for Academic Affairs constituted a task force to consider instituting an interdisciplinary course which would provide a rigorous, integrative intellectual experience for students in their first semester of college study and which would replace the current study skills oriented freshman courses. The new course would be designed in such a way as to acquaint students with a diversity of viewpoints, to stress the interconnections between the liberal arts and sciences, and to enhance the development of skills in oral and written communication. We agreed that a theme that could engage everyone's interest was necessary and therefore selected "war and peace." We constructed the course in such a way as to emphasize the commonality of the experience and therefore agreed upon common readings and meetings of the entire group of freshmen, as well as frequent meetings of the individual seminars. By limiting the size of the individual seminars we hoped to facilitate discussion and debate, to enable the professor as advisor and mentor to meet regularly with students outside of class, and to allow for weekly writing assignments which would be promptly graded and commented on by the instructor.

The annual report submitted at the conclusion of the 1987-88 academic year discusses in detail the activities, results and problems faced during the first year of the Program. Not surprisingly, we encountered various problems and recognized the need to make certain changes as we looked toward the second year of the Program. At the same time, we believed that we had reached our major objectives, including laying an educational foundation upon which all students could build regardless of their majors; fostering a strong connection between the seminar professor/advisor and the students in his or her section, thereby helping to bond students to the institution; and improving student ability in oral and written communication. We also achieved a number of unanticipated goals, including building new bonds among the twenty faculty participating in the Program, bonds which overcame differences in disciplines and departments; fostering more faculty interest in and commitment to interdisciplinary teaching; and through the film and speaker series engendering a sense of intellectual excitement within the entire campus community. We also recognized the need to change some material in the course and to realize that students come to the College with relatively little background in such areas as history and geography. Changes in readings, speakers and films were made after a careful review of the evaluations in which students indicated both their level of interest and their sense of the importance of specific materials. We also decided upon the need to change the grading system in the course from "pass/no pass" to letter grades. The move to a letter grade system necessitated more uniformity of assignments among the

various sections of the course in order to avoid complaints of inequity.

The second year of the Program proceeded more smoothly with the recruitment of eight new faculty to teach in the Program (see Attachment #1) and the realization of a higher degree of faculty confidence and agreement on the goals of the Program. Rather than including material more historically distant to students, such as the Peloponnesian War, we agreed to focus primarily on the twentieth century and to begin the course by focusing on current world conflicts (see Attachment #2). From there the course progressed to a study of the causes and consequences of World War I; the personal dimension of conflict and aggression; the social dimension of conflict; World War II; the Cold War; and the Vietnam War. We concluded with a discussion of nuclear issues, low intensity war and current efforts to achieve world peace. As in the previous year's Program, the emphases of the course were to establish a common basis of knowledge and to engage students in discussion and debate as a means of increasing their ability to analyze and articulate ideas. In order to give students a sense of the main focus in each section, various themes were articulated. We also sought to accent both the personal experience of war and peace and the more theoretical aspects of the subject. Films were chosen which illustrated differing means of responding to situations of conflict and the difficult choices which individuals and societies must make during wartime. Speakers were selected who could provide broad historical understanding or expert understanding of a topic such as nuclear warfare or

who could present opposing viewpoints on a topic such as the Vietnam War (see Attachment #3).

Our strengthened emphasis on contrasting viewpoints and on the history of war and peace in this century proved to be more successful in engaging students' interest. In stating their overall opinion of the Program, 30% gave the Program an "A" rating; 46% a "B"; 21% a "C" and 3% a "D" (see Attachment #4). This evaluation of the course showed a modest improvement over the previous year in which 27% of the students had given the course an "A"; 45% a "B"; 20% a "C"; 7% a "D" and 1% an "F." While slightly over three-quarters of the students gave the course an "above average" rating, it was still apparent that there were various problems which needed to be addressed as we continued the Program on our own the next year.

Students complained and felt overwhelmed by the number of readings and by the fact that while several books were bought they were not read in their entirety. The attempt to integrate historical and theoretical sections of the course was also only partially successful. There continued as well to be differences among various instructors on the type and difficulty of writing assignments with not all instructors following our agreement to assign at least 1-2 pages of writing outside of class every week. While students this year felt that their efforts in a very "hard" course were being more appropriately rewarded by a letter grade, they did not always feel there was equity in the requirements in all sections of the course.

Since the FIPSE grant concluded, the Program has continued its fine tuning each year. In 1989 we sought better to

integrate history and theory by including sections on the causes of war and peace; the effects and impact of war and peace and the changing nature of war and peace (see Attachment #5). We also attempted to include more live dramatic presentations (such as the play "Animal Farm") and to find ways for our students to gain a better first-hand sense of issues concerning war and peace. We succeeded in part in this latter objective by sponsoring on campus "the Moving Wall", the travelling half-size replica of the Vietnam Memorial in Washington, D.C. This event allowed Freshman Seminar students and the entire student body to interact individually with Vietnam veterans and their families from throughout Orange County (see Attachment #6). Student evaluations of the Program were once again higher with 36% giving the course an "A" (almost a 33% increase from the first year); 45% giving it a "B"; 15% a "C"; 2% a "D" and 2% an "F" (see Attachment #7).

In 1990 we recognized that we needed to address students' complaints regarding the purchase of books which were only read in part by preparing our own textbook (see Attachment #8). We were fortunate to be able to raise funds that allowed us to subsidize the cost of the book (copyright permissions and typesetting), thereby reducing the price to our students, and to reach an agreement with a publisher who was willing to undertake this large project. We are currently in the process of revising the book for the 1991 Program with the inclusion of more essays by professors at the College (on the technology and the environmental consequences of war; on theories of just war, holy war and the meanings of the word "peace"), a fuller treatment of

economic issues pertaining to war and peace; and maps to develop better geographical knowledge among our students.

While we continue to institute changes in the Program, it is important to underscore the fact that there was never any doubt that the Program had proven successful in achieving its goals and that it would continue to be sustained by the College after the completion of the FIPSE grant. An entire generation of Chapman students (1987-90) have now completed the Program. Faculty from Business to Chemistry to Religion continue to volunteer to teach in the Program in spite of the heavy demands it makes upon their time and the requirement that they must utilize their expertise in their disciplines in new ways. Although it was not listed as one of our original goals, the Program has proven remarkably successful in establishing a new level of collegiality among faculty members in different disciplines and in fostering an esprit de corps among those who teach or have taught in the Program (see Attachment #9). Based in large part of the success of the Freshman Seminar Program, the faculty of Chapman College voted in the fall of 1990 to establish a new general education core constituted by three new interdisciplinary courses in world history, environmental science and world cultures.

B. Purpose

In undertaking the Freshman Seminar Program, we wished to address several goals: to provide our students with a common learning experience in their first semester; to provide a basic foundation in history, geography, literature and other fields which could be built upon in subsequent courses; to improve

students' skills in oral and written communication and in the analysis and interpretation of ideas; to strengthen freshmen advising and to build a sense of community among small groups of freshmen; to improve retention from the first to second semester of the freshman year and from the freshman to the sophomore year.

To some degree we have achieved success in all of these goals, although some are more easily measurable than others. If I were to select one overarching goal of the Program, I would describe it as building a sense of academic community and helping students to gain confidence in their own intellectual ability as they make the transition from high school to college. As an institution which admits approximately 25% of the freshman class on a "provisional" basis, it is crucial we provide strong support to students during their first semester while simultaneously challenging them intellectually. The Freshman Seminar Program provides that challenge through rigorous requirements (weekly writing assignments; major research paper; journal; in-class debates; analyses of guest lectures and films) and yet also offers the support necessary for students of different abilities to succeed and to gain confidence in their accomplishments.

In the first year of the Program peer advisors served as tutors in some sections. While some students were excellent course assistants and tutors, not all students were able to respond equally well to the specific needs of freshmen. More formal tutoring has now been established for students in the Program through the Academic Support Center. We also look

forward to involving advanced students from the Honors Program as tutors to students and as assistants to professors in various sections of the course.

The greatest support to students comes from both their peers in the individual seminar sections and their professor/advisor. We have continued to maintain small sections with none exceeding twenty students and to have the class meet frequently, four times a week (Monday, Wednesday and Friday from 10-11 a.m. and Tuesday evenings). As a result, professors are able closely to monitor students' progress in both Freshman Seminar and their other courses and to intervene before a situation becomes serious.

While the Chapman administration has remained very supportive of the Program after the completion of the FIPSE grant, it is clear that we must find new ways to compensate faculty for the heavy commitment in time and energy which the Program requires. Especially demanding are the grading of weekly writing assignments and the intensive advising. Most of the faculty teaching within the Program serve as advisors to many majors within their own departments. The seriousness of this problem became evident in the second year when some professors were serving as advisors to two sets of advisees from the Program, as well as advising many majors.

After two years of the Program we also became more realistic in our expectation that students would be immediately engaged by the course material and we worked harder to discover ways of stressing the connections between their interests and majors and the material studied within the course. We also

found that students were most engaged by speakers and writings which reflected personal experience. After gaining students' attention and interest through this means we could then move to a more in depth study of history and theory.

The Program has clearly succeeded in its goal of creating a sense of academic community. Students frequently return to consult with their freshman seminar professor and advisor long after they have moved into their major. Students who were in the same seminar section their first semester continue to maintain strong friendships in spite of the fact that they are following different majors and spend fewer hours in class together. While it is difficult to measure the retention significance of such anecdotal information, it is nonetheless clear that the Program has played a significant role in fostering intellectual community within the College.

C. Background and Origins

Prior to the Freshman Seminar Program in its present form, the College offered a series of seminars for entering freshmen. These seminars were taught by professors within their own disciplines. Freshmen selected whichever seminar best reflected their interests and prospective major. The 1985 seminars included such topics as "Facing Economic Issues"; "Sports and Society" and "Perceiving Reality Through Television." The seminars were diverse in their requirements and goals, but shared a common emphasis on advising and on aiding students in the transition from high school to college.

In spring 1987 the new Vice President for Academic Affairs convened a task force to reconsider the nature of this program and to discuss instituting a common learning experience for freshmen which would stress improving students' skills in critical thinking and writing and which would also be linked to advising. We also hoped a new program might serve as a first step in reforming our "cafeteria" model general education requirements and in building collegiality among a faculty divided fairly rigidly along departmental lines. Our intent was to provide students with a common learning experience and a foundation of knowledge which they could build upon in their subsequent courses and to encourage the sharing of knowledge across disciplines by our faculty. We also faced the challenge of educating students with quite different levels of ability, many of whom needed considerable practice in developing their skills in critical thinking and writing. The task force felt that we could best begin to address these issues through a common core learning experience which would be taught by Chapman's most highly regarded teacher-scholars.

The administration, principally the Vice President for Academic Affairs, Dr. James Moseley, lent this project its full support and encouragement and provided crucial leadership. Concern regarding the potential success of the project came less from administrators than from faculty members who were uncertain whether professors from different disciplines and with different teaching approaches could reach agreement on content, requirements and methods. Faculty also questioned if the administration would remain supportive of the project and would

recognize and reward the exceptional effort of those who were responsible for both initiating the course and assuming the extra obligation of advising freshmen, in addition to the students they were mentoring in their disciplines.

Without clear administrative support, from the president down, during the months preceding the initiation of the Program, we clearly would not have succeeded. At the same time, it was crucial that the Program be initiated and "owned" by the faculty with a director chosen from within the ranks of the faculty. As planning progressed and we were able to reach agreement on goals, strategies and topic which best related to these, namely "war and peace," faculty confidence increased. When we learned that we had received the FIPSE grant, faculty morale rose significantly and we began on a high note of faculty enthusiasm. I would emphasize strongly to anyone undertaking such a project that it can be successful only if it is developed by the faculty members who will be responsible for teaching it. While the impetus for such a project may come from the administration, it is crucial that the faculty feel themselves responsible for its content and direction, especially when participation involves no additional financial reward and when it imposes several new obligations.

D. Project Description

To initiate and to continue an interdisciplinary program requires the recruiting of excellent faculty who will maintain a high level of involvement. The strategies which were utilized to orient faculty to the Program and to maintain team spirit included a summer workshop of three days for which faculty

receive an honorarium of \$500 and weekly meetings when the College provides lunch on Friday (see Attachment #10). At these meetings we discussed the teaching approaches which had proven especially successful in connection with that week's material, and one or two faculty members previewed the new unit of material and offered ideas on how it might best be taught. During the spring faculty members formed committees to revise the course for the next fall and to select readings, to choose films and plays, and to decide on which speakers should be invited. All committee recommendations were brought to the full faculty group for discussion and approval. Faculty were also invited to introduce the films and speakers during the semester, and each faculty member joined at least one speaker for dinner and conversation before his or her lecture. Through these various strategies faculty involvement in the Program remained high and each individual's importance to the Program was recognized.

The principal goal of the Freshman Seminar Program is to provide a common learning experience for first-semester college students. Taught by approximately twenty faculty from a variety of departments, this interdisciplinary Program focuses on the topic of "war and peace." The goals of the Program include developing and improving skills in oral and written communication, as well as building sophistication in the analysis and interpretation of ideas. Through our use of the same books, speakers and films students not only share a common educational experience but gain a common foundation for their subsequent studies.

In our planning for both years of the FIPSE grant we sought to include readings, speakers and films of different viewpoints with the goal not only of acquainting our students with differing ideas and attitudes but of building their sophistication in the analysis of ideas. We also sought to focus our attention on both the individual and social dimension of war and peace. The 1988 readings included such works as Erich Maria Remarque, All Quiet on the Western Front, Elie Wiesel, Night; and John Hersey, Hiroshima, portraying the individual experience of war, and David Bender and Bruno Leone, eds., War and Human Nature and David Bender, The Vietnam War: Opposing Viewpoints, focusing on the social dimensions of conflict and different theories on the causes of war and peace. The latter two books are presented in opposing viewpoint format thereby encouraging classroom debate and discussion.

In the second year of the Program we reduced the common reading list somewhat and allowed for instructors to choose among various readings. While instructors appreciated this greater opportunity to direct their individual seminar in a way which related to their specific interests, students found that this diversity resulted in somewhat differing reading requirements among the sections leading to some complaints of inequity. As we began planning for the 1989 Program, we sought to reestablish a stronger core reading list by limiting instructors to adding only a few materials they believed to be of special significance.

Our speakers for 1988 reflected considerable diversity in viewpoints and disciplines, including a political scientist, a

former ambassador to the United Nations, a scholar on the Holocaust, and a physicist. We also hosted two debates, one on the Vietnam War and the other on the Israeli-Palestinian conflict. Students were required to research and prepare questions in advance of these debates so that they could actively engage in the evenings' discussion.

In the second year of the Program we also sought to strengthen advising and to build relationships among the students in the individual sections with each other and with their advisor. During orientation peer groups were formed which then became an individual Freshman Seminar section. Faculty met with these students, and often with their families, at one of two preregistration sessions in June or August. Before the semester began and during the student orientation period when the peer groups were meeting regularly, we also held one "class" session in which students were introduced to the Program and were encouraged to share their ideas about what they wanted to gain from participating in Freshman Seminar. During the semester faculty not only met with students in class four times a week, but informally as well, in faculty members' homes for dinner, on outings for pizza or in competitions between the various sections in volleyball. In this way we sought to build a sense of both academic and social community among students and between the students and their Freshman Seminar professor/advisor.

E. Project Results

The Freshman Seminar Program demonstrates results in several areas, including improved retention, particularly from the first to second semester of the freshman year; faculty development; the building of a student learning community; student growth in the analysis of ideas; and improvement in written and oral communication.

The Program's success is demonstrated by the remarkable improvement in retention from the first to the second semester of the freshman year. Of individual students participating in the Freshman Seminar from 1987 through 1990 retention figures have improved from 64% in 1987 to 78% in 1988 to 88% in 1989 to 92% in 1990. We believe that this dramatic improvement indicates the success of the Program in fostering a sense of community among our students and in developing a sense of identity with the institution. We believe that the strong advising system implemented in connection with the Freshman Seminar has been the key element in this improvement.

Retention from fall of the freshman year to fall of the sophomore year shows far less improvement with retention figures from freshmen in fall 1987 to fall 1988 of 62%; from freshmen in fall 1988 to fall 1989 of 69% and from freshmen in fall 1989 to fall 1990 of 66%. As part of the College's strategic planning process considerable attention is being directed toward improving retention and addressing some of the broader reasons why students choose to leave the College. In particular, we are focusing on implementing improvements in advising in the majors and on building new facilities which we hope will prove

attractive to students, including a new dormitory and student union.

The Program's success has led to a renewed discussion of the general education curriculum with the faculty deciding to institute three additional core courses. Faculty members are currently considering applying to the Association of American Colleges to participate in the project on "Engaging Cultural Legacies." The impact of the Program on improving faculty morale and enhancing commitment to curricular improvement has far exceeded our original expectations. Each year 17-20 faculty have taught in the Program, and over the period 1987-1990 37 faculty have taught in the Program, representing approximately 35% of the full-time faculty. While maintaining a core group of faculty, we have attempted to integrate a number of new faculty into the Program each year, thereby adding fresh perspectives and ideas while at the same time maintaining a level of pedagogical experience from which new faculty may draw.

Two comments from faculty members summarize well the general response to the interdisciplinary character of the Program and to the developing of new teaching strategies:

Freshman Seminar has totally reinforced my previously held opinion that team teaching and interdisciplinary approaches are valuable for general education. I could envision an entire general education curriculum of such courses dealing with broad issues which cross over many disciplinary boundaries.

[As a result of teaching in the Program] I am moving much more toward a view of an integrated science curriculum for non-majors that is team taught and involves scientific, as well as other disciplines. The level of commitment from the course faculty is wonderful. If we are able to foster that feeling among our colleagues, we would make great progress in developing a general education philosophy that is

aimed at educating our students well and not furthering departmental territorial concerns.

Faculty report that through the common course material there has developed a sense of community and common purpose among both colleagues and students. One professor commented:

My initial concerns about participating in the Program were that issues on war and peace were not in my 'portfolio' as an area of expertise. I was somewhat apprehensive about this in the beginning of the course, but when I adjusted and adopted a more humble role than that of 'all-knowing and wise professor' the students and I became peers in learning this information. I, however, applied my psychological background theoretically and with 'grand authority' to the issues of war [and peace].

The impact of the Program on building a student learning community is more difficult to assess. One positive sign has been the number of students returning as sophomores, juniors and seniors to participate in the Tuesday evening lectures, films and debates. Faculty report that students in other classes frequently refer to material they have learned and discussed in Freshman Seminar and have come to expect more discussion and active participation as learners in other courses. This is an area in which the Program has influenced both faculty teaching strategies and student learning expectations. Two faculty comments reflect this change:

I believe I have increased my commitment to (and, I trust, my ability in) involving students more actively in classroom discussion. Typically I have employed the lecture format for many of my classes, and I have been quite successful as a lecturer. The Freshman Seminar Program has encouraged me to explore other pedagogical approaches--discussions, debate, the use of small groups. Further, the Freshman Seminar has confirmed my commitment to writing across the curriculum by involving students self-consciously, in the several stages of the writing process.

As a result of participating in the program, I am relying more on student discussion. I have also come to acknowledge the value of films and novels in encouraging student involvement. I have also been utilizing more frequent evaluation, such as short quizzes, more frequent, as well as different types of writing and rewriting assignments (letters, outlines, etc.), and different methods of class discussions, such as debates.

It is difficult to assess precisely our success in meeting the goal of improving sophistication in the analysis of ideas, in critical thinking. As a result of Freshman Seminar, however, we can say that students now experience in their first semester of college study, an academically rigorous course which sets the standard for their subsequent study. Through Freshman Seminar students come to expect that their courses will include far more than the simple memorization of facts, and that they will be expected to analyze and discuss ideas and to be able to formulate persuasively their own opinions. Students also learn that the effectiveness of their ideas will be enhanced or diminished by their skill in oral and written communication, and they come to understand that debate and discussion, as well as such written exercises as position papers, journals, quizzes and research projects are part of the college curriculum. Students increase their skills in writing as they complete over the course of the semester some 40 pages of writing, including a 10 page research paper. This effort to enhance writing skills is augmented by the required English courses which students take over their first two semesters, as well as two required "W"

courses which include the stages of outlining, prewriting and writing.

During the second year of the Program we continued to have students complete at the beginning and end of the course an essay on the following topic: "Given the universally recognized folly of war, why do you think wars continue to be fought?" Our results were similar to those of the preceding year, with students demonstrating varying degrees of improvement in grammar, spelling and punctuation, and more substantial development in the formulation of ideas, the use of examples to illustrate points, and the stating of reasons for conclusions and opinions. We looked toward the Junior Proficiency Exam, beginning with that of spring 1990, for an indication as to whether or not the emphasis in writing in both Freshman Seminar and in the "W" courses was achieving the desired improvement. Compared to fall 1986 when a total of 59% of juniors passed the exam, 72% passed in spring 1990, 75% in fall 1990 and 91% in spring 1991. These statistics are very encouraging and demonstrate considerable success in meeting our goal of improving students' writing skills.

Since the conclusion of the FIPSE grant in August 1989 the Program has continued with substantial revisions each year. While retaining such readings as All Quiet on the Western Front and Night, we recognized that we needed to create our own textbook which would include chapters focusing on each historical period we consider and which would include diverse writings from such fields as history, political science, and psychology, along with our own introductions and study

questions. Thanks to the financial support offered to the project by emeritus professor of philosophy Paul Delp, we were able to subsidize the publication of the book, entitled Perspectives on War, Peace and Justice, published by Copley Publishing House. We are currently in the process of revising the textbook with the inclusion of more readings on economics and the effects of technology on war and peace. The fall 1991 course will retain the same theme of war, peace and justice and will continue to develop chronologically across the twentieth century. The major changes will be the development of particular themes within each historical segment. For example, as we study World War I we will be focusing explicitly on the themes of the economic, political and military causes and consequences of war, and the personal experience of war.

The administration continues to provide funding for the several aspects of the Program previously underwritten by the FIPSE grant. These include the stipendia paid to faculty for their participation in the summer faculty workshop and the honoraria provided to speakers during the fall Program. Our speaker series continues to attract people of exceptional quality with diverse backgrounds and viewpoints. Among our 1989 speakers were historian and political analyst John Stoessinger; Pulitzer Prize winning author Neil Sheehan, and civil rights activist Mary King (see Attachment #11). Among our 1990 speakers were Pulitzer Prize winning author and journalist Stanley Karnow; Nobel Peace Prize recipient Betty Williams and Emmy Award winning documentary producer Pat Mitchell (See attachment #12).

While the theme of the course may change in the coming years, it is apparent that the Freshman Seminar Program as such will be retained and the connection between the Program and freshman advising will continue. The College's Strategic Plan, completed on April 2, 1991, states: "Three new interdisciplinary courses will be required of all students. These courses will be modeled after the successful Freshman Seminar Program, which will remain in the curriculum, and will serve to integrate the purposes listed above and in the academic mission statement. It is in these courses that the international or global focus will be most clearly established (p.7)."

The major step following the FIPSE grant will be the creation of these new team-taught courses. We intend that they be as successful as Freshman Seminar in engaging the interest of students and faculty, that they will include the same degree of rigor and set the same high standard of academic excellence.

F. Summary and Conclusions

During the two years of the FIPSE grant the Program proved successful in its goal of providing a common learning experience during the first semester of the freshmen year; offering a foundation of knowledge in history, geography and literature upon which students could build in their subsequent courses; acquainting students with diverse viewpoints and enhancing their ability to analyze and to discuss ideas, as well as increasing their proficiency in both oral and written communication. The Program achieved its aim of building a sense of academic community through seminar interaction and between the students

and their freshman seminar professor. For students, the Program has succeeded in substantially increasing retention between the first and second semesters. For faculty, the collegiality fostered by the Program has led to the decision to revise our general education requirements and to substitute three new interdisciplinary, core courses.

In conclusion, I want to quote one Freshman Seminar faculty member's assessment of the importance of the Program to students and faculty. He emphasizes the critical importance to the success of such a program of the involvement of faculty participants in all levels of decision making, from the setting of the syllabus to the inviting of speakers to the establishing of grading standards and course requirements:

A good number of the students who come to Chapman College are either only adequately or even poorly prepared for college. Having their freshman seminar teacher also serve as their academic advisor has facilitated the development of a closely monitored and openly nurturing academic experience. This dual-role relationship has allowed the faculty to help the students bring out their best. Many of us believe that the experience of academic success so early in their college careers may set the stage for both high expectations and performance by these students in the years to come.

The structure of the program has also encouraged faculty to fill the role of co-inquirers with their students, which again strengthens the student-faculty relationship in a way which is less threatening to new-to-college students. The various guest speakers who address the seminar provide a communal experience for both the freshman class and the faculty teaching in the program. Together we work to discover the meanings of the experts on a variety of topics and to assess our approaches toward those often differing points of view. In the classroom, in turn, the teacher then acts as mentor and guide as the students explore the relationship between what the speakers have had to say and what the students have read or seen in the books, films and exhibits that lend further depth and breadth to the course....

Giving faculty a participatory role has encouraged more effort and a greater sense of responsibility from each individual. Our weekly luncheon meetings have provided a real forum for interdepartmental sharing of ideas, experiences and perspective and has, based on my own observation and the regular testimony of my colleagues, clearly been both inspirational and motivational to those participating. The larger effect of the Freshman Seminar Program on the College, among faculty and other members of the campus community, has been to engender pride. Following the reactions of the first freshman class, members of the Chapman community has seen the program as successful. Further experience has confirmed this perception. The faculty participating are proud of their involvement. Being a part of the project is now seen as highly desirable; we no longer have to recruit faculty to teach.... I believe that I can safely say, on behalf of my colleagues and myself, that the program as we have experienced it has been both challenging and rewarding. We have taken risks. We have gone back to being students again and have learned to teach in new ways, outside of our familiar disciplines. In the process we have addressed our own hearts and minds and have come out stronger, as teachers, as individuals, and as a College, for having done so.

G. Appendices

The Annual Program Directors Meeting proved to be a particularly helpful experience. The first year offered a chance to learn from others and to gain a sense of the problems and pitfalls experienced by other program directors. The second year offered the opportunity to convey to others both the successes and difficulties we had experienced in our program. I enjoyed participating on two panels, "Faculty Renewal Through Program Innovation" and "Building Student Learning Communities" at the October 1988 meeting, as well as being one of several FIPSE grantees to participate on the panel "Achieving Curricular Coherence Through Common Texts or Themes" at the annual meeting of the Association of American Colleges meeting in January 1989.

As I have discussed in the report, over the period 1987-91 the Freshman Seminar Program has remained true to its initial goals while also developing new methods for implementing these goals. The various attachments illustrate the ways in which we have maintained and revised the Program, as well as the high degree of recognition which the Program has gained from the community. For example, in 1989 the Program received proclamations recognizing service to the larger community from the Board of Supervisors of Orange County and from the City Council of Orange (see Attachment #13).

I look forward to continuing to report to FIPSE on the directions our Program takes, and I appreciate the opportunity to serve informally as a consultant to institutions who are in the process of developing similar programs.

ATTACHMENT #1

Freshman Seminar Program Faculty 1988-89

Freshman Seminar Program Faculty

Fall, 1988

Robert Bassett, Associate Professor of Communications; 1981, M.A., University of Chicago; M.A., Claremont Graduate School
Fredric Caporaso, Associate Professor of Food Science. Academic Coordinator, M.S. in Food Science; 1982, M.S. Rutgers University; Ph.D., Pennsylvania State University
Frank Frisch, Associate Professor of Biology and Health Sciences; 1982, M.A., California State University, Northridge; Ph.D., University of Southern California
Anthony Garcia, Assistant Professor of English and Comparative Literature; 1969, M.A., Chapman College
*Michael Griffin, Assistant Professor of Biochemistry; 1987, Ph.D., University of California, San Francisco
Marilyn Harran, Associate Professor of Religion and History; 1985, M.A., Ph.D., Stanford University
*Gregory D. Hobson, Assistant Professor of Communications; 1984, M.F.A., University of California, Los Angeles
*Russell Knoth, Assistant Professor of Psychology; 1988, M.A., Ph.D., University of New Hampshire
*Therese B. Lynn, Assistant Professor of French; 1987, Licence es Lettres, University de Poitiers; M.A., University of Tennessee; Ph.D., University of Illinois, Urbana
Marvin Meyer, Associate Professor of Religion; 1985, M. Div., Calvin Theological Seminary; Ph.D., Claremont
James G. Moseley, Professor of Religion; 1986, M.A., Ph.D., University of Chicago Divinity School
*Barbara Mulch, Associate Professor of History; 1968, M.A., Ph.D., University of Kansas
*Mary Sellen, Associate Professor of Library Science; 1988, M.L.S., M.M., University of Illinois, Urbana-Champaign
Cameron Sinclair, Professor of Religion and English and Comparative Literature; 1967, Ph.D., Dropsie University
Jane Sinclair, Professor of Art; 1965, M.F.A., University of Illinois
*Robert Slayton, Assistant Professor of History; 1988, M.A., Ph.D., Northwestern University
*Fredric T. Smoller, Associate Professor of Political Science; 1983, M.A., University of Texas, Austin; Ph.D., Indiana University
James K. VanArsdel, Assistant Professor of Natural Sciences; 1986, M.S., D.D.S., University of the Pacific
Donald S. Will, Assistant Professor of Peace Studies; 1987, M.A., Ph.D., University of Denver
John Yules, Associate Professor of Physics; 1967, M.S., Massachusetts Institute of Technology

* INDICATES NEW PROGRAM FACULTY

ATTACHMENT #2

Course Syllabus for Freshman Seminar Program 1988-89

Course Syllabus

Fall Semester 1988

Freshman Seminar Program: War and Peace

MWF 11:00-11:50
Thursdays 7-9 p.m.

The Freshman Seminar Program is an interdisciplinary, team taught course that is required of all freshmen. Focusing on the topic of war and peace, the course is designed to introduce you to a wide range of disciplines and to lead you to reflect upon the connections among the liberal arts and sciences. Each seminar will stress the gaining of writing and oral communication skills. Readings, speakers, and films in the course represent a diversity of viewpoints. Through debate and discussion you will be encouraged to define your own attitudes and beliefs regarding this important topic.

Requirements:

A key goal of the Freshman Seminar Program is to increase skill in both written and oral communication. Although topics may vary, each section of the Program requires weekly writing assignments. Writing assignments for the course total approximately 40 pages (typewritten, double spaced) and include an 8-10 page term paper or project. The following constitute the requirements for the course:

- | | |
|--|-----|
| 1. Attendance at all classes, lectures, and films.
Participation in discussion. Weekly writing assignments. | 45% |
| 2. Midterm examination. | 15% |
| 3. Course term paper or project. | 20% |
| 4. Final examination. | 20% |

I. War and Peace Today: A Century of Conflict

Required Reading:

Articles from Time and Newsweek

Themes: How do we respond individually and as a nation to current world conflicts? What are the possibilities for peace?

**September 8: Meet in Chapman Auditorium, 6:30 p.m.
Film: "Patton"

**September 14: Meet in Chapman Auditorium
Lecture by John Scali, ABC News Senior Diplomatic
Correspondent, former Chief United States Ambassador
to the United Nations

**September 15: Meet in Chapman Auditorium, 6:30 p.m.
Film: "Gandhi"

II. The War To End All Wars: World War I and the Quest for
Peace

Required Reading:

*Erich Maria Remarque, All Quiet on the Western Front

Reading for Seminar Selection:

Hannah Vogt, The Burden of Guilt: A Short History of
Germany 1914-1945, pp. 3-31 (on reserve in library)

Themes: What are Remarque's experiences in the war? What
aspects of his experiences are similar to those of soldiers
in other wars in other times? How did the flawed peace
after World War I contribute to the origins of World War
II? What lessons can we learn for our time and our quest
for peace?

**September 22: Meet in Chapman Auditorium 7:00 p.m.
Film: "Gallipoli"

**September 28: Meet in Chapman Auditorium 11:00 a.m.
Dramatic performance

**September 29: Meet in Chapman Auditorium 7:00 p.m.
Film: "Breaker Morant"

III. Why Wars Occur: The Personal Dimension of Conflict

Required Reading:

*David Bender and Bruno Leone, eds. War and Human Nature,
pp. 16-45

Reading for Seminar Selection:

William Broyles, "Why Men Love War," Esquire (Nov. 1974),
pp. 55-65

Stanley Milgram, "Some Conditions of Obedience and
Disobedience to Authority," in Sociology Concepts and
Characteristics, pp. 82-88

Themes: What are our individual attitudes toward authority? Under what conditions do we choose to disobey? How would each of us respond to the conditions of the Milgram experiment?

**October 5: Meet in Chapman Auditorium 11:00 a.m.
Film: "Moral Development"

**October 6: Meet in Chapman Auditorium 7:00 p.m.
Presentations by Richard Turner and Bill O'Neill
Viewing of Vietnam Veterans' Art Exhibit

IV. Why Wars Occur: The Social Dimension of Conflict

Required Reading:

*Bender and Leone, War and Human Nature, pp. 50-74

Themes: What are the social conditions for war? What conditions conducive to war or peace do we see in the world around us?

V. World War II: The Holocaust and Hiroshima

Required Reading:

*Elie Wiesel, Night

Readings for Seminar Selection:

Theodore Abel, Why Hitler Came Into Power, 2 "life histories"

Hannah Vogt, The Burden of Guilt, pp. 33-107

Detlev Peukert, Inside Nazi Germany, pp. 236-242
(pp. 49-80; 208-235)

Fritz Stern, Inside Nazi Germany, pp. 119-146

Themes: What roles did racial and ethnic hatred and stereotypes play in World War II? What stereotypes do we use today? Why did Germans choose to follow Hitler? Why did the Holocaust occur? How could it have been prevented?

**October 12: Meet in Chapman Auditorium 11:00 a.m.
Lecture by Rabbi Daniel Landes, Director of National Education Projects, Simon Wiesenthal Center

**October 13: Meet in Chapman Auditorium 7:00 p.m.
Film: "Night and Fog"

****October 20: Meet in Chapman Auditorium 7:00 p.m.**
Film: "Das Boot"

Required Reading:

*John Hersey, Hiroshima
*Bender and Leone, War and Human Nature, pp. 118-124

Readings for Seminar Selection:

John Dower, War Without Mercy, pp. 77-93; 234-261; 293-318

Themes: Was the bombing of Hiroshima a war crime?
If you had been president, what decision would you have made?

****October 27: Meet in Chapman Auditorium, 7:00 p.m.**
Film: Propaganda films of World War II

****October 28: Meet in Chapman Auditorium, 11:00 a.m.**
Lecture: Dr. Michio Kaku, City University of New York

VI. Aftermath of War: The Quest for Peace After World War II

Required Reading:

M.E. Dziwanowski, War At Any Price, pp. 322-359
Oleg Rzheshesky, World War II: Myths and the Realities, pp. 103-169

Themes: What are the origins of the "Cold War"? Why did new stereotypes and animosities so quickly come into play after the conclusion of World War II? How does the peace after World War II compare to that after World War I?

****November 3: Meet in Chapman Auditorium, 7:00 p.m.**
Film: "Hearts and Minds"

****November 4: Meet in Chapman Auditorium, 11:00 a.m.**
Lecture: Dr. Condoleezza Rice, Stanford University

VII. The Vietnam War: The Country in Conflict

Required Reading:

*David Bender, ed., The Vietnam War: Opposing Viewpoints, pp. 57-91
*Michael Herr, Dispatches, pp. 91-176

Reading for Seminar Selection:

Keith Walker, A Piece of My Heart, 2 interviews or
Shelley Saywell, Women In War, pp. 225-258

Themes: What were the reasons for American intervention?
What were the experiences of American men and women in
Vietnam? How were these experiences the same or different
from those of American soldiers in previous wars?

**November 10: Meet in Chapman Auditorium, 7:00 p.m.
Film: "Platoon"

**November 17: Meet in Chapman Auditorium, 7:00 p.m.
Panel discussion of Vietnam War

VIII. Nuclear Issues: Choosing Peace

Required Reading:

*Ground Zero, Nuclear War: What's In It For You?

Themes: How can we avoid nuclear conflict? What are the
chances for reaching new peace accords with the Soviets?
What are the key elements for successful negotiation?

**November 30: Meet in Chapman Auditorium, 11:00 a.m.
Lecture by Roger C. Molander, President, Roosevelt Center
for American Policy Studies

**December 1: Meet in Chapman Auditorium, 7:00 p.m.
Film: "Testament"

IX. Low Intensity Warfare: Contemporary Conflicts

Readings for Seminar Selection:

David Bender and Bruno Leone, The Middle East: Opposing
Viewpoints (selections)

Elie Wiesel, Dawn

David Grossman, The Yellow Wind, pp. 5-64; 127-169

Themes: What is low intensity warfare? What stereotypes
play a role in the Israeli/Palestinian conflict? What
are the chances of resolving this conflict peacefully?
What role, if any, should the U.S. play?

**December 8: Meet in Chapman Auditorium, 7:00 p.m.
Panel discussion of Israeli-Palestinian conflict

X. Hope for the Future: Peace Efforts

Required Reading:

To be assigned

Themes: What efforts can be made to promote peace? What is the relation between peace and security?

**December 12: Meet in Chapman Auditorium, 11:00 a.m.
Lecture by Bonnie Erbe, Capitol Hill and Political
Correspondent for UPI Radio Network

* Indicates books to be purchased
Purchase also Hammond Historical Atlas
All readings are on reserve in Thurmond Clarke Memorial Library

ATTACHMENT #3

Speaker Series for Freshman Seminar Program 1988-89



FRESHMAN SEMINAR PROGRAM

1988

John Scali

Senior Diplomatic Correspondent, ABC News,
Former Chief United States Ambassador to the United Nations

“Reflections On A Century Of Conflict: Themes Of War And Peace”

Wednesday • September 14 • 11:00 A.M.
Chapman Auditorium



Journalist and diplomat, John Scali joined ABC News in 1961 and in 1971 was appointed by President Nixon as a special consultant to the President of the United States for foreign affairs and communication. In 1973 he was appointed Chief United States Ambassador to the United Nations. At the UN Mr. Scali was highly acclaimed for his role in negotiating a cease-fire to the 1973 Arab-Israeli conflict.

Mr. Scali has won numerous prizes in journalism and received international recognition for his historic backstage role in negotiating a settlement of the 1962 Cuban Missile Crisis, a task he undertook secretly while State Department Correspondent for ABC News.

As both analyst and participant in world affairs, John Scali is uniquely qualified to assess this century of conflict and to address the themes of war and peace.

*For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013*

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FRESHMAN SEMINAR PROGRAM

1988

Rabbi Daniel Landes

Director of National Education Projects,

Simon Wiesenthal Center

Roeters van Lennep Chair in Jewish Ethics and Values

Yeshiva University

“The Social Impact of the Holocaust”

Wednesday • October 12 • 11:00 A.M.

Chapman Auditorium

Rabbi Daniel Landes is Director of National Educational Projects at the Simon Wiesenthal Center in Los Angeles and holder of the Roeters van Lennep Chair in Jewish Ethics and Values at Yeshiva University. A nationally recognized lecturer, Landes has been described as “an extraordinary teacher who is able to engage his students in learning so that discussion becomes group process” (*The Jewish Journal*, April 8, 1988).

Rabbi Landes had edited an acclaimed work on the Holocaust, *Genocide: Critical Issues of the Holocaust* and has written essays on Jewish mysticism, philosophy, and ethics. He also serves as the spiritual leader of the Upstairs Minyan, an alternative Orthodox Jewish community dedicated to study, prayer, and the social good.

For further information, contact

Dr. Marilyn Harran, Director, Freshman Seminar Program

(714) 532-6013

FRESHMAN SEMINAR PROGRAM 1988

Michio Kaku

Professor of Nuclear Physics,
Graduate Center of the City University of New York
and the City College of New York

“Top Secret: Declassifying the Pentagon’s Hiroshima File”

Friday • October 28 • 11:00 A.M.
Chapman Auditorium

Hiroshima marks the beginning of the nuclear age. Over thirty years after the first atomic bomb fell on Hiroshima, the American decision to bomb that city remains a topic of debate and controversy.

Dr. Michio Kaku is Professor of Nuclear Physics with a joint appointment at the Graduate Center of the City University of New York and the City College of New York. He is a Phi Beta Kappa graduate of Harvard University and holds a Ph.D. in nuclear physics from the University of California at Berkeley.

Dr. Kaku has lectured around the world on issues concerning peace and disarmament. He is the author of several books on topics concerning science, public policy, and disarmament. His works include *Beyond Einstein: The Cosmic Quest for the Theory of the Universe* (with J. Trainer) and *To Win a Nuclear War: The Pentagon's Secret War Plans* (with D. Axlerod).

A member of the Board of Directors of National SANE FREEZE, Dr. Kaku has lectured on many college and university campuses including Yale, Princeton, and the University of California at Berkeley. He has also appeared on the PBS NOVA and *Innovation* series.

For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013



FRESHMAN SEMINAR PROGRAM

1988

Condoleezza Rice

Associate Professor of Political Science, Stanford University;
Council on Foreign Relations Fellow

"Origins of the Cold War: Soviet and American Perspectives"

Friday • November 4 • 11:00 A.M.

Chapman Auditorium



Many of the roots of current U.S. and Soviet differences can be traced back to their experiences in World War II. Professor Condoleezza Rice will consider the origins of the Cold War and examine the reasons for Soviet and American disagreements and conflicts.

Dr. Rice is Associate Professor of Political Science at Stanford University. The recipient of numerous awards and honors, Dr. Rice was a Hoover Institution National Fellow in 1985-86 and won the Walter J. Gores Award for Excellence in Teaching at Stanford in 1984. She has been a consultant to both The Joint Chiefs of Staff and ABC News. She is the author of numerous articles and of the books *Uncertain Allegiance: The Soviet Union and the Czechoslovak Army* and *The Gorbachev Era* (edited with Alexander Dallin).

For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013



FRESHMAN SEMINAR PROGRAM

1988

Sam Brown

Founder of the Vietnam Moratorium Committee

Douglas Kinnard

Chief of Staff, Second Field Force in Vietnam (1969-70)

"The Vietnam War: Opposing Viewpoints"

Thursday • November 17 • 7:30 P.M.
Chapman Auditorium



Sam Brown

More than any other event in our history the Vietnam War divided people in this country. Fifteen years after the end of the war, we need to ask again why some Americans strongly supported our military involvement in Vietnam while others just as strongly opposed it.

Douglas Kinnard is a graduate of West Point and has had a distinguished career in the U.S.

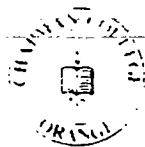


Douglas Kinnard

Army. He served in combat in World War II, the Korean War, and the Second Indochina War. He also served as Chief of Operations Analysis, U.S. Military Assistance Command Vietnam and as Chief of Staff, Second Field Force in Vietnam. He has received both the Distinguished Service Medal and the Distinguished Flying Cross. Dr. Kinnard holds a Ph.D. from Princeton University and is the author of several books, including *The War Managers*. He is currently Visiting Professor of Political Science at the University of Oklahoma.

Sam Brown holds degrees in Political Science from the University of Redlands and Rutgers University. In 1969 he founded the Vietnam Moratorium Committee. He has also served as State Treasurer of Colorado and from 1977-81 as Chief Executive Officer of the ACTION Agency, which includes the Peace Corps and VISTA. Mr. Brown is the author of *Why Are We Still in Vietnam?* and *Storefront Organizing*. A general partner with Centennial Partners of Denver, Colorado, Mr. Brown is currently working to establish low-and-moderate income housing and housing for the elderly.

For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013



FRESHMAN SEMINAR PROGRAM

1988

Roger C. Molander

President, Roosevelt Center for American Policy Studies

"The New President's Nuclear In-Box"

Monday • November 28 • 11:00 A.M.

Chapman Auditorium



As a nation we continue to struggle with setting policies regarding nuclear weapons and nuclear proliferation. Dr. Roger Molander is a leading authority on these and other American policy questions.

Dr. Molander earned his Ph.D. in Engineering and Applied Physics from the University of California at Berkeley. He is currently President of the Roosevelt Center for American Policy Studies in Washington, D.C. Dr. Molander was a member of the National Security Council staff at the White House from 1974 to 1981 and served under Presidents Nixon, Ford, and Carter. His principal area of responsibility was nuclear weapons policy, and, in particular, the SALT II negotiations. Dr. Molander has also served in the Office of the Secretary of Defense, the Arms Control and Disarmament Agency, and the Institute for Defense Analyses. He is the founder of Ground Zero, a nonpartisan nuclear war education project. His publications include *Nuclear War: What's In It For You?* and *Who Will Stop the Bomb? A Primer on Nuclear Proliferation*.

For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013



FRESHMAN SEMINAR PROGRAM

1988

***"OPPOSING VIEWPOINTS:
The Israeli-Palestinian Conflict"***

Thursday, December 8 — 7:30 p.m.
Chapman Auditorium

Many Americans consider the Middle East to be virtually synonymous with conflict, to be a region plagued with prolonged strife over decades if not centuries. They are right to be concerned since the modern Middle East is the focal point of the international arms trade and is one of the most heavily armed areas of the world. Much of U.S. foreign assistance, a large part of it military, is directed toward the region. The Soviets and Europeans also supply countries and groups in the area. The Middle East is the place where conventional strife most likely could escalate into nuclear Armageddon.

The most intractable conflict in the region may be the dispute between Israel and the Arab peoples. The Israeli-Palestinian confrontation has over the last weeks taken another decisive turn as Israeli elections and a meeting of the Palestine National Council have set the course for peace or war in the immediate future.

One source of hope for the future lies in the small, but growing, dialogue between Palestinians and Israelis, between Jews and Arabs. Our panel of this evening brings prominent voices in each community to the Chapman College campus. It offers unique opportunity to understand the conflict. Even more importantly, this panel discussion itself represents a step in the dialogue toward peace.

*For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013*



FRESHMAN SEMINAR PROGRAM

1988

Bonnie Erbe

Capitol Hill and Political Correspondent,
United Press International Radio Network

"Congress and the Peace Process"

Monday, December 12 — 11:00 a.m.
Chapman Auditorium

On January 20, 1989 George Bush will be inaugurated as President of United States. Much of the success of his administration will depend on the relationship he is able to establish with the Congress. Once again we will have a President representing one political party working with the Congress in which a majority are members of the opposing party.

Since 1983 Bonnie Erbe has covered national issues, Washington politics, and the House of Representatives. Her duties include coverage of the House Committee and floor votes. Her reports are heard on eleven hundred radio stations and on National Public Radio. Prior to joining U.P.I., Ms. Erbe was a correspondent for NBC News. She was based in Atlanta where she covered breaking news and features in the southeast United States for both NBC radio and television.



For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013

ATTACHMENT #4

Student Evaluation of Freshman Seminar Program 1988-89

Freshman Seminar Program

Evaluation 1988-89

Films

1. Please rate the following films regarding their applicability to the course (Circle the appropriate response):

	Percentages					
	A	B	C	D	F	N/A
1) Patton	46	37	14	3	1	
2) Gandhi	67	23	7	2		
3) Gallipoli	48	37	12	2		
4) Breaker Morant	29	42	15	7	2	5
5) Moral Development	20	31	30	12	6	2
6) Night and Fog	52	29	14	3	1	1
7) Das Boot	24	36	26	9	3	3
8) Propaganda Films	11	28	32	15	10	4
9) Hearts and Minds	23	36	25	6	4	6
10) Platoon	77	17	3		1	1
11) Testament	52	25	13	4	2	3

2. From the above list, please list (by number) the films we should show again next year.

3. If you were to grade the entire film series, which grade would you choose?

19% 67 12

4. What suggestions for other films do you have?

Speakers

1. Please rate the following speakers:

	Percentages					
	A	B	C	D	F	N/A
1) John Scali- "Themes Of War & Peace"	17	41	30	6	2	2

2)	Bill O'Neill-"Healing The Wounds" Art Exhibit	44	33	16	4		3
3)	Daniel Landes-"The Social Impact of the Holocaust"	22	50	22	2	4	2
4)	Michio Kaku-"Top Secret: Declassifying the Pentagon's Hiroshima File"	66	18	10	3		3
5)	Condoleezza Rice- "Origins of the Cold War"	19	34	34	8	3	3
6)	a) General Kinnard-"The Vietnam War: Opposing Viewpoints"	10	35	35	9	4	7
	b) Sam Brown-"The Vietnam War: Opposing Viewpoints"	9	37	33	10	4	8
7)	Roger Molander-"The New President's Nuclear In-Box"	8	43	34	5	3	8
8)	a) Ibrahim Abu-Lughod- "Opposing Viewpoints: The Israeli-Palestinian Conflict"	52	28	14	2	1	3
	b) Mubarak Awad- "Opposing Viewpoints: The Israeli-Palestinian Conflict"	35	34	22	3	1	4
	c) Balfour Brickner- "Opposing Viewpoints: The Israeli-Palestinian Conflict"	29	36	26	3	2	4
	d) Oded Neuman- "Opposing Viewpoints: The Israeli-Palestinian Conflict"	25	36	27	5	3	4
9)	Bonnie Erbe-"Congress and the Peace Process"	6	28	38	14	8	6

2. From the above list, please list (by number) the speakers we should include next year.
3. If you were to grade the entire speaker series, which grade would you choose?

- 11% 50 33 4 1
4. What suggestions do you have for other speakers?

Readings

1. Please grade the following books in terms of importance:

	Percentages					
	A	B	C	D	F	N/A
1) <u>All Quiet on the Western Front</u> by Remarque	69	25	5			
2) <u>War and Human Nature</u> by Bender and Leone	29	41	22	4	2	3
3) <u>Night</u> by Wiesel	74	20	4			3
4) <u>Hiroshima</u> by Hersey	53	34	10	2		1
5) <u>The Vietnam War: Opposing Viewpoints</u> by Bender	21	46	24	4	1	4
6) <u>Dispatches</u> by Herr	13	32	26	4		24
7) <u>Nuclear War: What's In It For You?</u> by Ground Zero	27	31	22	3	3	14

2. Please rate the importance of the additional readings used in your section.

35% 41 17 7

3. Please grade the following in terms of readability:

	Percentages					
	A	B	C	D	F	N/A
1) <u>All Quiet on the Western Front</u> by Remarque	72	22	4	1		7
2) <u>War and Human Nature</u> by Bender and Leone	23	40	22	9	4	2
3) <u>Night</u> by Wiesel	76	19	3	1		
4) <u>Hiroshima</u> by Hersey	52	29	13	3	2	
5) <u>The Vietnam War: Opposing Viewpoints</u> by Bender	15	41	29	8	2	3

6) <u>Dispatches</u> by Herr	17	30	24	4	1	23
7) <u>Nuclear War: What's In It For You?</u> by Ground Zero	24	31	26	4	2	13

4. Please rate the readability of the additional readings in your section.

27% 39 26 8

5. From the above list, please list (by number) the books we should include again next year.

6. If you were to grade the entire reading list, which grade would you choose?

19% 64 13 3

7. What are your suggestions for other readings?

Individual Seminar Class

1. Did the professor help summarize ideas from lectures, books and films effectively?

Always	Usually	Sometimes	Seldom	Never
61%	30%	7%	1%	

2. Were additional reading assignments relevant and important to your understanding of the topic?

Always	Usually	Sometimes	Seldom	Never
28%	45%	21%	6%	

3. The professor was willing to help with reading and writing assignments.

Always	Usually	Sometimes	Seldom	Never
52%	34%	9%	5%	

4. The professor successfully generated class discussion in the course.

Always	Usually	Sometimes	Seldom	Never
58%	30%	9%	3%	

5. Did you feel comfortable asking your freshman seminar professor and advisor for advice and suggestions about your general academic program?

yes	no	N/A
90%	10%	

Comments:

Overall Evaluation of the Program

1. What is your overall opinion of the Freshman Seminar Program?

A	B	C	D	F
---	---	---	---	---

30%	46%	21%	3%
-----	-----	-----	----

2. What suggestions do you have for changes and improvements?

SUMMARY OF COMMENTS
EVALUATION 1988-89 PROGRAM

There were three hundred (300) students who completed the evaluation forms. Of those, two hundred fifteen students (215) responded to the question, "What suggestions do you have for changes and improvements?" for the overall program. The following is a summary of the responses. Attached are the actual comments written by students.

71 students expressed the desire to see more information and discussion on peace.

34 students felt there was too much material to cover in the course, with an additional 7 students feeling that the course requires too much time and effort for a non-transferable course and another 6 felt that the course should not be mandatory for freshmen because it does not meet any of the general education requirements.

4 students wanted more class time in order to cover all the material.

29 students felt that generally the speakers were boring and disorganized. Another 11 students felt there were too many speakers in the series.

15 students said the film series was boring, that the films were too long and there were too many of them. Another 7 students requested a change of day for the films, their opinion being that earlier in the week would be preferable.

3 students wanted to see more current films and another 3 students wanted more films in the series.

6 students felt that the evening class meeting for films should be dropped altogether.

3 students said that the entire program was a bore.

11 students said either the entire course or the film series, in particular, were just too depressing, and 1 additional student stated that the material was "too intense".

8 students stated that they wanted less of a history course and more topics on current issues.

6 students said there was inconsistency between the sections in regards to work load, reading and writing assignments, whether or not a term paper or final were required and these comments were particularly angry.

5 students suggested that the course topic be more concentrated

or focused. 4 students felt the course should be graded by pass/no pass.

4 students felt the books were too expensive to purchase just for a few pages of required reading in each.

3 students felt the course was just too difficult for freshmen students and 1 student suggested placement testing for placement within the sections.

2 students felt the course a complete waste, absolutely no challenge and stated that they felt no one had been affected by the program.

3 students felt that the faculty was extremely biased, presenting a very narrow opinion and 1 student expressed a desire for more "conservatives" within the Freshman Seminar faculty.

5 students expressed their opinion that the faculty was inadequate and lacking in background and ability to teach this particular course.

3 students wanted more information on individual people living during the periods of conflict covered, rather than merely historical data on when, where, and what.

2 students want to see "more wars" covered in the course.

3 students asked to have more debates on the issues while 1 student suggested a "non violence workshop". 4 students enjoyed the use of a student prepared short play as a teaching tool.

2 students felt that there should be a choice of topic within the program, while 1 student felt there should be a choice but that War and Peace shouldn't be one of them.

2 students stated their opinion that the students' inappropriate behavior in the auditorium should be addressed.

1 student said that he came to this college to be taught by the professor's on staff, not a fellow student "course assistant".

1 student each stated; not enough material covered in the program, students don't have enough background to understand this course, need more discussion about the films, want more coverage of the Korean war.

1988 FRESHMAN SEMINAR ASSESSMENT
SUGGESTIONS FOR FILMS

58 Apocalypse Now
34 Full Metal Jacket
26 The Day After
14 The Killing Fields
11 "Peace" films
10 Hamburger Hill
6 Deer Hunter
6 1969
5 Dr. Strangelove
5 Red Dawn
4 Good Morning Vietnam
3 All Quiet on the Western Front
3 Hanoi Hilton
3 Salvador
2 The Mission
2 Cry Freedom
2 Threads
2 Longest Day
2 Bambi
2 Rambo
2 TV Series: War and Rememberance
1 Roots
1 Colors
1 The Wave
1 Harold and Maude
1 Uncommon Valor
1 Mash
1 Missing In Action
1 Diary of Anne Frank
1 The White Rose
1 The Best Year's of Our Lives
1 2001
1 Boys In Company C
1 The Big Red One
1 Coming Home
1 Au Revoir les Enfants
1 Winds of War
: Clockwork Orange
1 Bridge Over the River Kwai

ATTACHMENT #5

Course Syllabus for Freshman Seminar Program 1989-90

COURSE SYLLABUS

Fall Semester 1989

FRESHMAN SEMINAR PROGRAM: WAR AND PEACE

MWF 10:00 - 10:50 AM
Tuesdays 7:00 PM

The Freshman Seminar Program is an interdisciplinary, team taught course that is required of all freshmen. Focusing on the topic of war and peace, the course is designed to introduce you to a wide range of disciplines and to lead you to reflect upon an issue crucial to our time. Each seminar stresses the gaining of writing and oral communication skills. Readings, speakers, and presentations in the arts represent a diversity of viewpoints and experiences. Through debate and discussion you are encouraged to define your own attitudes and beliefs regarding this important topic.

Requirements:

A key goal of the Freshman Seminar Program is to increase skill in both writing and speaking. Although topics may vary, each section of the Program requires weekly writing assignments. Writing assignments for the course total approximately 40 pages (typewritten, double spaced) and include an 8-10 page term paper or project. The following constitute the requirements for the course:

- | | | |
|----|---|-----|
| 1. | Attendance at all classes, lectures, and arts presentations. Participation in discussion. | |
| | Weekly writing assignments. | 45% |
| 2. | Midterm examination. | 15% |
| 3. | Course term paper or project. | 20% |
| 4. | Final examination. | 20% |

I. Introduction: Why Think About War and Peace?

September 6-15 (5 classes and one evening)

Required Readings:

- *John Stoessinger, Why Nations Go To War, pp. 1-26
- *Erich Remarque, All Quiet on the Western Front
- *Robert Cooney & Helen Michalowski, eds., The Power of the People, pp. 38-55 (pp. 14-37, pp. 56-61 recommended)

Themes: Why do young people volunteer to go to war? Why do some people choose pacifism and declare themselves conscientious objectors? How did misguided decisions by several leaders take Europe into the "Great War"? What responsibility did the citizens of Germany, Austria, France, Britain, Russia, and the other combatant countries bear for choosing to obey their leaders? How do the standards of loyalty and patriotism change during wartime?

**September 11: Meet in Chapman Auditorium at 10:00 am.
Attend lecture by John Stoessinger, Cox Distinguished Professor of International Affairs, Trinity University and author of Why Nations Go To War.

**September 12: Meet in Chapman Auditorium 7:00 p.m.
Is This How It Really Is? TV's Portrayals of War

II. Causes of War and Peace: Religious, Social, Economic, Psychological Factors

September 18-October 4 (8 classes and 3 evenings)

A. The Individual: Human Aggression and Compassion

Required Readings:

*Seyom Brown, The Causes and Prevention of War, pp. 7-23
William Broyles, "Why Men Love War", Esquire (November 1974), 55-65

Themes: Do you think human beings are programmed for violence or do you think violence is learned behavior? Do you agree with Broyles' statement that "love and war are at the core of man"?

**September 19: Meet in Chapman Auditorium 7:00 p.m.
Film: "Gallipoli"

**September 26: Meet in Chapman Auditorium 6:30 p.m.
Film: "Gandhi"

B. Society, War and Peace

Required Readings:

*George Orwell, Animal Farm
Seyom Brown, The Causes and Prevention of War, pp. 24-103

Themes: How do national interests sometimes result in wars? What are some of the religious, political, and economic factors that have led to recent and current conflicts between nations? What are some of the determinants of war and what steps can be taken to implement strategies to prevent war and achieve peace?

**October 3: Meet in Chapman Auditorium 6:30 p.m.
Film: "Patton"

III. Effects and Impact of War and Peace

October 6-20 (7 classes and 2 evenings)

Required Readings:

*Elie Wiesel, Night
Cooney and Michalowski, The Power of the People, pp. 74-107

Themes: Why did the Holocaust take place and how could it have been prevented? What is the relationship between genocide and war? Why did some people choose to resist Hitler and prevent the killings? Why did some Americans choose to set the example of pacifism? Do you think Gandhi's strategy of non-violent resistance could have worked against the Nazi government?

**October 10: Meet in Chapman Auditorium 7:00 p.m.
Film: "Night and Fog" followed by presentation/
discussion Elisabeth Mann, survivor of Auschwitz

Required Readings:

*John Hersey, Hiroshima

Themes: Do you think the bombing of Hiroshima was a war crime? Why did some Japanese-Americans resist the order to move to resettlement camps? What reasons were given at the time for invoking this order and what other social and economic factors may have contributed to the decision?

**October 16: Meet in Chapman Auditorium 10:00 a.m.
Attend lecture by Michio Kaku, Professor of Physics,
City University of New York

**October 17: Meet in Waltmar Auditorium 7:00 p.m.
Theatre presentation: "Animal Farm"

IV. The Changing Nature of War and Peace

October 23-November 22 (14 classes and 4 evenings)

Required Readings

John Stoessinger, Why Nations Go To War, pp. 84-114
 *William Golding, Lord of The Flies
 Cooney and Michalowski, The Power of The People, pp. 108-149; 182-209
 Seyom Brown, The Causes and Prevention of War, pp. 141-210

Supplementary Readings:

Keith Walker, ed., A Piece of My Heart (2 interviews)

Themes: What caused the Cold War and what is the connection between the Cold War and the Vietnam War? How and why did the U.S. become involved in Vietnam? What factors led some young people to volunteer to go to Vietnam while others decided to protest the war? How important was the anti-war movement in ending U.S. involvement in Vietnam? What lessons can be learned from the Vietnam War? What strategies might have been used to defuse the conflicts among the boys in Lord of the Flies? What strategies might have prevented war in Vietnam?

**October 23: Meet in Chapman Auditorium 10:00 a.m.
 Lecture by William Mahedy, author of Out of The Night and Vietnam veterans counselor.

**October 24: Chapman Stadium attend opening ceremonies
 6:30 pm for Vietnam Wall Memorial, on campus October 23-27

**October 31: Enjoy Halloween!

**November 6: Meet in Chapman Auditorium 10:00 a.m.
 Lecture by David Dellinger, peace and civil rights activist/organizer, co-founder of the Libertarian Press.

**November 7: Meet in Chapman Auditorium 7:00 p.m.
 Film: "Hearts and Minds"

**November 14: Meet in Chapman Auditorium 7:00 p.m.
 Film: "Platoon"

**November 20: Chapman Auditorium 10:00 a.m.
 Attend lecture by Neil Sheehan, author of A Bright and Shining Lie and recipient of 1988 Pulitzer Prize

****November 21: Meet in Chapman Auditorium 7:00 p.m.**
Film: "The Killing Fields"

V. Preventing War and Achieving Peace: Our Individual Roles and Responsibilities

November 27-December 13 (8 classes and 3 evenings)

Required Readings:

Cooney and Michalowski, The Power of the People, pp. 150-181; pp. 210-245
Seyom Brown, The Causes and Prevention of War, pp. 215-265

Supplementary Readings:

James Dunnigan and Austin Bay, A Quick & Dirty Guide to War

Themes: Looking at current situations of potential conflict in the world, what specific steps can be taken to prevent war? What actions can each of us take to attain world peace? What are some peace initiatives currently under way?

****November 28: Meet in Chapman Auditorium 7:00 p.m.**
Film: "Testament"

****November 29: Meet in Chapman Auditorium 10:00 a.m.**
Attend lecture by William Sloane Coffin, President of SANE/FREEZE

****December 5: Meet in Chapman Auditorium 7:00 p.m.**
Film: "The Great Peace March"

****December 8: Meet in Chapman Auditorium 10:00 a.m.**
Lecture by Mary King, civil rights and women's rights advocate, formerly Deputy Director of ACTION.

****December 12: Meet in Chapman Auditorium 7:00 p.m.**
Film: "The Great Dictator"

*Indicates books to be purchased

ATTACHMENT #6

**Vietnam Veterans Memorial Sponsored by
Freshman Seminar Program 1989-90**

THE MOVING WALL



Sal Lopes

CHAPMAN COLLEGE

Traveling
Replica of
The Vietnam
Veterans

Sunday
evening,
October 22
through

Special
Ceremony

Free Admission
For more
information call
(714) 997-6607

Memorial in
Washington, D.C.

Friday noon,
October 27.

Tuesday
October 24,
6:30 p.m.

*Sponsored by
Chapman College's
Freshman Seminar,
Program and
Cultural Affairs
Committee.*

Chapman College
333 N. Glassell St.
Orange, CA

Open Continuously,
24 hours.

*Commemorating
the first
appearance
of The
Moving Wall
in Orange County*

SECTION

N

THURSDAY

OCTOBER 19, 1989

LIFE

Los Angeles Times

Vets Get Chance to Say Goodby as Moving Wall Heads to Orange

By SUSAN CHRISTIAN
TIMES STAFF WRITER

Bob Kakuk, one of 80,000 Vietnam War-era veterans living in Orange County, had felt "incomplete" for 20 years.

"It was as if I came home from the war without finishing the job I went to do," said Kakuk, who heads Vietnam Veterans Reunited, a support group in Huntington Beach. "I thought that seeing the wall would close the book on Vietnam—or, at least, a chapter of the book."

But Kakuk could not afford a visit to the Vietnam Veterans Memorial in Washington, D.C. So he waited for it to come to him. Last year, the massive list of the 58,156 Americans who never returned from Vietnam made its way to nearby Riverside—in the form of a scaled-down replica. "Looking at it hit me just as hard as when I saw the real thing in Washington a few months later," he recalled.

Kakuk soon will get another chance to see the portable model of the Vietnam Veterans Memorial. The Moving Wall will appear for the first time in Orange County at Chapman College beginning Sunday at 4 and continuing through noon Oct. 27.

From there, the Moving Wall will be on display at Camp Pendleton from Nov. 3-9.

Standing at half the size of its inspiration, the aluminum replica is 6 feet high and 253 feet long—requiring the Orange college's athletic field for display.

The Moving Wall was conceived by John Devitt, a Vietnam veteran who lives in San Jose. "I had the opportunity to attend the dedication of the memorial in Washington in 1982," he said. "I kept hearing the word 'finally' at the dedication: 'Finally, the vets can put the war to rest.' And I thought, 'But not all of the vets will be able to come here.'"

Devitt contacted Jan Scruggs, who had led the campaign to erect a national monument to Vietnam War veterans.

"His idea for a portable wall sounded like it was worth a shot," Scruggs said in a telephone interview from his home in Columbia, Md. "A lot of folks don't have the mobility or finances to make a trip to Washington."

Scruggs, himself a Vietnam veteran, has found that the Moving Wall stirs the same emotional response elicited by its immovable counterpart. "The magic of the portable wall is that it is only going to be in that one town for a few days," he said. "So anybody who has any connection to the Vietnam War—whether they lost a buddy or a relative or a neighbor—is drawn to the wall, because they have to see that person's name."

"In many cases, the experience is even more intense than that of seeing the wall in Washington. These people have made a special effort to visit the [portable] wall. They're not just tourists happening by the Vietnam War Memorial on their way to the Lincoln Memorial."

Within a month of the original memorial's ground breaking, Devitt went to work creating an offshoot. He rounded up the help of fellow Vietnam veterans Norris Shears and Gerry Haver. Aided by a \$16,000 donation from the city of San Jose, the three raised \$28,000 for materials.

Initially, an abundance of enthusiasm motivated them to approach their project with some naivete.

"We figured we'd put this thing together in two weekends," Devitt said, laughing. "But it ended up taking us two years." Their most time-consuming task was the meticulous reproduction of the memorial's 58,156 names—a list that includes about 1,300 Americans missing in action.

Devitt took the wall on the road in 1984, and it's been on a roll ever since. By the end of next year, it will have made an appearance in every state. A minimum of 17,000 people have seen it at each stop; more than 250,000 viewed it in Chicago. "We get requests from military bases, colleges, high schools and civic groups," Devitt said. To cover transportation costs, he charges \$2,500 per week for use of the wall.

So in demand is the Moving Wall that Devitt put a second replica in motion last year. Yet even with two walls roaming the United States, the attraction is booked solid through 1990.

The Moving Wall comprises 74 sections, with each frame containing two silk-screened panels of names. Like the original, made of polished black granite, the aluminum duplicate has a dark reflective surface. The wall is actually two walls, whose sloped wings meet at their vertex to form a "V."

The Moving Wall weighs 2½ tons and is moved on a flatbed trailer driven by volunteers. Local Vietnam War veterans will assemble the memorial when it arrives this weekend.

Veterans and student volunteers will keep watch over it and aid visitors in finding specific names. "The names are listed by the date of death rather than alphabetically, so we will have cross-reference books available to help the public," explained Jay Moseley, director of the honors program for Chapman College. "We look forward to the opportunity for interaction between students and veterans."

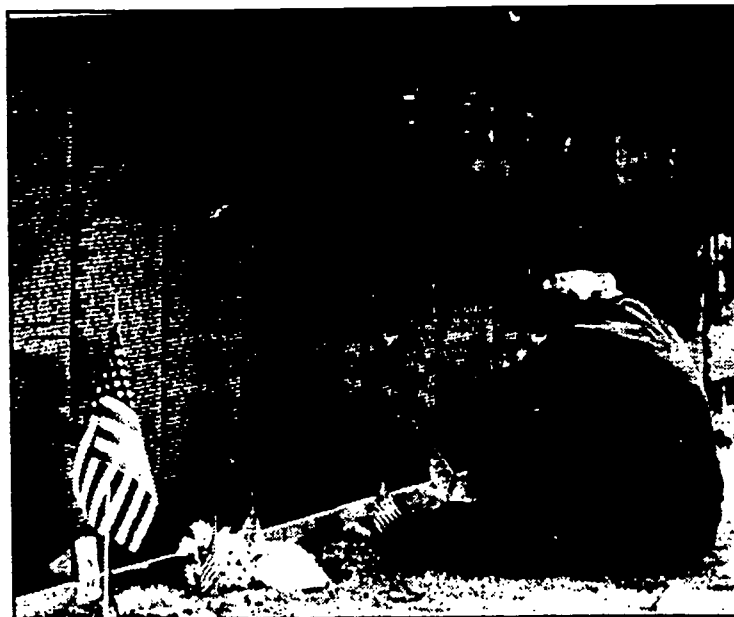
Today's college students were only toddlers during the Vietnam War years. "Everything I know about the war I learned in a history book," said Nancy Reisinger, 20, a senior at Chapman.

Reisinger volunteered to lend a hand at the Moving Wall, in part because she recently visited the Vietnam War Memorial. "It was just amazing to see all those names and realize how many people died," she said.

One of the veterans who plans to visit the Moving Wall at Chapman is therapist Kenneth Flint, team leader of the Veterans' Center in Anaheim. "A lot of families in Orange County were touched by the Vietnam War," he said. "Seeing the names of loved ones on the wall is part of the healing process; it allows people to say goodbye."

The Moving Wall exhibit is sponsored by Chapman's Freshman Seminar Program and Cultural Arts Committee. Chapman College is at 333 N. Glassell St. in Orange. Visitor parking lots will be available for guests.

A special ceremony will begin at 6:30 p.m. Tuesday. Admission to the wall is free. For more information, call the Freshman Seminar office at (714) 532-6013.



KARI RENE HALL / Los Angeles Times

Veteran Jack Tinsley contemplates Moving Wall in Santa Barbara.



JOHN HALL

Promise to a friend moves wall to county

WALL FLOWER ... A first cousin to the Unknown Soldier, Costa Mesa businessman Ben Valenti seems to be the Unknown Hero.

Valenti, president of International Rare Coin & Bullion, is the reason the Moving Wall, a replica of the Vietnam Veterans Memorial in Washington, will be on display this week at Chapman College in Orange — starting today and running through Friday.

Ben is the one paying the bills for the free exhibit, donating \$5,000 to cover the costs of transporting and setting up the stirring half-scale duplicate of the monument that has been outdrawing all others in our country's capital.

It's only a small part of his commitment to the Vietnam Veterans Memorial. His total contribution is well over \$250,000.

Last week, he also gave \$5,000 to the Vietnam Veterans Aid Foundation, and he will take \$100,000 more with him to give to the memorial in person Nov. 11 in Washington. He will be keynote speaker at a Veterans Day ceremony at this remarkable monument — said by those who have touched it and felt its inspirational glow to have done more than anything else to heal the lingering wounds of that strangest and most dismal of all wars that split a nation.

Mr. Valenti of Costa Mesa is quite a deal. But who knows?

The Moving Wall at Chapman is hardly his first involvement with the memorial. He held a spectacular reception in August at the Irvine Marriott, where his original pledge of \$250,000 to Vietnam veterans was announced.

Most of the money is coming from the sale of commemorative medallions produced by Ben's company.

The August reception was a splendid affair featuring speeches by Jan Scruggs, the lowly corporal who rose up to raise the money for the wall and inspire the completion of the entire miracle, Rocky Bleier, Chick Hearn, actress Leslie Easterbrook and Ben himself.

Everyone present in the SRO ballroom was deeply moved, but for some reason most of the media ignored the event. It was hardly noticed outside the hotel, which is a little weird in itself.

Anybody who doesn't notice Leslie is either brain dead or a little more totally.

Valenti, of course, couldn't care less about personal publicity. But it's time somebody around here said thank you.

As Scruggs, who came from Washington to Irvine to say thanks, said: "Ben wasn't born in the fast lane. His dad was a postman. He's done it himself."

What he's done, among other things, is build his Costa Mesa company into the largest of its kind in the world. It produces things such as gold and silver American eagles, platinum plates and commemorative coins of all sorts.

Ben's dedication to the Vietnam vets, he said, stems from a promise to remember if a friend more than 57,000 Americans who didn't.

"The medallions and support of the wall are my way of memorializing his and all the great sacrifices," Ben said. "It's important we don't forget."

Anyway, the Moving Wall is here, and, just as in the capital next to Abraham Lincoln and George Washington, the names of all those men and women who were lost in Vietnam are on it.

Nearly 300,000 visited the Moving Wall when it was in Chicago. Thousands have come to experience it at every stop.

See it, touch it, feel it ... and you will never be the same.

ORANGE COUNTY

Moving Wall Lives Up to Its Name

■ **Tribute:** A traveling replica of the Vietnam Veterans Memorial in Washington arrives in Orange County for the first time and revives memories of heroism and horror.

By JIM CARLTON
TIMES STAFF WRITER

ORANGE—It had been 20 years, almost to the day, since Teddi Alves' husband was killed in a plane crash on a combat mission in Vietnam. And here she was Sunday afternoon, facing his name, engraved in neat white letters on a long black wall.

Dressed in a black dress and carrying a red rose for her husband, Air Force navigator Moses L. Alves, 34, she sobbed quietly as she stood before his name on the Moving Wall, a traveling replica of the Vietnam Veterans Memorial in Washington that arrived Sunday in Orange County for the first time.

Regaining her composure, Alves said she planned to go home Sunday night and replay one of the 18 cassettes that her husband had sent home during his tour of duty.

"I'm going to play our tape and have a martini," said Alves, a Huntington Beach resident who never remarried.

The scene was one of many Sunday, as more than 300 people—Vietnam veterans and surviving relatives of soldiers killed in the war—turned out under a gray sky to see the Moving Wall at Chapman College.

The wall will be open for viewing 24 hours a day through noon Friday. On Tuesday at 6:30 p.m., a ceremony will be held on the Orange campus, with speech-

es by local dignitaries and a playing of taps by a color guard from the 3rd Marine Aircraft Wing at El Toro. Up to 1,000 people a day are expected to visit the wall.

Like the original wall but about half its size, the Moving Wall contains all 58,156 names of those who were killed, listed as missing in action or made prisoners of war during the 16-year Vietnam War, which ended in 1975.

The wall, 252 feet long and six feet high, is composed of 74 separate aluminum frames, which are disassembled for each move. The wall, built by Vietnam veterans with donations, has toured the United States for five years. It will next be set up Nov. 3 through 9 at the Marine Corps training base at Camp Pendleton.

For many Sunday, the traveling wall offered them their first opportunity to see the engraved names of comrades who died in Vietnam. For some, it was a devastating experience.

A Navy veteran who would identify himself only as Dave T. broke into tears and had to kneel when he found the name of a buddy who had saved his life.

"He pulled me out of a gunboat before it blew up," Dave T., 41, said as his fingers caressed the name of Navy serviceman James L. Craig Jr., who died in the explosion.

Like some other veterans, Dave T.'s wife stood a respectful distance away as her husband grieved in solitude. Other veterans were accompanied by veteran friends, many wearing their old fatigues.

"Some made it. Some didn't. It was just the luck of the draw," said Gary Wennerberg, 40, a Mission Viejo delivery truck driver who fought in Vietnam as a Marine infantryman.

Wennerberg had found a dozen names of buddies killed in combat and was searching for still more.

"It's kind of hard to look" at the wall, he said, as his eyes carefully scanned vast columns of white print containing all the names. "But it's a way of honoring these people."

Veterans and surviving relatives found other ways to pay tribute. Several left notes, such as this one addressed to a deceased Sgt. Marvin L. Noe from a Sgt. Steve Wallace: "We had some good times together. I'll always miss you, buddy."

Others left flowers, singly and in bouquets.

The biggest bouquet of all, about 2½ feet high and containing dozens of brightly colored flowers, was laid before the memorial by three veterans, all wearing their military fatigues. After reciting individual prayers, the three soldiers saluted and walked away before anyone could see their tears.

TRIBUTE: Memorial Wall Moves Many at Chapman

'It's like going to a relative's grave when you had never been able to go to the funeral.'

—Preston Hatch
of Garden Grove

"It's like going to a relative's grave when you had never been able to go to the funeral," said Preston Hatch, 42, of Garden Grove, who along with veterans Bob Kakuk, 43, and Mike Kagikas, 42, both of Huntington Beach, laid the huge bouquet.

Hatch said that in Vietnam, wounded and dead were carried off the battlefield so fast that it was difficult to keep up with what had happened to whom. Other soldiers said they were injured and "medivacced" off the battlefield, and are only just now finding out what happened to their comrades.

Hatch said he discovered Sunday the name of a high school friend from Lakewood who had been killed in the war.

Hatch, Kagikas and Kakuk, members of the Vietnam Vets Reunited support group in Huntington Beach, had joined other volunteers that morning in erecting the Moving Wall, which had been trucked to the Chapman campus in packing crates.

Kakuk said the work was fairly routine until the wall neared completion on a grassy field near the college stadium.

"I looked down it [then], and my whole body started trembling," said Kakuk, who was an Army machine-gunner in 1969-70.

Hatch, who served in the Marines in 1967-68, said he had considerable anxiety on the drive to Chapman College.

"If you were 'in-country,' your legs get shaky, just driving out here, knowing what you will be seeing," Hatch said. "It's hard to describe."

Viewing was also an overwhelming experience for relatives.

Harvest Gulevich of Fountain Valley broke into racking sobs and had to flee the Moving Wall after seeing the name of her father, Marine helicopter pilot Lee Blankenship.

"I think about my father every single day," said Gulevich, 40, who wore her father's flight jacket. "It's been 20 years, but it doesn't go away."

Volunteer counselors are on hand this week near the wall to help. Volunteers in a headquarters under a large green tent help visitors to find names and discuss their feelings. For most veterans, volunteer host Joe Cordero said, the visit to the Moving Wall was therapeutic.

"Hopefully," said Cordero, himself a Vietnam veteran, "we'll never have to build a memorial like this again."



ALEXANDER GALLARDO / Los Angeles Times

Wearing her father's flight jacket, Harvest Gulevich of Fountain Valley breaks into sobs after seeing the name of her father, Marine helicopter pilot Lee Blankenship.

MONDAY

OCTOBER 23, 1989

Moving Wall moves some to tremble at memories of war

Vietnam memorial in Orange County for the first time

By Jeffrey Brody
The Register

ORANGE — Bob Kakuk tried to remain calm, tried to keep control. But as he gazed at the model of the Vietnam War memorial Sunday at the Chapman College athletic field, his body started trembling.

The emotion erupting in him was so strong that he couldn't keep from shaking. Other visitors sobbed or bowed their heads in silent prayer before the names of fallen comrades, relatives and friends at the Moving Wall, a half scale replica of the Vietnam Veterans Memorial in

Washington that was making its first appearance in Orange County.

They left notes ("We had some good times together. I'll always miss you buddy") and placed flowers at the base of the 252-foot-long memorial, on exhibit through Friday.

"In Nam, when you lost a buddy, he got put in a body bag and MedEvacked out. You never saw him again," said Kakuk, 43, a former infantryman from Huntington Beach. "Here, it was like going to a funeral with buddies I knew finally being laid to rest."

Kakuk, a disabled veteran who has not visited the black granite memorial in Washington, said he broke down while helping to assemble the aluminum panels that list the names of 58,156 Americans who died in



Elaine Isaacson/The Register

A Vietnam veteran mourns for comrades at the Moving Wall, a replica of the Washington, DC, memorial.

It's almost impossible," said Preston Hatch, 42, a former Marine from the Vietnam War.

Please see WALL/15



Elaine Isaacson/The Register

Manny Guerrero of Garden Grove looked for the names of two friends and a cousin on the wall in Orange.

WALL: Half-scale replica of war memorial in OC

FROM 1

rine from Garden Grove. "I don't care who you are. If you were in the country, your knees start to shake and your hands start to sweat when you approach the wall."

"A friend I grew up with — Dave Richardson from Lakewood — died while I was over there," Hatch said. "This was my first opportunity to go up and see his name."

Manny Guerrero of Garden Grove scanned the wall for the name of a cousin and two friends. Guerrero, an Air Force sergeant who spent two years in Vietnam, said the wall repre-

sents a "great loss of life" to him.

"It's hard to believe," he said, "that all those men put their lives down for, for what?"

"We were pulled out," he said, his voice rising, "before we could finish the job."

Guerrero, 54, said his cousin, George Trevino, a Marine from Port Arthur, Texas, was gunned down while walking point on patrol. Another friend, Dennis Smith, perished when his base was overrun.

After seeing the half-scale replica, Guerrero, a construc-

tion superintendent, said he plans to go to Washington on his next vacation.

Al Edwards, 44, of Anaheim, brought his wife and two young children to the wall. Edwards, who spent two years on Navy riverboat patrols, said he wanted his family to share the experience.

While standing before his friends' names, Edwards hugged Dave, his 2½-year-old son, and said he hopes the boy never will have to go to war.

Thomas Wold, a 19-year-old Chapman College student, said

the memorial is sobering.

"It's kind of scary," Wold said. "It makes you realize what actually took place. All those lives taken, and most of those people were the same age as me."

The traveling exhibit will be on display through noon Friday. A ceremony, commemorating the first appearance of the Moving Wall in Orange County, is scheduled for 6:30 p.m. Tuesday.

The exhibit, staffed by Vietnam War veterans and volunteers, is open 24 hours.

Vietnam veteran Robert Asmus and his wife, Leslie, stop at the replica of the Vietnam Veterans Memorial on display at Chapman College.

A wall of emotion

Traveling memorial comes to Orange

By Sara Hanson, Chris Voss and Susan Knight
Special to the Register •

It was 1:30 a.m. Tuesday, a time when most Chapman College students were either sleeping or studying.

But a small group gathered in Orange at the foot of the Moving Wall, consoling student Kathy McNerney, 22. Her uncle was in the Vietnam War — and survived. But that did not ease her grief at seeing the names of others who died.

"I thank God that my uncle is not on the wall," the Chapman senior said, wiping away tears.

Expected to tap powerful emotions

from veterans, the traveling half-size replica of the Vietnam Veterans Memorial in Washington, DC, also had a profound effect on college students this week on its first visit to Orange County.

Few were old enough to remember much about the war, and some students say the conflict is ignored in history classes, but the sight of 58,156 names of people who were killed from 1959 to 1975, or are missing in action or prisoners of war, was an emotional experience for many.

"If we were 20 years older, these would be our friends on this wall. It just overwhelms me," said student Ben Nichols, 22, as he stared at the names inscribed on the black aluminum panels.

The 253-foot memorial stretches

nearly the length of the school's athletic field.

It was put up Sunday and is open through noon Friday, 24 hours a day. Chapman, a 2,200-student private liberal-arts college, is at Glassell Street and Palm Avenue.

The wall is sponsored by the Freshman Seminar Program and Cultural Affairs Committee at Chapman, which received donations to help pay the \$2,500 rental fee.

It was brought to Chapman primarily through the efforts of religion professors Marilyn Harran and Jay Moseley and ties in with the theme of this fall's freshman seminar, "War and Peace."

"This is the most universally positive

Please see **MEMORIAL/2**

MEMORIAL: Students feel emotions of Vietnam War

FROM 1

as college plays host to Moving Wall

project I've ever been involved with," Moseley said, adding that the wall gives students the opportunity to ponder an event that significantly affected their parents' lives.

One Chapman parent and Vietnam veteran, Charley Crabtree, said he knew of 75 men whose names are listed on the wall. Visiting the memorial evoked a mixture of sadness, frustration and fond memories, said Crabtree, 49.

"The wall is the single most important event in helping people to understand the war," the Irvine accountant said.

At a ceremony Tuesday night commemorating the wall, Orange Mayor Don Smith read the names of the 24 people from Orange who died in the war and praised Chapman for bringing the memorial to Orange County.

The wall is midway in its swing through the West. Its next stop will be Camp Pendleton.

Driving the truck carrying the wall is Dorothy Schafernocker, 62, of Fort Worth, Texas, who had a son killed in Vietnam.

"I just felt the need to be around the wall as much as I could. It's a healing wall," she said. "I hope that young people will see this and

realize we don't need any more wars."

But not all Chapman students were moved by the memorial.

"I talked to a lot of students who didn't care, and that bothers me," said Kelly Ward, 22, editor in chief of the Panther, the Chapman student newspaper. "How could they not be concerned about it?"

Jan La Roche of Orange, whose brother, Joel, was killed in Vietnam one month before he was due home, said, "You never get over the hurt. It's always there."

The memory of the war also is vivid to veteran and Chapman sophomore William Jimerson, 35, who at first was reluctant to talk.

"The wall just opens up old wounds. Everytime I think about the war, I have nightmares for months," Jimerson said, his voice choked with emotion. "I went by choice. I felt I owed an obligation to my country. I am proud as hell that I survived."

Floyd Benjamin Jr., Laurie Brown, Janice Gable, Melinda Gianulias, Brent Higgins, Dave Janssen, Jon Radebaugh, Eric Ryan, John Soto, Dawn Smera, Andrea Subaran, Jennifer Uecke and Dawn Weiss, members of the newswriting class at Chapman College, contributed to this report.

“If we were 20 years older, these would be our friends on this wall. It just overwhelms me.”

Ben Nichols

22-year-old student

ATTACHMENT #7

Student Evaluations of Freshman Seminar Program 1989-90

Freshman Seminar Program

Evaluation 1989-90

Films

1. Please rate the following films regarding their applicability to the course (Circle the appropriate response):

		Percentages					
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>N/A</u>
1)	TV's Portrayals of War	37	31	22	4	2	4
2)	Gallipoli	44	35	17	2	0	
3)	Gandhi	58	26	11	3	2	0
4)	Patton	53	28	14	2	1	2
5)	Night and Fog	45	27	17	4	1	6
6)	Hearts and Minds	28	27	23	7	3	12
7)	Platoon	71	19	5	2	0	2
8)	The Killing Fields	47	31	9	2	11	0
9)	Testament	24	22	26	9	6	14
10)	The Great Peace March	24	22	26	9	6	14
11)	Great Dictator	16	20	20	7	6	31

2. From the above list, please list (by number) the films we should show again next year.

3. If you were to grade the entire film series, which grade would you choose?

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>N/A</u>
25	61	13	0	0	1

4. What suggestions for other films do you have?

Plays

1. Please rate the following plays regarding importance to the course (Circle the appropriate response):

		Percentages					
		A	B	C	D	F	N/A
1)	Animal Farm	39	30	23	3	1	4
2)	The Trial of Lyndon B. Johnson	14	28	31	7	3	16

The Vietnam Memorial Moving Wall

How would you rate the presence of the Vietnam Memorial Wall on campus as part of your learning about War and Peace?

Percentages					
A	F	C	D	F	N/A
78	14	6	1	1	0

Speakers

1. Please rate the following speakers:

		Percentages					
		A	B	C	D	F	N/A
1)	John Stoessinger "Why Nations Go To War"	62	30	6	1	1	0
2)	Elisabeth Mann Survivor of Auschwitz	69	16	11	1	1	2
3)	Michio Kaku "Hiroshima: Revising the Myths"	22	30	28	10	5	5
4)	Bill Mahedy "Coming Home From Vietnam"	15	41	29	5	0	9
5)	David Dellinger "Bringing the War in Vietnam to an End"	16	35	34	7	2	5
6)	Neil Sheehan "Vietnam: How Could This War Have Happened"	20	35	29	4	1	10

7)	William Sloane Coffin "Peace in Search of Makers"	30	33	22	5	2 7
8)	Mary King "An Eyewitness to History: An Activist Account of Bringing Social Change to America."	10	27	32	15	5 11

2. From the above list, please list (by number) the speakers we should include next year.

3. If you were to grade the entire speaker series, which grade would you choose?

Percentages					
A	B	C	D	F	N/A
12	56	29	2	0	1

4. What suggestions do you have for other speakers?

Readings

1. Please grade the following books in terms of importance:

Percentages							
	A	B	C	D	F	N/A	
1)	<u>All Quiet On The Western Front</u> by Remarque	56	34	8	2	0	0
2)	<u>The Power of the People</u> by Cooney & Michalowski	25	28	33	9	3	1
3)	<u>Why Nations Go To War</u> by Stoessinger	31	37	22	6	2	1
4)	<u>The Causes and Prevention of War</u> by Brown	16	27	31	12	9	4
5)	<u>Why Men Love War</u> by Broyles	40	30	15	2	13	0
6)	<u>Animal Farm</u> by Orwell	47	34	16	2	2	0

2. Please rate the importance of the additional readings used in your section.

Percentages					
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>N/A</u>
20	47	23	1	0	8

3. Please grade the following in terms of readability:

Percentages						
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>N/A</u>
1) <u>All Quiet on the Western Front</u> by Remarque	68	22	9	2	0	0
2) <u>The Power of the People</u> by Cooney & Michalowski	23	31	28	11	6	2
3) <u>Why Nations Go To War</u> by Stoessinger	19	25	34	15	7	1
4) <u>The Causes and Prevention of war</u> by Brown	9	17	30	25	17	
5) <u>Why Men Love War</u> by Broyles	43	25	12	4	0	15
6) <u>Animal Farm</u> by Orwell	71	20	7	1	1	0

4. From the above list, please list (by number) the books we should include again next year.

5. Please rate the readability of the additional readings in your section.

Percentages					
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>N/A</u>
23	45	22	1	9	0

6. If you were to grade the entire reading list, which grade would you choose?

16	51	30	3	0	0
----	----	----	---	---	---

7. What are your suggestions for other readings?

Individual Seminar Class

1. Did the professor help summarize ideas from lectures, books and films effectively?

Percentages				
Always	Usually	Sometimes	Seldom	Never
47	38	13	2	0

2. Were additional reading assignments relevant and important to your understanding of the topic?

Percentages				
Always	Usually	Sometimes	Seldom	Never
25	51	20	3	1

3. The professor was willing to help with reading and writing assignments.

Percentages				
Always	Usually	Sometimes	Seldom	Never
54	27	15	3	0

4. The professor successfully generated class discussion in the course.

Percentages				
Always	Usually	Sometimes	Seldom	Never
64	21	12	4	0

5. Did you feel comfortable asking your freshman seminar professor and advisor for advice and suggestions about your general academic program?

Percentages		
Yes	No	N/A
85	9	6

Comments:

Overall Evaluation of the Program

1. What is your overall opinion of the Freshman Seminar Program?

Percentages				
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
36	45	15	2	2

2. What suggestions do you have for changes and improvements?

Freshman Seminar Program, Fall 1989

Noticeable comments on Instructors

- A No comments on instructor
- B "Keep sections even - 'We did more work'"
- C "Very respected professor"
- D "Advisors should be teachers that teach within our major."
- E "Given professor from completely different area than major. Therefore put in wrong classes first semester because didn't know any better."
- F "Appreciation for professor."
"Get teachers from subjects that know what they are talking about."
- G "No complaints. Friends who didn't have my professor, thought course was a waste. Maybe the 'head' of the program should be more aware of how each teacher is going to deal with the materials presented."
- H "Excellent instructor."
"Professor so busy, frustrating when you couldn't get an appointment with him, especially when you needed help."
- I No comments.
- J "Needed advice, (seldom), I'd ask during scheduled appointments; otherwise wouldn't have thought of professor." Professor doesn't seem to know much. My first semester schedule was totally screwed up because professor didn't advise me in the right direction."
- K "Professor did a good job of getting class involved in the course."
- L "Professor very helpful, understanding."
- M No¹ comments.
- N "Good instructor."
- O No comments.

- P "Sensible, nice big heart."
"Fun teacher; makes class enjoyable."
"Excellent job; made class interesting."
- Q "Fabulous teacher."
"Great."
"Helpful, knowledgeable, concerned about each student."
"Excellent."
"Great."
"Influential."
- R "Made course interesting."
- S No comments.

BOOK SUGGESTIONS FROM STUDENTS
FROM FRESHMAN SEMINAR EVALUATIONS

1. Lord of the Flies - William Golding
2. Catcher in the Rye - J. D. Salinger
3. To Kill a Mockingbird - Screenplay Horton Foote
4. Strange Ground - Author unknown
5. Fourth of July - Ron Kovic
6. A Bell for Adano - John Hersey
7. Dispatches - Michael Herr
8. Hiroshima - John Hersey
9. Night - Elie Wiesel
10. Readings on U. S. foreign policy
11. Readings on the Cold War
12. Stories about actual combat and experiences during war
13. Propaganda literature
14. Watership Down - Richard Adams
15. A Rumor of War - Philip Caputo
16. How to Survive a Nuclear War
17. First American Peace Movement - David Low Dodge
18. Catch 22 - Joseph Heller
19. Readings about Hitler
20. Dr. Strangelove - Based on Red Alert by Peter George
21. Helter Skelter - Vincent Bugliosi
22. It - Stephen King
23. Cry the Beloved Country - Alan Paton

24. Black Like Me - John Howard Griffin
25. Johnny Get Your Gun - John Dudley Ball
26. Books by Dorothy Day - (The Long Loneliness - Autobiog)
27. Sections of the Bible that pertain to war and peace
28. A biography of a peace movement activist
29. Spy Catcher - Author unknown
30. War and Peace - Leo Tolstoy (selected parts only)
31. 1984 - George Orwell
32. Opposing viewpoints on Vietnam
33. Opposing viewpoints on war and human nature
34. Casualties of War - Author unknown

Other suggestions included:

1. Remove from the required reading list:
 - a. The Causes and Prevention of War - Brown (seemed to be particularly offensive)
 - b. The Power of the People - Cooney & Michalowski
 - c. Why Nations Go To War - Stoessinger
2. Requested books that were shorter and easier to read.
3. Requested books that presented both sides of war & peace.
4. Requested not as much reading.
5. Requested a better book on peace.

ATTACHMENT #8

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and Justice, 1990-91**

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on
War, Peace and Justice**

*The Freshman Seminar Program Faculty
Chapman College
Fall 1990*



Copley Publishing Group
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ATTACHMENT #9

Faculty Responses to Freshman Seminar Program

Fall, 1988

Faculty Renewal Through Program Innovation

Freshman Seminar Program
Chapman College
Orange, California

New academic programs, particularly those that are interdisciplinary in character, encounter many of the same challenges. These challenges include recruiting faculty, building a sense of collegiality and common purpose, and addressing concerns about teaching outside of one's field of expertise. Before this conference, I asked the twenty-six faculty who have taught in the Freshman Seminar Program since its inception last fall to respond to several questions regarding their initial concerns about the Program and their attitudes now. I have selected a number of responses. Several themes relating to faculty renewal through program innovation emerge from the faculty's responses.

- a. What were your initial concerns about participating in the Program? Do you still have those concerns?
1. "My concerns about the program were related to my relative preparation in other than scientific fields and the volume of material that the program required. I also felt apprehensive about the classroom format where so much emphasis was placed on discussion and debate, both of which are not often used in scientific disciplines. I no longer have those concerns, primarily due to the excellent support of the group in sharing factual information and sources and in making use of various techniques for the classroom. That support made what at first seemed overwhelming exciting."
 2. "My initial concerns about teaching in the Freshman Seminar Program focused on the fact that I had not taught for a number of years. I had reservations about participating in a group process in which your weaknesses in teaching become evident to all. In addition, the approach to the seminar was to be somewhat different from my disciplinary teaching methods. I also felt that I was a novice when it comes to stimulating students to participate actively in the learning process and to analyze materials beyond superficial observations. I still have these concerns, but I believe that I am becoming more comfortable in the classroom and in using new methods to achieve the goals of the course. I have also become more open about confessing my weaknesses in teaching."
 3. "This is the first time that I have ever taught a course in which I am not the 'expert' in the area. I don't know much more than the students in my class about war and peace. (Do you still have concerns?) "Yes and no. I feel the

support materials given to the faculty in the Seminar Program by the Program Director and the interaction with experts during the course have eased my concern and made me an effective teacher in this course."

4. "My initial concerns dealt with too much standardization of materials and teaching. Nothing like this has occurred; if anything, the format has made my transition easy without binding, while my colleagues are extraordinarily helpful and supportive."
5. "My initial concerns about participating in the Program were that issues on war and peace were not in my 'portfolio' as an area of expertise. I was somewhat apprehensive about this in the beginning of the course, but when I adjusted and adopted a more humble role than that of 'all-knowing and wise professor' the students and I became peers in learning this information. I, however, applied my psychological background theoretically and with 'grand authority' to the issues of war."
6. "My primary concern before getting involved with the Freshman Seminar Program was that there was going to be a significant time commitment necessary. This belief was mostly based on the fact that the seminar meets three times a week, the movie takes an additional evening during the week, and the FSP faculty meet for lunch on Fridays. Upon reconsideration, although there is a much larger time commitment to teach FSP as compared to other classes, the bonuses of participating far outweigh the disadvantages."

Common Themes: Concerns regarding time commitment; lack of expertise in the topic; lack of comfort with discussion and debate classroom format; too standardized syllabus.

Faculty now realize the heavy time commitment they must make, including additional time advising students individually and taking part in informal group activities. Faculty are unanimous in affirming that the collegiality and sense of mutual support in the Program outweigh this demand. Faculty now also feel far more comfortable with the topic--although few would claim to be experts. There is a strong reliance on one another for sharing ideas, sources, and teaching techniques. This sharing of teaching strategies--weekly paper topics, discussion themes, outside sources--has also enabled the faculty to be more comfortable in teaching a discussion/debate centered course. Although the syllabus does contain certain readings for the entire group, each professor has the option of choosing from various "seminar readings" and occasionally adding material from his or her field. The syllabus has proven to offer structure without becoming confining.

- b. What did you gain from the summer workshop?

1. "The summer workshop helped to build a sense of camaraderie among the Freshman Seminar faculty, and to focus our attention upon key issues and resources for course development."
2. "The summer workshop was important to me for two reasons. First, it provided a wealth of information and resources to prepare for the course in the fall and allowed interaction with outside authorities with unique perspectives and skills. Second, it allowed a good time of group interaction with my colleagues in the Program that otherwise would not have occurred. It was important to me to take 'time out' and concentrate with others on goals and preparation for the fall. The energy it generated in me was terrific."
3. "From my perspective, the summer workshops have been very worthwhile. I gained a little confidence as I acquired some 'expertise' from the guest speakers, and it proved to be a good opportunity to get acquainted with seminar faculty from a variety of disciplines, people with whom I would normally not have much contact."
4. "Confidence! It gave me a handle on the subject matter and my ability to deal with it; recognition that none of us are experts, but that by pooling our knowledge and pedagogical styles (and tricks) we could all successfully lead a seminar group."
5. "More than anything else, the summer workshops set the tone for the fall semester. The summer workshop provided an excellent opportunity for faculty from a wide variety of disciplines to get to know one another better. Camaraderie, often rare in academia, is crucial to this program's success. Similarly, our Friday lunches and the dinners with the guest speakers made me feel very special. How often are faculty members treated to good food and good conversation? Often times I said to myself, 'I get paid for doing this?'"
6. "Summer workshop: the immersion in the material, the peer pressure to read and think in new areas, the collegiality, the sense of collective purpose, the feeling of being related to overall goals of freshmen education and hence undergraduate education rather than only my classes."

Common Themes: Members of the faculty stress that the workshops created a sense of camaraderie. They likewise stress that the workshop, discussion of sources, presentations by experts, quelled some anxiety about teaching in the Program. They are unanimous, however, in stressing that the foremost benefit was the collegiality and sense of common purpose.

c. As a result of participating in the Program, have you developed any new teaching strategies or approaches?

1. "I believe I have increased my commitment to (and, I trust, my ability in) involving students more actively in classroom discussion. Typically I have employed the lecture format for many of my classes, and I have been quite successful as a lecturer. The Freshman Seminar has encouraged me to explore other pedagogical approaches--discussions, debate, the use of small groups. Further, the Freshman Seminar has confirmed my commitment to writing across the curriculum by involving students, self-consciously, in the several stages of the writing process."
2. "Yes! I've started using journal writing as a tool to develop writing and thinking skills; I've become more comfortable with a discussion format for teaching."
3. "As a result of participating in the program, I am relying more on student discussion. I have also come to acknowledge the value of films and novels in encouraging student involvement. I have also been utilizing more frequent evaluation, such as short quizzes, more frequent, as well as different types of writing and rewriting assignments (letters, outlines, etc.), and different methods of class discussions, such as debates."
4. "Yes, I have developed new teaching strategies. I'm now teaching a class in much the same way as I teach War and Peace, using similar approaches and even some material I read because of the stimulation of the Freshman Seminar. I'm a 'convert' and grateful for the experience."
5. "Absolutely! In weekly meetings with other Freshman Seminar faculty I've received many ideas that I have been able to use effectively in class in teaching this material. These same techniques, where appropriate, I have moved into my other teaching experiences."

Common Themes: Faculty members stress that discussion and debate now play a strong role in their Freshman Seminar classes, and in some of their other courses as well. Faculty mention they are also more self-consciously interdisciplinary in their teaching and more willing and enthusiastic about utilizing diverse teaching tools.

d. Has participation in the Program led to any changes in the way you teach in your own discipline?

1. "I think that my participation in this program will lead to changes in my teaching approaches in the future, especially

the focus on more student discussion, as well as more use of classroom debates, films, and novels."

2. "My participation in the program has led me to search for more ways to use fiction in my courses. It has made me more willing to attempt something like the offering on "Literature of Peace and Justice" which I will team teach this spring."
3. "I cannot speak to how this has influenced my teaching in my discipline, however, it has given me an opportunity that I have never had elsewhere. It has gotten me out of the library and given me insights into the teaching process that has definitely influenced my approach to collection development and services to both the students and faculty."

Common Themes: Faculty members now stress that they are more willing to experiment, to use diverse methods and teaching materials, in their courses. I sense a new openness to learning from other disciplines.

- e. What have been the benefits of participating in a Program with 19 colleagues from many different departments?
 1. "As a new faculty member, the largest benefit of teaching in the FSP is the pace at which I feel I have been able to integrate myself into the college faculty. I have already made several friends among my FSP colleagues, in addition to meeting and interacting with the various administrators who are part of the faculty. I feel that the FSP has greatly facilitated my integration into the college life at Chapman."
 2. "The Freshman Seminar Program has had an extremely positive impact on faculty morale. Having sat on far too many committees in which nothing important is accomplished, it is nice to be involved in something that really does make a difference."
 3. "The benefits of participating with 19 colleagues are many. The group brings interdisciplinary perspectives to bear on all aspects of the course. Working together has also contributed to a healthy camaraderie which benefits the campus as a whole."
 4. "There have been two benefits to working with this large and diverse a group of colleagues. First, there has been tremendous assistance and sharing of ideas on how to teach the class. Second, as a newcomer, I never cease to be impressed by the creativity and talent of all my colleagues regarding teaching. I learn from them, share with them, and this only makes me want to do more of the same in the

future, even when we are not teaching the same course."

Common Themes: Faculty members emphasize the interdisciplinary benefits of such interaction, but even more, the new level of collegiality that has emerged from our focus on a common theme and our expectation of excellence from one another.

- f. Has participation in the Program led you to any new reflections, ideas, or conclusions regarding undergraduate education and curriculum development?
1. "Yes, I am moving much more toward a view of an integrated science curriculum for non-majors that is team taught and involves scientific, as well as other disciplines. The level of commitment from the course faculty is wonderful. If we are able to foster that feeling among our colleagues, we would make great progress in developing a general education philosophy that is aimed at educating our students well and not furthering departmental territorial concerns."
 2. "Despite its size, Chapman is a terribly Balkanized campus. The Program helps bring the faculty together. It has provided a basis upon which a liberal arts college, in the best sense of the term, can be built."
 3. "Freshman Seminar has totally reinforced my previously held opinion that team teaching and interdisciplinary approaches are valuable for general education. I could envision an entire general education curriculum of such courses dealing with broad issues which cross over many disciplinary boundaries."
 4. "I feel that the FSP has allowed me to get a new perspective on the importance of community for an undergraduate. Conceptually, I believe the program at Chapman greatly enhances the sense of community experienced among the first year students. Similarly, having the FSP professor as freshmen advisor must also add to this sense of community. As we heard during the faculty retreat, the largest problem facing the college is the freshmen dropout rate. By creating a sense of community among the freshmen (and among new faculty members as well), I would expect to see the dropout rate among freshmen decrease."
 5. "I believe that this type of course is excellent and should be continued. As an undergraduate, I had a Freshman Seminar course at Rutgers University, but it was less structured with less support from the faculty, and it was unsuccessful. On the other hand, the program here at Chapman, I feel, has been very, very successful in uniting the freshmen class,

helping them to improve their writing and judgement skills, and has helped the College in retaining more students throughout their undergraduate college experience. I feel that funding at the level we have had is an absolute necessity for a successful program because it allows us to have the quality speakers, films, and support materials that are necessary."

Common Themes: Faculty members have a new awareness and sense of participation in a academic community. They also feel a new sense of camaraderie with their students as fellow inquirers. Faculty are far less anxious and much more enthusiastic about integrating team taught, interdisciplinary courses into the general education curriculum.

One of my colleagues has formulated in a particularly eloquent way what the Freshman Seminar Program has meant to students and faculty:

"A good number of the students who come to Chapman College are either only adequately or even poorly prepared for college. Having their freshman seminar teacher also serve as their academic advisor has facilitated the development of a closely monitored and openly nurturing academic experience. This dual-role relationship has allowed the faculty to help the students bring out their best. Many of us believe that the experience of academic success so early in their college careers may set the stage for both high expectations and performance by these students in the years to come.

The structure of the program has also encouraged faculty to fill the role of co-inquirers with their students, which again strengthens the student-faculty relationship in a way which is less threatening to new-to-college students. The various guest speakers who address the seminar provide a communal experience for both the freshman class and the faculty teaching in the program. Together we work to discover the meanings of the experts on a variety of topics and to assess our approaches and feelings toward those often differing points of view. In the classroom, in turn, the teacher then acts as a mentor and guide as the students explore the relationship between what the speakers have had to say and what the students have read or seen in the books, films, and exhibits that lend further depth and breadth to the course.... Giving faculty a participatory role has encouraged more effort and a greater sense of responsibility from each individual. Our weekly luncheon meetings have provided a real forum for interdepartmental sharing of ideas, experiences and perspective and has, based on my own observation and the regular testimony of my colleagues, clearly been both inspirational and motivational to those participating.

The larger effect of the Freshman Seminar Program on the College, among faculty and other members of the campus community, has been to engender pride. Following the reactions of the very

first freshman class, members of the Chapman community have seen the program as successful. Further experience has confirmed this perception. The faculty participating are proud of their involvement. Being a part of the project is now seen as highly desirable; we no longer have to recruit faculty to teach. Where faculty were once reluctant to step outside their departmental bounds, there are now more applicants than positions available.

No program is perfect. Each can change and grow, in fact, must grow and change, both with the strengths and weaknesses of the individuals involved and within the larger life of the College. But I believe that I can safely say, on behalf of my colleagues and myself, that the program as we have experienced it has been both challenging and rewarding. We have taken risks. We have gone back to being students again and have learned to teach in new ways, outside of our familiar disciplines. In the process we have addressed our own hearts and minds and have come out stronger, as teachers, as individuals, and as a College, for having done so."

Conclusions:

Two years ago we were in the early planning stages of instituting an interdisciplinary freshman program. At that time we had no faculty in the program, no outside funding, and no theme. I think there have been three keys to the success of the Program.

The first key has been FIPSE funding. We learned that we had received a grant during the summer, after our first workshop, but before the program had actually begun. Knowledge of the grant gave the faculty a sense of confidence in the enterprise even before we officially started.

The second key was the selection of a theme, "War and Peace", which was broad enough to allow for contributions by all disciplines, and which no single discipline has the sole method or approach for understanding and interpreting. This theme has also been ideal for bringing in speakers, films, and readings representing a diversity of viewpoints. By focusing on several specific situations of conflict, we have also been able to improve our students' knowledge of geography and history.

The third key has been consistent involvement of faculty in making decisions about the Program. This assignment of responsibility for the Program to faculty was an important decision on the part of the administration. We began with a task force and then became a Freshman Seminar Program committee made up of all faculty teaching in the Program. Meeting in several subcommittees, we decided on theme, syllabus format, speakers, films, and readings. These decisions involved discussion, compromise, and occasional frustration, but engendered a sense from the very beginning of group ownership of the Program. That sense has endured as faculty members have left the Program and others have joined. At the same time, on various occasions, as deadlines have needed to be met, the faculty has voted to allow

the Director to make the decision that seemed most appropriate. By working together and making decisions jointly, the Freshman Seminar Program has engendered a new collegiality and trust among faculty, as well as a new openness toward interdisciplinary studies.

Project Director: Dr. Marilyn J. Harran
Associate Professor of Religion & History
(714) 532-6013

ATTACHMENT #10

Faculty Workshops 1988, 1989 and 1990

SCHEDULE FOR FRESHMAN SEMINAR PROGRAM WORKSHOP

May 31-June 3, 1988

Tuesday, May 31:

- 9:00 Presentation: Psychological/Sociological Interpretations of war and peace.
Discussion Leader: Roberta Lessor**
- 10:15 View the film "Obedience"**
- 11:15 Discussion**
- 12:00 Lunch**
- 12:45 Tony Garcia and Penny Brush Discussion of Advising**
- 1:30 Economic Impact of Treaties After World War I
Presenter and Discussion Leader: Don Booth**
- 3:00 Visit to the Writing Lab
Writing Consultant: Dorothy Augustine**
- 4:00 Break**
- 7:00 View film "Johnny Got His Gun" (111 minutes)**

Wednesday, June 1:

- 9:00 Discussion of Readings/Speakers**
- 9:30 Teaching About World War I
Basic Information and Teaching Techniques
Presenter: John Rodes, Occidental College**
- 12:00 Lunch**
- 1:30 Events leading up to World War II - John Rodes
Basic Information and Teaching Techniques
Presenter: John Rodes, Occidental College**
- 4:00 Break**
- 6:30 View "Paths of Glory" (86 minutes) and "The Grand Illusion" (111 minutes)**

Thursday, June 2:

- 9:00 Discussion of Orientation
Participants: Anna Carey, Tony Garcia, Jeff Quick
- 10:00 Writing Workshop/Discussion of Grading
Consultant: Dorothy Augustine
- 12:00 Lunch
- 1:30 Women and War
a. The Effects of War on Women
b. Women's Role in War
Presenter and Discussion Leader: Linda Alcana,
University of California, Irvine
- 3:45 View "Black and White in Color" (90 minutes)

Friday, June 3:

- 9:00 Interpretations of the Cold War
Presenter: Gordon Schloming, Visiting Professor of
International Affairs, Lewis and Clark College
- 10:15 Discussion: Don Will and Gordon Schloming
- 12:00 Lunch
- 1:30 The Spectrum of War and Peace
Presenter: Gordon Schloming
- 2:00 Low Intensity Warfare: Examples from the Middle East
Presenter: Don Will
- 2:45 Discussion: Don Will and Gordon Schloming
- 4:00 Celebration--1201 E. Fairhaven, Santa Ana
"The Aspens" Clubhouse

Freshman Seminar Program

1989 Faculty Workshop

May 30

9:00 - 12:00 Teaching Vietnam War & Peace Movements
Guest presenter: David DiLeo
Don: Peace Movements

12:00 - 1:00 Lunch

1:00 - 2:30 Advising; time management; study skills
Guest presenter: Penny Brush

2:30 - 2:45 Break

2:45 - 4:00 Section II: Brainstorming
Discussion Leaders: Russ Knoth

May 31

9:00 - 12:00 Causes of War
Guest presenter: Keith Nelson
Brainstorming:
Section I: Discussion Leader: Jay Moseley
Section II: Russ, Keith, Don Will

12:00 - 1:00 Lunch

1:00 - 3:00 Cold War and Detente (Section IV & V)

3:00 - 3:15 Break

3:15 - 4:30 Brainstorming: Section V - Nuclear Issues; Low
intensity; Contemporary Peace Efforts
Discussion Leaders: Don Will, Art Blaser

Freshman Seminar Program
Faculty Workshop
Page 2

June 1

- 9:00 - 11:00 Brainstorming: Section III
 Discussion Leader Holocaust: Cam Sinclair &
 Therese Lynn
 Discussion Leader Hiroshima: Fred Smoller
- 11:00 - 12:00 Utilizing Art in Teaching/Theatre
 Discussion Leader/presenters: Jane Sinclair &
 Michael Nehring
- 12:00 - 1:00 Lunch
- 1:00 - 2:00 Discussion of Writing
- 2:00 - 3:00 Brainstorming: Section V - Organizing
 Discussion Leader: Bob Slayton & Earl Babbie
- 3:00 - 3:30 Goals and Objectives: War and Peace

Freshman Seminar Program: Faculty Workshop

May 29 - 31

1990

Tuesday, May 29

Location: Humanities Lounge, Wilkinson Hall

9:00 - 10:15	Teaching approaches: I. From The Twentieth To The Twenty First Century
	Discussion Leaders: Don Will and Marilyn Harran
10:15 - 10:30	Break
10:30 - 12:00	Teaching approaches: II. World War I
	Discussion Leaders: Tom Beck, Jay Moseley and Michael Nehring (films)
12:00 - 1:00	Lunch: Williams Dining Room
1:00 - 2:15	Jim VanArsdel: Advising
	Marilyn Harran: Course Requirements
	Jan Shawl: Library (book and film reviews)
2:15 - 2:30	Break
2:30 - 4:00	Teaching approaches: III. War and Peace As Social Phenomena
	Discussion Leaders: Don Will and Russ Knoth

Wednesday, May 30

Location: Humanities Lounge, Wilkinson Hall

9:00 - 10:15 Teaching approaches: III. War and Peace As Social Phenomena

**Discussion Leader: Jack Caress
Guest Speaker: Lynne Pierson Doti**

10:15 - 10:30 Break

**10:30 - 12:00 Teaching approaches: IV. The World At War: World War II
Germany: The Rise of National Socialism**

**Discussion Leaders: Therese Lynn and Michael Nehring (films)
Guest Speaker: John Roth, Claremont McKenna College; author of Approaches to Auschwitz: The Holocaust and Its Legacy (with Richard L. Rubenstein) and Holocaust: Religious and Philosophical Implications (edited with Michael Berenbaum)**

12:00 - 1:00 Lunch: Griset Dining Room

**1:00 - 2:00 Continuing discussing IV. Germany: The World At War: World War II
Germany: The Rise of National Socialism**

2:00 - 2:15 Break

**2:15 - 4:00 Teaching approaches: IV. The World At War: World War II
The U.S. and Japan**

Discussion Leaders: John Yules, Mary Sellen and Michael Nehring (films)

Thursday, May 31

Location: Psychology Lounge, Smith Hall

**9:00 - 10:00 Teaching approaches: V. Americans In America:
The Civil Rights Struggle**

**Discussion Leader: Frank Frisch
Guest Speaker: Bob Slayton**

10:00 - 10:15 Break

**10:15 - 12:00 Teaching approaches: V. Americans In Asia:
The Vietnam War**

**Discussion Leader: Michael Nehring (films)
Guest Speaker: David DiLeo, author of
Rethinking Containment: George Ball's Vietnam
Dissent**

12:00 - 1:00 Lunch: Griset Dining Room

**1:00 - 3:00 Teaching approaches: Facing The Twenty First
Century**

**Discussion Leaders: Mike Griffin, Don Will and
Michael Nehring (films)
Guest Speaker: Art Blaser**

3:30 - Party at "The Aspens"

ATTACHMENT #11

Speaker Series for Freshman Seminar Program 1989-90

FRESHMAN SEMINAR PROGRAM

1989

John Stoessinger

Cox Distinguished Professor of International Affairs,
Trinity University; author of *Why Nations Go To War*

'Beyond The Cold War: The Crisis of Communism'

Monday • September 11 • 10:00 A.M.

Chapman Auditorium



Professor John Stoessinger is an internationally recognized political analyst and author of ten books on world politics, including *Why Nations Go To War: Power and Order: The United Nations and the Superpowers*; and *Crusaders and Pragmatists: Movers of American Foreign Policy*.

Dr. Stoessinger is currently Cox Distinguished Professor of International Affairs at Trinity University. He holds a Ph.D. from Harvard and has taught at Harvard, M.I.T., Columbia, and Princeton. From 1967 to 1974, he served as acting director of the political affairs division of the United Nations. He has also served as Chief Review Editor of *Foreign Affairs* and is a member of the Council on Foreign Relations.

On the eve of World II, Dr. Stoessinger fled from Nazi-occupied Austria to Czechoslovakia. Three years later, he fled again via Siberia to China where he lived for seven years.

Recipient of the Bancroft Prize for his book *The Might of Nations: World Politics in Our Time*. Dr. Stoessinger also has been awarded the honorary degree of Doctor of Laws from Grinnell College and the American College of Switzerland.

For further information, contact
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(714) 532-6013



FRESHMAN SEMINAR PROGRAM

1989

"NIGHT AND FOG" and *Elisabeth Mann, survivor of Auschwitz*

Tuesday • October 10 • 7:00 P.M.
Chapman Auditorium

Completed in 1956, the French documentary "Night and Fog" is a powerful portrayal of the concentration camps in Hitler's Germany. The *New York Times* wrote that "the film is mounted with tact, objectivity and vision to make this a telling document of a terrible episode of human history. The film is a reminder of what can happen to humanity in its inhumanity to itself."

Elisabeth Mann speaks with first hand knowledge of the horror endured and the courage shown by concentration camp survivors. A teenager during World War II, Mrs. Mann lived in Hungary with her parents, brothers and sister. First ordered into a ghetto, the family was subsequently taken to a concentration camp. Mrs. Mann was eighteen when she entered Auschwitz in 1944. At the end of the war, she went to Sweden where she waited for ten years before being allowed to enter the United States as part of the Hungarian refugee quota. Speaking under the auspices of the Simon Wiesenthal Center, Mrs. Mann tells her story so that the Holocaust will not fade from our memory — and most importantly, so that it may never happen again.

For further information, contact
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FRESHMAN SEMINAR PROGRAM

1989

Michio Kaku

Professor of Nuclear Physics
Graduate Center of the City University of New York
and the City College of New York

"Hiroshima: Revising the Myths"

Monday • October 16 • 10:00 A.M.
Chapman Auditorium

Hiroshima marks the beginning of the nuclear age. Over forty years after the first atomic bomb fell on Hiroshima, the American decision to bomb that city remains a topic of debate and controversy.

Dr. Michio Kaku is Professor of Nuclear Physics with a joint appointment at the Graduate Center of the City University of New York and the City College of New York. He is a Phi Beta Kappa graduate of Harvard University and holds a Ph.D. in nuclear physics from the University of California at Berkeley.

Dr. Kaku has lectured around the world on issues concerning peace and disarmament and has been a frequent speaker at such universities as Yale, Princeton, and the University of California, Berkeley. He is also the author of several books on topics concerning science, public policy, and disarmament. Among his books are *Beyond Einstein: The Cosmic Quest for the Theory of the Universe* (with J. Trainer), *To Win a Nuclear War: The Pentagon's Secret War Plans* (with D. Axelrod), and *Entering the 10th Dimension* which will be published in 1990.

A member of the Board of Directors of National SANE: FREEZE, Professor Kaku has appeared on the PBS *Nova* and *Innovation* series. Beginning in January 1990, he will be a visiting scholar at the Institute for Advanced Study, Princeton.

For further information, contact
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FRESHMAN SEMINAR PROGRAM

1989

William Mahedy

Vietnam veteran and author;
Episcopal campus pastor, University of California, San Diego
and San Diego State University

"Coming Home From Vietnam"

Monday • October 23 • 10:00 A.M.
Chapman Auditorium

Unlike returning veterans from other of our nation's wars, Vietnam veterans were rarely greeted with honors, celebrations, or homecoming parades. The transition from combat to civilian life was difficult for most veterans and traumatic for many. Recognizing veterans' need for counseling and support, William Mahedy and several others established the Vietnam Veterans Readjustment Counseling Program. In 1979 Mr. Mahedy became the "team leader" of the first Vet Center to open in the United States.

William Mahedy is himself a Vietnam veteran. A graduate of Villanova University, Augustinian College, and Chapman College, Mr. Mahedy is currently Episcopal Campus Pastor at the University of California, San Diego and San Diego State University. He is a frequent lecturer on issues relating to the Vietnam War and the religious and moral issues arising from nuclear war. He has written several articles and books, including *Out of the Night: The Spiritual Journey of Vietnam Vets* (Ballentine Books, 1986).

In 1988 and again in 1989, Mr. Mahedy was invited, along with other rehabilitation specialists, to the Soviet Union to assist in establishing a counseling program for Soviet veterans of the Afghan war.

From his perspective as veteran and counselor, Mr. Mahedy will help us to understand the role the Vietnam Veterans Memorial has played in "healing the wounds."

For further information, contact
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FRESHMAN SEMINAR PROGRAM

1989

David Dellinger

Author, Editor, Justice & Peace Activist

"Bringing the War in Vietnam to an End"

Monday • November 6 • 10:00 A.M.

Chapman Auditorium

For fifty years, from World War II through the Vietnam era, David Dellinger has been an anti-military warrior. Educated in Economics and Theology at Yale, Oxford and Union Theological Seminary, he became a pacifist and refused during World War II to register for the draft serving three years in prison. In federal penitentiary he staged a sixty day hunger strike to protest racial segregation.

During the fifties he embraced such causes as nuclear disarmament, civil liberties and racial justice. As American involvement in Vietnam grew, he became a leader in the anti-war movement coordinating several massive anti-war demonstrations in New York, Washington and Chicago, where he was arrested again and tried as one of the Chicago Seven.

In addition to his anti-war activities, he has been active in numerous causes seeking social justice for minorities and the poor. He has served as an editor of several publications concerned with peace and justice and has written numerous articles and books. Among the latter are *Revolutionary Nonviolence*, *More Power Than We Know: The People's Movement Toward Democracy*, and *Vietnam Revisited*.

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FRESHMAN SEMINAR PROGRAM

1989

Neil Sheehan

Author of *A Bright Shining Lie*:
John Paul Vann and America in Vietnam;
 Recipient of 1988 Pulitzer Prize

"Vietnam: How Could This War Have Happened?"

Monday • November 20 • 10:00 A.M.

Chapman Auditorium

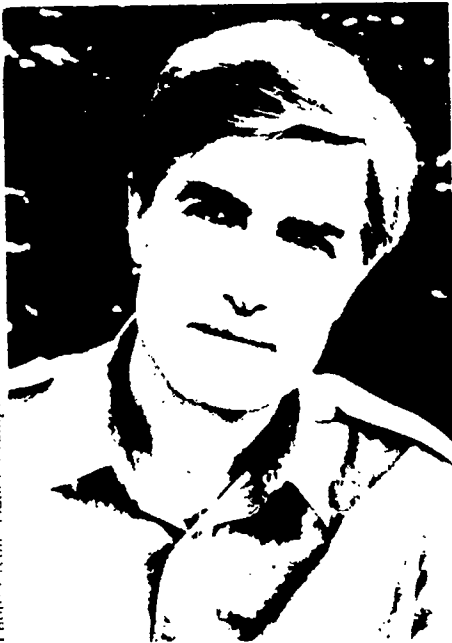


Photo credit: Nancy Crampton

Honored in 1988 with the Pulitzer Prize, the National Book Award, and the Columbia Journalism Award, *A Bright Shining Lie* is a compelling account of U.S. involvement in Vietnam. Author Neil Sheehan centers the book on the life and death of John Paul Vann, "the most important American [in Vietnam] after the ambassador and the commanding general . . . He manifested the faith and the optimism of post-Second World War America — the faith that any challenge could be overcome by will and by the disciplined application of intellect, technology, money and, when necessary, armed force."

While serving as Vietnam bureau chief for United Press International, Sheehan met Vann in 1962. He spent sixteen years completing the research and writing of *A Bright Shining Lie*.

A former *New York Times* reporter, Sheehan is also well-known for his role in obtaining the secret Pentagon Papers from Daniel Ellsberg. He has been the recipient of numerous honors and fellowships during his distinguished career, including a Guggenheim Fellowship from 1973-74; a Rockefeller Foundation Fellowship in 1976-77, and a Woodrow Wilson Center for International Scholars Fellowship in 1979-80.

For further information, contact
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FRESHMAN SEMINAR PROGRAM

1989

William Sloane Coffin

President SANE/FREEZE: Campaign for Global Security

"Peace in Search of Makers"

Wednesday • November 29 • 10:00 A.M.

Chapman Auditorium

Dr. William Sloane Coffin has been an activist in religion, government and the academic world throughout his distinguished career. He served in World War II as a liaison to the French and Russian armies. After the war he completed a degree in Government at Yale and worked for the CIA for three years before entering Yale Divinity School. Upon graduation he began an eighteen year term as Chaplain at Yale serving as advisor to the Peace Corp, as an activist in Civil Rights and as co-founder of Clergy and Laity Concerned for Vietnam.

In 1977 he became the minister of the Riverside Church in New York. Shortly thereafter he founded its Disarmament Program lecturing throughout the country on reversing the arms race, ending intervention and redressing the economic balance with the Third World. He has travelled extensively throughout Central and South America, the Middle East, China and Russia. Since becoming President of SANE/FREEZE in 1988 he has been travelling around the country again promoting its programs.

Dr. Coffin has published three books, received nine honorary degrees and has been made honorary citizen or received the keys to six cities. His active support for peace and justice in the world has been the hallmark of his career for over thirty years.

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FRESHMAN SEMINAR PROGRAM

1989

Mary King

Feminist, Civil Rights Worker, and Activist
for Social Justice and International Understanding

**"An Eyewitness to History: An Activist Account of
Bringing Social Change to America."**

Friday • December 8 • 10:00 A.M.

Chapman Auditorium

Just out of college in 1962, Mary King became one of the few white insiders in the civil rights movement during its initial and most dangerous period. In 1964 she wrote her famous manifesto on the role of women in the U.S., which became the catalyst for hundreds of discussion groups across the country and culminated in the woman's movement in this country. After working for four years in the Johnson Administration's war on poverty, she formed her own management consulting firm and joined with several other women to create the National Association of Women Business Owners to press for equal credit opportunities for women then became its president in 1976.

Ms. King worked as chief advisor on women's issues and the women's vote during President Carter's election campaign then served in his administration for four years as Deputy Director of ACTION, which supervised such national volunteer programs as the Peace Corps, VISTA and the Foster Grandparents Program. More recently Ms. King has been working in international trade serving as director of an international development agency and as a trustee of a private philanthropic foundation involved in international human rights. In addition to her many contributions to social justice, Ms. King has written a book on her experiences in the civil rights movement called *Freedom Song*, acclaimed by the *New York Times* as a "monument to the civil rights movement."



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ATTACHMENT #12

**Syllabus, Speaker and Film Series
Freshman Seminar Program 1990-91**

COURSE SYLLABUS

Fall Semester 1990

FRESHMAN SEMINAR PROGRAM: WAR, PEACE AND JUSTICE

MWF 10:00 - 10:50 a.m.

Tuesdays 7:00 p.m.

The Freshman Seminar Program is an interdisciplinary, team taught course that is required of all freshmen. Focusing on the topic of war, peace and justice, the course is designed to introduce you to a wide range of disciplines and to lead you to reflect upon an issue of great importance. Each seminar stresses the gaining of writing and oral communication skills. Readings, speakers, and presentations in the arts represent a diversity of viewpoints and experiences. Through debate and discussion you are encouraged to define your own attitudes and beliefs regarding this important topic.

Requirements:

A key goal of the Freshman Seminar Program is to increase skill in both writing and speaking. Although topics may vary, each section of the Program requires weekly writing assignments. Writing assignments for the course total approximately 40 pages (typewritten, double spaced) and include an 8-10 page term paper. The following constitute the requirements for the course:

- | | | |
|----|---|-----|
| 1. | Attendance at all classes, lectures, and arts presentations. Informed participation in discussion. Weekly writing assignments, including quizzes. | 45% |
| 2. | Midterm examination. | 15% |
| 3. | Course term paper. | 20% |
| 4. | Final examination. | 20% |

I. Introduction: From The Twentieth To The Twenty First Century

4 classes: September 5, 7, 10, 12
1 evening: September 11

Required Reading:**Perspectives on War, Peace and Justice, pp. 3-13**

****September 11: Meet in Memorial Auditorium at 7 p.m.
Attend lecture by Pat Mitchell, CBS News correspondent,
co-executive producer and reporter of documentary "Women
in War: Voices From the Front Lines"**

II. The War To End All Wars: World War I

**5 classes: September 14, 17, 19, 21, 24
2 evenings: September 18 and 25**

Required Readings:

**Erich Remarque, All Quiet on the Western Front
Perspectives on War, Peace and Justice, pp. 17-41
Robert Cooney & Helen Michalowski, eds., The Power of the
People, pp. 38-55**

****September 18: Meet in Memorial Auditorium at 7 p.m.
"Is This How It Really Is?: TV's Portrayals of War"**

****September 25: Meet in Memorial Auditorium at 7 p.m.
Film: "Paths of Glory"**

III. War And Peace As Social Phenomena

3 classes: September 26, 28, October 1

Required Reading:**Perspectives on War, Peace and Justice, pp. 45-80****IV. The World At War: World War II**

**8 classes: October 3, 5, 8, 10, 12, 15, 17, 19
3 evenings: October 2, 9, and 16**

Required Reading:

Elie Wiesel, Night

Perspectives on War, Peace and Justice, pp. 83-215

Cooney and Michalowski, The Power of the People, pp. 74-107

****October 2: Meet in Memorial Auditorium at 7 p.m.**

Film: "Cabaret"

****October 9: Meet in Memorial Auditorium at 7 p.m.**

Film: "Night and Fog", followed by presentation/
discussion Elisabeth Mann, survivor of Auschwitz

****October 16: Meet in Memorial Auditorium at 7 p.m.**

Attend lecture by Jaroslav Malina, Czech artist and
theater designer.

V. Americans At Home And Abroad: The Civil Rights Struggle And
The Vietnam War

14 classes: October 22, 24, 26, 29, 31, November 2,

November 5, 7, 9, 12, 14, 16, 19, 21

5 evenings: October 23 and 30, November 6, 13, 20

Required Reading:

Perspectives on War, Peace and Justice, pp. 219-324

Cooney and Michalowski, The Power of the People, pp. 108-
149; 150-175; 182-209

****October 23: Meet in Memorial Auditorium at 7 p.m.**

Attend lecture by the Reverend James Lawson, civil
rights activist and founding member of the Congress
of Racial Equality

****October 30: Meet in Memorial Auditorium at 7 p.m.**

Film: "Hearts and Minds"

****November 6: Meet in Memorial Auditorium at 7 p.m.
Film: "Go Tell the Spartans"**

****November 13: Meet in Memorial Auditorium at 7 p.m.
Attend lecture by Stanley Karnow, author of Vietnam: A History and recipient of Pulitzer Prize for In Our Image: America's Empire in the Philippines**

****November 20: Meet in Memorial Auditorium at 7 p.m.
Panel on the Middle East**

VI. Looking Toward The Twenty First Century: Challenges And Possibilities

**9 classes: November 26, 28, 30, December 3, 5, 7,
December 10, 12, 14
3 evenings: November 27, December 4 and 11**

Required Reading:

**Perspectives on War, Peace and Justice, pp. 327-356
Cooney & Michalowski, The Power of the People, pp. 210-245**

****November 27: Meet in Memorial Auditorium at 7 p.m.
Film: "Salvador"**

****December 4: Meet in Memorial Auditorium at 7 p.m.
Film: "Do The Right Thing"**

****December 11: Meet in Memorial Auditorium at 7 p.m.
Attend lecture by Betty Williams, Nobel Prize recipient**

Required Books:

**Robert Cooney and Helen Michalowski, eds., The Power of the People
Freshman Seminar Program Faculty, Perspectives on War, Peace and Justice
Erich Remarque, All Quiet on the Western Front
Elie Wiesel, Night**



FRESHMAN SEMINAR PROGRAM

1990

Pat Mitchell

CBS News Correspondent and Producer of
"Women In War: Voices From The Front Lines"

"New Challenges to World Peace"

Tuesday • September 11 • 7:00 p.m.
 Chapman Auditorium



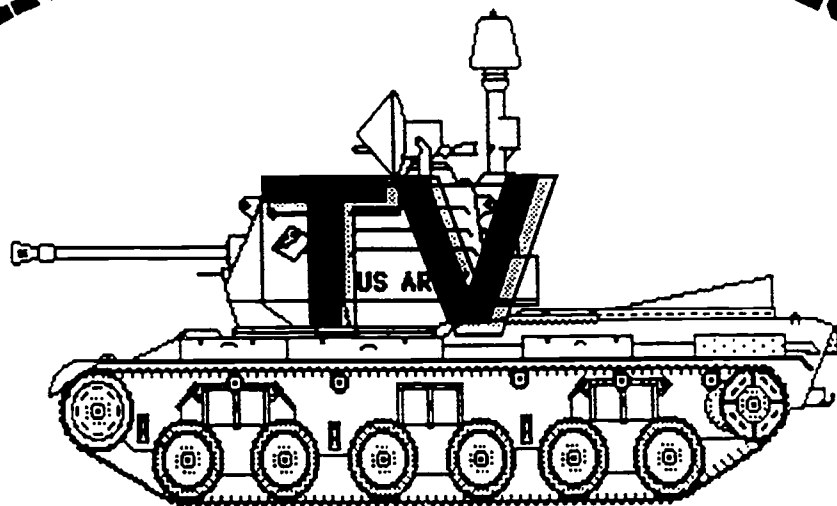
Emmy-award winning television journalist Pat Mitchell appears regularly on the CBS News Program "Sunday Morning" with Charles Kuralt. She has also been a correspondent with NBC News and hosted the segment "Woman to Woman" on "The Today Show."

As co-executive producer and reporter on the two-part documentary "Women In War: Voices From The Front Lines" which appeared on "A&E Premieres," Mitchell journeyed to El Salvador, Israel, and Northern Ireland to find common threads and uncommon courage among the women she met. Her experiences on the front lines of conflict have shaped her understanding of the roles of men and women in effecting war, peace and justice. For Mitchell, "What is singular about women's roles in war is their almost universal exclusion from policymaking decisions that lead to war. This gives them a unique 'outside' position when it comes to ending these wars."

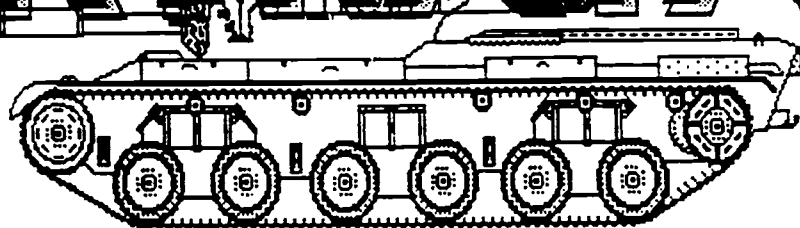
A graduate of the University of Georgia, Ms. Mitchell has taught at Virginia Commonwealth University, Emerson College and Harvard University and has been a correspondent for WNBC-TV, New York, and a film reviewer and co-anchor of the evening news at WBZ-TV, Boston. She has also hosted WTTG-TV's, Washington, political talk show "Panorama".

For further information, contact
 Dr. Marilyn Harran, Director, Freshman Seminar Program
 (714) 532-6013

FRESHMAN SEMINAR PRESENTS



PORTRAYALS



OF WAR

TUESDAY, SEPTEMBER 18 7PM
MEMORIAL HALL

Freshman Seminar Presents:



Australia



Belgium



Benelux Economic Union



Brazil



Canada



China



Denmark



Hong Kong



Finland



France



Great Britain



Greece



Hong Kong



Ireland



Israel



Italy



Japan

OF



Luxembourg



Mexico



Netherlands



Norway

GLORY



Singapore



Spain



Sweden



Switzerland



Taiwan



U.S.

Tuesday, September 25
7:00 PM
Memorial Hall

FRESHMAN SEMINAR PRESENTS

**LIZA MINELLI
& JOEL GREY
IN**

CABARET

**Tuesday, October 2
7:00 PM
Memorial Hall**



FRESHMAN SEMINAR PROGRAM

1990

"NIGHT AND FOG" ***and*** ***Elisabeth Mann***

Tuesday • October 9 • 7:00 p.m.
Chapman Auditorium

Completed in 1956, the French documentary, "Night and Fog" is a powerful portrayal of the concentration camps in Nazi Germany. The *New York Times* writes that "the film is mounted with tact, objectivity and vision to make this a telling document of a terrible episode of human history. The film is a reminder of what can happen to humanity in its inhumanity to itself."

Elisabeth Mann speaks with first hand knowledge of the horror endured and the courage shown by the prisoners of Hitler's concentration camps. A teenager during World War II, Mrs. Mann lived in Hungary with her parents, brothers and sister. First ordered into a ghetto, the family was subsequently taken to a concentration camp. Mrs. Mann was eighteen when she entered Auschwitz in 1944. At the end of the war, she went to Sweden where she waited for ten years before being allowed to enter the United States as part of the Hungarian refugee quota.

A person of great spirit and courage, Mrs. Mann speaks under the auspices of the Simon Wiesenthal Center. She tells her story so that the Holocaust will not fade from our memory and, most importantly, so that it may never happen again.

For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013

Freshman Seminar Program

Tuesday, October 16, 7 p.m.

Memorial Auditorium

"Politics and Art: The Revolution in Czechoslovakia"

Jaroslav Malina
Artist and Scenographer

Prague, Czechoslovakia



FRESHMAN SEMINAR PROGRAM

1990

James M. Lawson

Leader in Nonviolence and Civil Rights Movements
Pastor of Holman United Methodist Church, Los Angeles

"Where Do We Go From Here? Chaos Or Community?"

Tuesday • October 23 • 7:00 p.m.

Chapman Auditorium



Recognized by Dr. Martin Luther King as the "greatest non-violent theorist" in the world, James Lawson has for decades been a leader in the movements for justice and dignity. Throughout his career, Reverend Lawson has taught nonviolence to people in many settings, has pastored two congregations, and has served many roles in the United Methodist Church.

Reverend Lawson has served as Director of Nonviolence Education for the Southern Christian Leadership Conference and as founding President of Black Methodists for Church Renewal. He sponsored the conference that organized the Student Nonviolent Coordinating Committee and chaired the Memphis Sanitation Strike of 1968 during which Dr. Martin Luther King was assassinated. Reverend Lawson also spent 14 months in a federal prison as a prisoner of conscience and worked as a missionary of the Methodist Church in India.

At Holman United Methodist Church he continues a vital ministry, working with coalitions on hunger, Central America, and immigrant issues, as well as with the organizing of the underemployed.

*For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013*

Freshman Seminar Presents

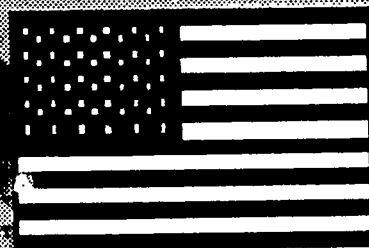
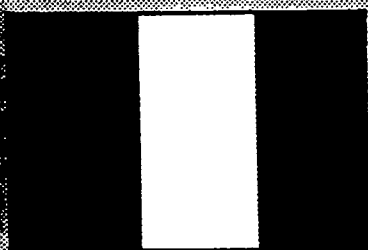
HEARTS AND MINDS

Tuesday, October 30, 7:00 p.m.

WALTMAR THEATER

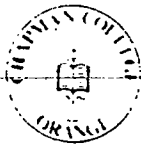
Freshman Seminar
presents:

GO TELL THE SPARTANS



Tuesday, November 6th, 7:00p.m.

WILTMAR THEATER



FRESHMAN SEMINAR PROGRAM

1990

Stanley Karnow

Foreign Correspondent and Journalist
Recipient of 1990 Pulitzer Prize in History

"Vietnam: The War Nobody Won"

Tuesday • November 13 • 7:00 p.m.

Chapman Auditorium



Pulitzer Prize winning author Stanley Karnow has been described by *Newsweek* as the "best journalist reporting on Asia." During a distinguished career, Karnow has travelled throughout Europe, Africa and Asia to report for *Time* and *Life* magazines, the *London Observer*, the *Saturday Evening Post* and NBC News. He has been an editor of *The New Republic* and a contributor to *The New York Times* and *Foreign Affairs*.

Mr. Karnow has received numerous prizes for his reporting and writing, including three Overseas Press Club awards and six Emmy Awards as architect and chief correspondent for the public broadcasting series, "Vietnam: A Television History." His books include *Mao and China: From Revolution to Revolution*; *Vietnam: A History*, which appeared for 18 weeks on the *New York Times* bestseller list, and the Pulitzer Prize winning *In Our Image: America's Empire in the Philippines*.

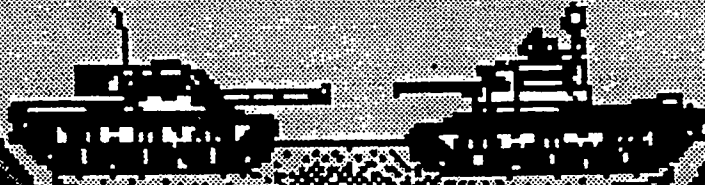
A graduate of Harvard University, Mr. Karnow attended the Sorbonne and has been a fellow of the Kennedy School and the East Asia Research Center at Harvard. He is currently a member of the Council of Foreign Relations.

A distinguished correspondent and author, Mr. Karnow has been called "the foreign affairs experts' expert on foreign affairs."

For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013

Tuesday, November 20, 7:00 p.m.
Chapman Auditorium

"ON THE BRINK OF WAR:



U.S. POLICY TOWARDS THE MIDDLE EAST"

Panel discussion with

Nabil M. Aruri
American

Abdul Majeed
Citizen

Robert K. Dornan
Republican

Yousif A.
Citizen of Sp



FRESHMAN SEMINAR PROGRAM 1990

Betty Williams
Recipient of Nobel Peace Prize

"Peace Is Everybody's Business"

Tuesday • December 11 • 7:00 p.m.
Chapman Auditorium



Betty Williams has been an active campaigner in the quest for peace. Following the accidental killing of two children and the wounding of a third in Belfast in 1976, Williams and Mairead Corrigan began to knock on doors to convince other women to join them in a protest march to stop the killing of innocent people. In a short time the few protesters had become thousands. The marches and rallies spread throughout Northern Ireland and finally to London. The rallies developed into a new organization called the "Community of Peace People," popularly known as the "Peace People," dedicated to stopping the killings in Northern Ireland.

In 1977 Betty Williams and Mairead Corrigan were awarded the Nobel Peace Prize — the first women to gain this honor since 1946. Inspired by Dr. Martin Luther King, Jr., the "Peace People" followed the method of nonviolent, passive resistance. As Williams stated in her Nobel Address: "We dedicate ourselves to working with our neighbors, near and far, day in and out, to building that peaceful society by which the tragedies we have known are a bad memory and a continuing warning — PEACE BY PEACE."

Recipient of the International League of Human Rights Medal, Betty Williams continues to organize grass roots peace movements throughout Europe and the U.S. and to speak of the social and economic problems of communities which she considers to be the root causes of war.

*For further information, contact
Dr. Marilyn Harran, Director, Freshman Seminar Program
(714) 532-6013*

ATTACHMENT #13

**Community Recognition of the Freshman Seminar Program
and Newspaper Articles 1988-90**

Proclamation

The City of Orange

THE MOVING WALL THE VIETNAM VETERANS MEMORIAL

WHEREAS, the enormous courage and sacrifice of America's Armed Forces during the Vietnam era was, by all measures, equal to that of their counterparts in other wars; and

WHEREAS, we have never fully expressed our gratitude to those who have given a substantial portion of their lives, at their country's request, in the name of the people of the United States, and, who served so honorably during this period; and

WHEREAS, a monument was built in Washington D. C., covering the years of the Vietnam conflict, 1959 through 1975 in memory of the bravery and dedication of the gallant soldiers. This monument contains the names of 58,156 men and women who lost their lives, or, are listed as missing in action in Vietnam; and

WHEREAS, the Freshman Seminar Program and the Cultural Affairs Committee of Chapman College are pleased to announce their sponsorship of the Moving Wall, a half-scale replica of the Washington, D. C. Memorial, during their theme year of "War and Peace"; and

WHEREAS, it is through the tireless efforts of these students that the moving wall will make it's first appearance in Orange County.

NOW, THEREFORE, I, Don E. Smith, on behalf of the entire City Council of the City of Orange do hereby invite all veterans, and citizens to join with the students of Chapman College, in the viewing, from Sunday, October 22 through Friday morning October 27, in this tribute to the men and women who served so faithfully in defense of the freedoms which we continue to enjoy as American citizens.

DATED this 24th day of October, 1989.



Don E. Smith

mayor,
city of orange



COUNTY OF ORANGE

WAR AND PEACE

FRESHMAN SEMINAR PROGRAM

CHAPMAN COLLEGE

On motion of Supervisor Thomas F. Riley, duly seconded and carried, the following Resolution was adopted:

WHEREAS, Chapman College has existed in Orange County since 1954, and is conducting a nationally recognized seminar for freshman on war and peace; and

WHEREAS, the Chapman College Freshman Seminar Program allows students to analyze the causes and effects of war and peace through studying various points of view to reach their own understanding and beliefs regarding war and peace and our nation's role in world affairs; and

WHEREAS, Chapman College, the Freshman Seminar Program and the Cultural Affairs Committee will be honoring the veterans of the Vietnam Era and all veterans by sponsoring "The Moving Wall - The Vietnam Veterans Memorial" on October 22 through October 27, 1989; and

WHEREAS, the Moving Wall - Vietnam Veterans Memorial is a half-scale replica of the Vietnam Veterans Memorial in Washington, D.C., and carries on it the names of the 58,156 men and women who gave their lives for their country;

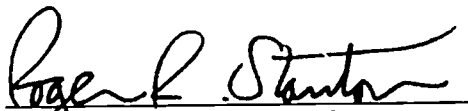
NOW, THEREFORE, BE IT RESOLVED that the Orange County Board of Supervisors does hereby commend Chapman College for the Freshman Seminar Program on "War and Peace" and for its contributions to the education of students and residents of the County of Orange.

October, 1989




THOMAS F. RILEY

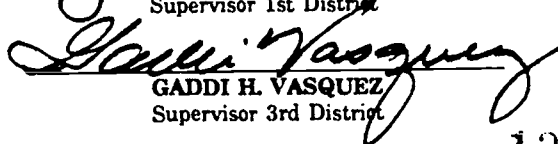
Chairman of the Board & Supervisor 5th District



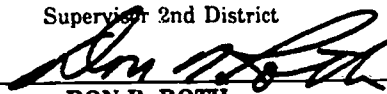
ROGER R. STANTON
Supervisor 1st District



HARRIETT M. WIEDER
Supervisor 2nd District



GADDI H. VASQUEZ
Supervisor 3rd District



DON R. ROTH
Supervisor 4th District

Orange

Ex-Ambassador Scali to Speak at Chapman

John Scali, former U.S. ambassador to the United Nations, will speak on war and peace as part of Chapman College's Freshman Seminar Program on Wednesday at 11 a.m. in the college's auditorium.

Scali's presentation to the students is entitled "Reflections on a Century of Conflict: Themes of War and Peace."

Scali, a former television news correspondent, joined ABC-TV in 1961. In 1962, while serving as State Department correspondent for ABC-TV news, Scali played a historic backstage role in efforts to negotiate a settlement of the Cuban missile crisis.

In 1971, Scali was appointed by President Richard M. Nixon as a special consultant to the White House for foreign affairs and communication. Two years later, Scali was appointed U.S. ambassador to the United Nations, where he played a key role in U.S. efforts to negotiate a cease-fire in the 1973 Arab-Israeli conflict.

3

ORANGE COUNTY

LOCAL AND SOUTHLAND NEWS ■ EDITORIAL PAGES

Orange

Peace Is Breaking Out All Over, Scali Claims

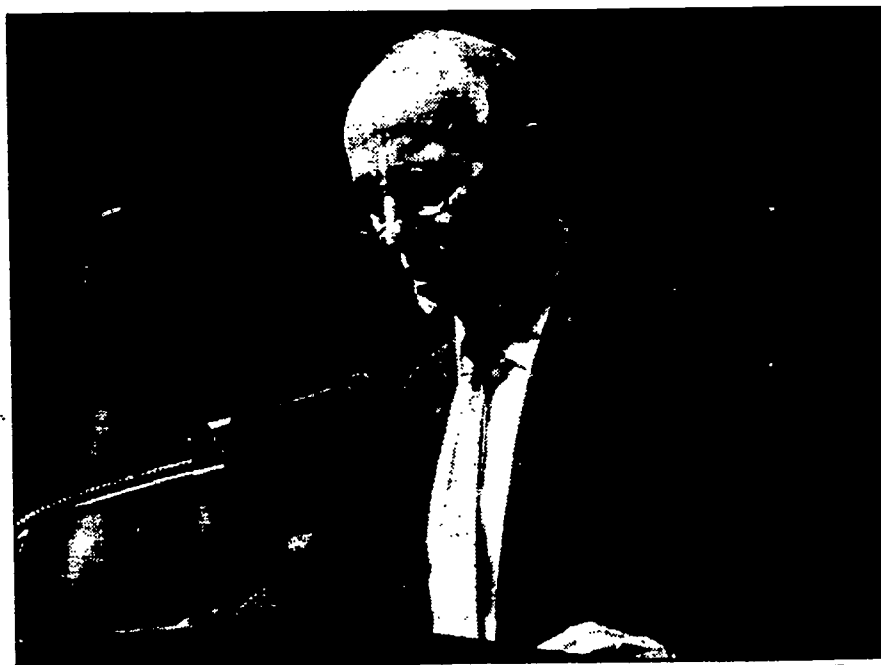
Unparalleled moves around the globe are promoting peace as seldom before in history, former United Nations Ambassador John Scali said at a Chapman College seminar Wednesday.

"Peace is breaking out all over," said Scali, who is now a senior correspondent for ABC News. Scali attributed much of the worldwide move for peace to what he called "a failure of communism" and to the personal diplomacy of Soviet leader Mikhail Gorbachev.

Scali, 70, also praised President Reagan's role in promoting peace. "President Reagan has a pretty clear idea of what is possible in the real world," Scali said. "Time and experience have taught him the art of realistic compromise."

Encouraging developments include the lessening of tensions between the United States and the Soviet Union, recent cease-fires between Iran and Iraq, and an apparent winding down of the civil war in Angola, Scali said. Also significant is the Soviet withdrawal from Afghanistan, he said.

"There is a momentum for peace worldwide which has enormous implica-



CLIFF OTTO / Los Angeles Times

Former U.N. ambassador John Scali addresses group at Chapman College.

tions and repercussions," Scali said. "Did you ever dream, throughout your lifetime that Soviet defense minister would be touring some of our most secret defense bases as an honored guest? Or that a

Pentagon delegation would be touring secret bases?"

Scali's speech launched the second day of Chapman College's acclaimed freshman seminar on war and peace.

Los Angeles Times

Saturday, December 10, 1988

Panelists Explore the Obstacles to Middle East Peace

By A. DAHLEEN GLANTON,
Times Staff Writer

The Camp David accords, the historic agreement reached 10 years ago between Egypt and Israel, has failed to bring peace between the Palestinians and Israelis. But factions from both sides still disagree on who is responsible for the continuing conflict.

One Palestinian-American and two Jews, who were in Orange County to speak at the Freshman Seminar Program at Chapman College, discussed the obstacles to peace in the Middle East during interviews Thursday.

Mubarak Awad, an activist who was deported from Israel for advocating nonviolent resistance to the Israeli occupation of the West Bank and Gaza Strip, said the United States clearly has thwarted efforts to obtain peace by consistently siding with the Israelis and refusing to negotiate with the Palestine Liberation Organization.

But Oded Neuman, a retired career officer with the Israeli Defense Force, said extremists on both sides in the conflict are hampering efforts to reach a peace agreement. and New York Rabbi Balfour Brickner was critical of Israelis for refusing to talk with the PLO and of the United States for failing to play the role of broker between the two sides.

"The United States likes to take sides, and when you take sides . . . the other will be the enemy," Awad said. "To the United States, Israel is the good guy and the rest are bad guys."

"The United States does not have a policy on the Palestinian-Israeli conflict, so the United States uses Israeli policies and they become U.S. policies. It's whatever Israel wants to be done there."

An example of that loyalty, Awad said, occurred last month when the United States barred PLO leader Yasser Arafat from attending a session of the U.N. General Assembly in New York. Awad said the action will in the long run benefit Arafat.

"What this will do is create Arafat to be a moderate man of vision, a man who has to fight for peace. It proves that the United States is not interested in hearing anything that has to do with peace," said Awad, founder of the Palestinian Center for the Study of Nonviolence in Jerusalem and Washington.

'The United States likes to take sides, and when you take sides . . . the other will be the enemy.'

—Mubarak Awad,
Palestinian-American activist

Awad, an American citizen, also said Israel and the United States should believe that Arafat was sincere when he told a group of American Jews in Stockholm on Wednesday that the PLO accepts Israel's right to exist and condemns all forms of terrorism. The Palestine National Council, the PLO's Parliament-in-exile, also adopted a resolution last month to establish the independent state of Palestine, accept the existence of Israel as a state in the region and reject terrorism in all forms.

"He [Arafat] meant that a long time ago. The United States, even if they put the conditions on paper and he signed it, they would not believe him," Awad said.

But Neuman, who was with the Israeli Defense Force for 21 years, said the PLO, because of its history of terrorism, has to prove that the resolution is real and not just a move to appeal to American public opinion.

"I believe it's an interesting step. If it's just a PR maneuver, then that should be revealed. But if it's a real step, it should be encouraged," said Neuman, who is working on his doctorate at UCLA.

"They are saying directly and openly to the worldwide media. 'Yes, we recognize the right of the state of Israel to exist. We decided

to stop any terrorist activity against Israel and Jewish people, and we are positively willing to negotiate with Israel,' abandoning the Palestinian National Covenant, which in several of its articles, is calling for the destruction of Israel."

The Camp David accords, which were reached in 1978 by Israel and Egypt, included plans for Israel's withdrawal from all of the Sinai and for autonomy for the Gaza Strip and the West Bank. It also called for the creation of a peace treaty between Egypt and Israel. The next step would have been to reach a peace agreement between the Palestinians and the Israelis.

Neuman said extremists on both sides are hampering the efforts to reach a peace agreement—Israeli extremists who fear losing political power if they give back territories of the occupied West Bank, and Palestinian terrorists who assassinate moderates working for peace.

Rabbi Brickner of the Stephen Wise Free Synagogue in New York City criticized Israelis for refusing to talk with the PLO and the United States for failing to act as a mediator in the conflict.

"The United States has to play the role of honest broker. The conflict between the Palestinian and Israelis will be resolved only when Israelis and Palestinians resolve it by face-to-face direct negotiations. It will take a non-Israeli and a non-Palestinian . . . to draw them together and keep them together," said Brickner, a Reform Jew who has been openly critical of the Israeli government.

He said the United States' refusal to allow Arafat into the country will delay the peace process.

"The American government's refusal . . . has jeopardized their credibility in the eyes of the Palestinians and weakened their ability to be the honest brokers they will have to be," Brickner said. "We've lost face with the world. The effort was psychologically unjustifiable and legally questionable."

The seminar series began in September to encourage Chapman College freshmen to explore the causes of war and options for peace.

Accent

Sunday, January 1, 1989



Be it politics, music, science, sports or education, these OC folks are . . .

PEOPLE TO WATCH IN '89

From a physicist whose research could win him a Nobel Prize to four pop musicians, known collectively as National People's Gang, on their way up and out of the local club scene, here are some of the people you'll be hearing more about in 1989. On the front and back of today's Accent, Diana Griego Erwin talks to the unusual, the hard-working, the respected, the sure to succeed — all bound to usher OC out of the 1980s into the '90s.



Rick Rickman
/The Register

Marilyn Harran, professor

Listening to ideas. Analyzing information and forming an opinion. Basic skills, maybe, but many college graduates can't use them in everyday life.

Not so for students at Chapman College in Orange who've taken the school's 2-year-old, required Freshman Seminar Program, a nationally acclaimed course directed by associate professor Marilyn Harran.

Using the subject "War and Peace," Harran and 20 of her colleagues expose students to new ideas and foster critical thinking.

For Harran, it is both a challenge and a passion.

"These kids need to know about the world, their role in it and how they can effect change," Harran said. "There are people in this world who die for what they believe in. In wonderful, sunny Southern California, people don't always ponder these questions."

Harran stages the world's toughest current issues by recruiting the most thought-provoking speakers she can to the 2,500-student campus.

Last month, the college even sought security advice because Harran scheduled a panel of both Israeli and Pal-

estinian speakers.

Harran, 40, who received her doctorate in religion from Stanford University and specializes in the Reformation, received the college's Distinguished Faculty Award last year.

But her greatest reward is hearing her students say they don't feel helpless anymore as human beings. "We try to build bridges between the past and the present and in that way contribute to the future," Harran said.

Harran's contributions to tomorrow are her students and their future achievements.

PEOPLE

Accent

Wednesday, March 8, 1989

How a teacher imitates life



Marilyn Harran reaches the freshmen at Chapman College by overcoming the 'false division between academic life and the real world.'

Professor finds her vocation in choosing possibility over status

The Orange County Register
Wednesday, March 8, 1989

Chapman professor uses real world to lure video-age students

Story by Laura Saari
Photo by Ygnacio Nanetti
The Register

Chapman College religion and history professor Marilyn Harran knows that when she says "Maddonna," her students are as likely to conjure up MTV as they are a religious figure.

"We're living in the age of remote control," she said. "It's the video age. Students don't do much reading and don't have a long attention span. *Remote control* is exactly what the (phrase) suggests. It's remote. And it gives you control. It gives you a sense that you can turn off something unpleasant and turn to something else."

As director of the Freshman Seminar program, Harran, 40, sees her mission clearly: to grab students' attention and get them to listen and think before they can switch her off.

"We need to excite students about learning, to overcome this false division between academic life and the real world," Harran said.

Using money from an \$89,000 federal grant, Harran and a team of 19 professors have built a nationally re-

nowned freshman studies program that exposes students to issues of the real world, sometimes face to face.

Mubarak Awad, a figure in the Palestinian uprising in Israel, spoke to her students in December. Police dogs were used to search for bombs, and undercover police were stationed in the audience.

Veteran politician Eugene McCarthy and Condoleezza Rice, a Stanford professor recently appointed to the National Security Council, also have addressed students.

In October, the traveling Vietnam Wall will be exhibited on campus as part of the freshman seminar general education program on "War and Peace."

Harran keeps the pace fast and the topics varied to match the way her 375 freshman students are used to receiving information.

Math. History. Economics. Music. One day, the students are reading Remarque's "All Quiet on the Western Front." The next, they are reading an Esquire magazine piece on "Why Men Love War."

In her freshman honors class last week, her students discussed Thomas More's "Utopia." It was 16th-century stuff, and Harran was provoking the students into a rapid-fire discussion about the modern world.

The topics, including infidelity, were as fresh as the day's headlines.

Harran: "I guess John Tower would be in real trouble, since he admitted yesterday he had broken his marriage vows."

"I was very impressed by the potential for great things to happen here. Chapman (College) is located in an extraordinary place."

Marilyn Harran
Chapman College professor

A student said infidelity is not the state's business. She wouldn't want government sticking its nose in her affairs, the way it did in "Utopia." Weren't the people in "Utopia" all "sheep?"

Student Beth Kelley: "But we have Ronald Reagan in America trying to overturn (the abortion legislation of) Roe vs. Wade. You still have government regulating the private (citizenry)."

Student Kristina Webb: "But . . . he's doing it for the moral good."

Kelley: "If this gets passed, are we going to be sheep then? . . . Unless we go to some back-alley place (to have the abortion performed)?"

Student Donna Goldwasser: "We protest."

Tomas Casas I. Klett, a student from Spain: "I think every human being who lives in a society is a sheep. . . . Even protesting, many people view that as a degree of freedom, but even that is part of the socialization . . . part of your image as a college student . . . to me, freedom is nothing but a fake illusion."

It was the kind of dialogue that last year won Harran the Chapman "Distinguished Faculty" award.

She directs the class, raises questions and offers important historical background, but the students take responsibility for their learning.

Harran is a scholar: She mastered medieval Latin and early high German to translate original texts and write a book about the Reformation.

She is short ("5-foot and 3/4 of an inch"), with an easy laugh and a round face dwarfed by oversize spectacles.

But if the Stanford Ph.D. looks professorial, she's no pallid-pallor academic.

On a Saturday, you're likely to find her wearing her pink Reeboks, sitting with her students downing a

hot dog at an Angels game — she is an avid baseball fan.

"Despite the fact that she is so brilliant, she has a wonderful sense of humor — and that's something she communicates to the students," said Susan Rankaitis, a painter and photographer who is chairwoman of the Chapman art department. "No matter how committed one is, there is always time to stand back and talk about baseball."

Harran adores jazz. She doesn't own a car.

She loves flight — in any form. She has helicoptered over Norwegian glaciers, gone ballooning, flown upside down in an antique open-air biplane and gone sailplaning. Her goal: a pilot's license.

Harran says she gets her practical approach to education in part from her father.

"He was extraordinary," she said. "He went from being a cabinetmaker to running an independent dental lab to working for Hughes Aircraft. He taught me, you get hard times, you never give up. He had a kind of New England independence — a real sense of valuing hard work."

Harran's role model is the rebel. She has written a book about Martin Luther, the disenchanted monk who led the Reformation, and edited another. In the fall, pending approval from the East German government, she will travel to East Germany on a fellowship to write a book about the Reformation and education.

Here Luther was, just a lowly monk, standing before the emperor and saying he was going to follow the Scripture and his conscience," she said. "He expected to be executed right after saying that. He's a model of real guts and real following through on what he believed to be true and right."

She finds a parallel between history and the present. During the Reformation, she said, parents were interested in education based on what kind of job their children could get — and the situation is the same today.

Rather than railing against the trend, she works with it. She spent the summer of 1979 on a Mellon fellowship teaching at the Aspen Institute — a think tank where executives and world leaders get a dose of the humanities.



Ygnacio Nanetti/The Register

"It strengthened my view of how important it is to connect academic life to the concerns of people out in the world," she said.

Leaving campus for lunch one day recently, Harran walked down Chapman Avenue in the rain, jauntily swinging an umbrella.

Until she moved to Orange County, she carried the umbrella even when there was no rain — for self-defense.

She smiled, revealing a scar.

"I was mugged," she said matter-of-factly. "They split my lip."

Before Chapman College, Harran taught for 10 years at Barnard College in New York City.

She lived in a one-room apartment at the edge of Harlem: "On summer nights, you'd open your windows — there was no air conditioning — and hear gun shots."

Walking to class at night, she disguised herself. "You wore a big coat. Big hat. Glasses."

She lived through "the Blackout, the Blizzard" and innumerable garbage strikes. But she loved New York — and the decision to move to Orange County wasn't easy. Nor was the decision to teach at Chapman, a college of a less established reputation.

Harvard Divinity School had offered her a job. So did a Berkeley graduate seminary.

But Harran preferred Chapman, where Buck Smith, then president, offered her tenure — a rare commodity for young professors — and convinced her that the college had potential.

"I was very impressed by the potential for great things to happen here," she said. "Chapman is located in an extraordinary place. I wanted to be part of a place where there's a lot of change happening. The institution is far from formed. It's the sense of new possibilities and being able to make a difference."

Harran chose work over career, possibility over status. That decision says something about how she sees the meaning of her life — a view forged in large part 15 years ago when she nearly died.

In 1974, while studying in Germany, doctors told her she would not survive a serious bout with hepatitis.

She was completely cut off from friends and family and didn't want to worry her parents. She fought through it alone and emerged with a new perspective.

"When you survive something like that, it makes you really value each day," she said.

And what Harran seems to value most is the light that goes on in a student's eye.

"At Barnard, I taught students who always wanted to be there," she said. "They knew why they were there and what they wanted to learn. At Chapman, not all the students even know why they're going to college. But to see a student who comes to class and says I'm not going to be interested gradually become interested — in learning — is fulfilling."

She recognizes that her students are preoccupied with making a living. But by the time they emerge from Chapman, she hopes they will be prepared to examine what that living is.

"I want to help young people come to a sense of what their own vocation is," she said. "That (they) choose a career, not with the flip of a coin or based on how much money you can make, but because it's a real calling."

"We have in our culture lost the meaning of vocation — the sense that you have something special to accomplish with your life. Your work should give you a sense of joy and accomplishment."

Rankaitis, Chapman's art department chairwoman, said Harran's dream already has begun to take form in this year's sophomores.

"They're much better prepared to take part in discussions and not to accept anything a professor says at face value," she said. "Marilyn really teaches the students how to think, how to come to their own conclusions, and more importantly, how to ask questions the rest of their lives."

Los Angeles Times

Monday, December 11, 1989

ORANGE COUNTY VOICES POLITICAL REFORM

Civics Class Now in Session in E. Germany

By MARILYN J. HARRAN

On the first Monday in October, I crossed over the border into the German Democratic Republic. Under an international fellowship, I had come to the GDR to study the Reformation of the 16th Century. But during the two months I was there, in Leipzig and Dresden, I witnessed 20-Century history in the making, a people's revolution that dramatically changed the shape of East German society. In short, the country I entered in October was not the same one I exited in December.

Every Monday while I was there, the politicians debated and the people of Leipzig prayed in the churches and then moved to the public square to demonstrate for social change.

In Chapman College's Freshman Seminar Program on "War and Peace," my colleagues and I hope to persuade our students that, as knowledgeable and involved citizens, they can make a difference, and that the freedoms we have can never be taken for granted. As I saw the students and workers of Leipzig take to the streets to achieve those rights we regard as basic—free elections, unrestricted travel, freedom of the press—I often wished our students could have been there to witness this extraordinary testimony to the power of the people.

I will never forget my own fear at crossing police lines to my apartment, overlooking the Nikolai Church, scene of the demonstrations. Nor will I forget the demonstration and police response on the 40th anniversary of the republic. The incongruity between the orchestrated parades in East Berlin and the spontaneous public demonstration against the govern-

ment in Leipzig and other cities was striking.

Above all, I will never forget the courage shown by those who massed on the streets that day, weeks before the Berlin Wall was to come down, at a time when no one knew how much force the government would exert against the demonstrators. Many demonstrators feared that they would be re-enacting another, and even bloodier, Tian An Men Square.

Speculation still abounds regarding exactly what happened and who was responsible for the order not to shoot. But on that day and in the following months the resolve of the demonstrators never wavered. As many of their fellow citizens continued to pour from Hungary and Czechoslovakia into West Germany, the demonstrators, in ever growing numbers, shouted "We are staying here!" "We are the people!"

The partial changes enacted by the new post-Honecker government, even the dramatic change in travel laws and the partial dismantling of the Wall, did not satisfy the demonstrators who knew that bankrupt East German society needed a full and complete cleansing.

In large part, that cleansing has occurred. Egon Krenz and his cronies have been evicted from power, and an entire country is working to build a democratic society. In many ways, the country has experienced a massive purging. Television journalists commented that they had not served the people and asked for forgiveness and patience while they learned to be true reporters. Newspapers that had expressed only the Communist party's positions began under new editors to record diverse opinions about what should be

done next.

Perhaps even more importantly, they revealed the corruption and luxurious life styles of leaders who had constantly reminded the people of the sacrifices necessary to build a socialist state.

Suddenly a land where people had been terrified that an overheard comment could land them in prison, became a national public forum. On street corners, in trains, people talked of nothing else—sometimes with skepticism, sometimes with hope, always with passion and a sense of awe at being able to present ideas openly.

One disembodied voice I heard from loudspeakers near the old Town Hall of Leipzig urged the people not to demonstrate and pleaded that "our problems cannot be solved on the street." But the long-term changes in the economy, education and the environment can only happen because of the courage shown during the people's revolution that occurred in the streets of Leipzig.

When students question whether they can make a difference in society, I hope the example of the GDR will convince them of how much power they truly possess—whether they take to the streets or use their right to voice their beliefs in the voting booth. When free elections come to the GDR, I know of no East German who will need to be urged to vote. I hope the proposal voiced by several Leipzig professors comes true—that the headquarters of the hated "Stasi," the secret police, becomes the new university library.

Marilyn J. Harran is associate professor of religion and history and director of the Freshman Seminar Program at Chapman College in Orange.

THE ORANGE COUNTY Register

NOVEMBER 10, 1990

Wind, religion might hasten onset of war

By Gary Robbins
The Orange County Register

Huge clouds of sand will soon begin dancing across the Arabian desert, kicked up by seasonal winds that could hasten the onset of war between the United States and Iraq.

The winds will be followed by the holiest period of the year in the Moslem world, a month of prayer that further raises the prospect of fighting in the already bloodstained Persian Gulf.

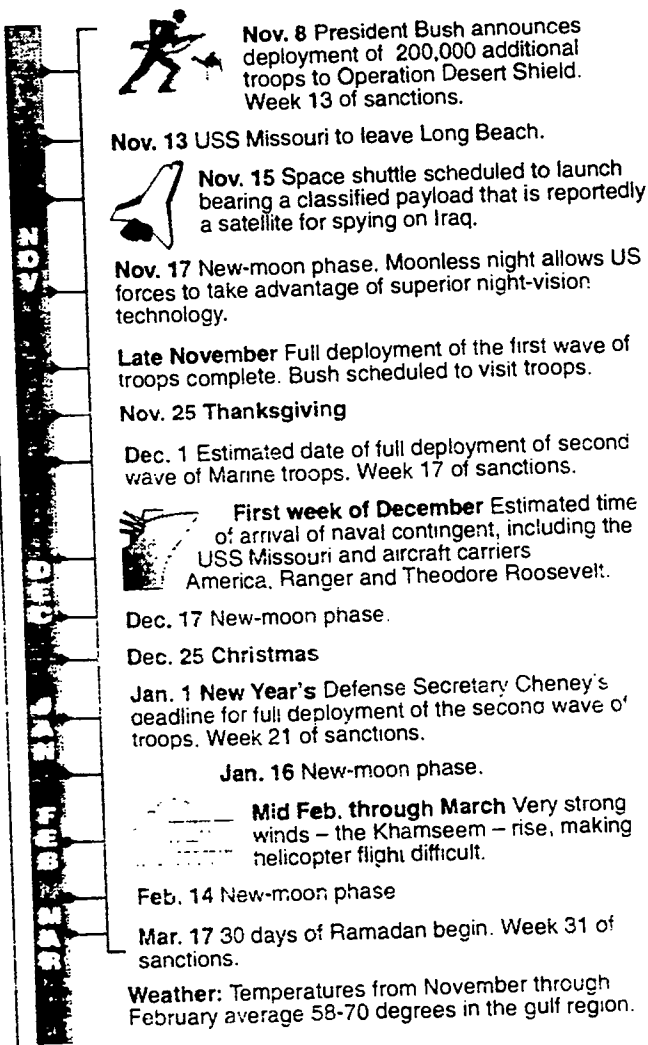
Wind and religion. Such are the factors that often decide when war is waged in the gulf, Middle East experts said Friday.

These factors, they say, mean the US would be more likely to attack Iraq in the early January. President Bush decided such action is necessary.

The northern Khamsim winds that arrive in February generate enormous sandstorms, making it difficult to wage air and ground attack. And March brings the beginning of Ramadan, a holy period in which Middle East experts says Saudi Arabia would be reluctant to join the US — or any country — in war.

Drawing a time line in the sand

Here is a calendar of upcoming events that might affect the planning of a US military offensive. Because the US Department of Defense will not release troop deployment timetables, those appearing here are approximate, based on previous developments and estimates made before August.



Kate Cohen/ Graphics reporting Penny Signorelli/ Librarian

Sources: US Department of Defense, Newsweek, Register wire services, Encyclopedia Britannica, Kennedy Space Center, Clayton Adams

The Orange County Register

Torrential rains also often fall in the gulf during the winter, further complicating military action.

"The key period is between the two holidays — Christmas and Ramadan," said Marilyn Harran, professor of history and religion at Chapman College in Orange.

"It doesn't appear that we'll be ready, militarily, to do much before Christmas (because the United States is still deploying troops). And we'd alienate our moderate Arab allies if we attacked after Ramadan started."

Ramadan — which begins March 17 — commemorates the moment in which God is said to have bestowed the holy Koran — or code of conduct — upon the prophet Mohammed.

Lewis Snider believes the United States is more likely to launch an offensive in early December.

"Once we get into January, the weather will start turning against us," said Snider, a professor of international relations at Claremont Graduate School.

Register staff writer Kate Cohen contributed to this article.

SOUTHERN CALIFORNIA
AND THE PERSIAN GULF CRISIS

Pro-, Anti-Iraq Views Debated at Chapman

■ A Kuwaiti says his country is being raped, but a Saudi contends that Kuwait waged economic war against Baghdad.

By ROSE ELLEN O'CONNOR
TIMES STAFF WRITER

ORANGE—Late last summer, Abdul Majeed Al-Shatti, the editor of a Kuwaiti university science magazine, was visiting in the United States and awaiting word from his sister, who was about to deliver her first child.

Then came the Aug. 2 Iraqi invasion of Kuwait.

Al-Shatti has heard nothing from his sister or his parents since, he said. He has learned, though, that two cousins and two friends have been executed.

"Today, Kuwait is being raped and dismantled, and its population is being replaced," Al-Shatti told an audience of several hundred students and faculty members at Chapman College Tuesday night.

Al-Shatti, speaking at a forum entitled "On the Brink of War: U.S. Policy Toward the Middle East," was on a five-member panel offering a wide range of views on the Middle East. The panel included U.S. Rep. Robert K. Dornan (R-Garden Grove) and a Saudi Arabian social scientist who supports Iraq's invasion.

Al-Shatti, slight, bespectacled and soft-spoken, talked of atrocities that he said have been committed by the Iraqis.

"Iraq has one of the worst human rights records in the world," he declared. "Execution is the norm when it comes to dealing

with their military or political opponents regardless of sex or age."

Offering a sharply contrasting view, Yousif Al-Yousif, a Saudi Arabian whose analysis of the Persian Gulf crisis recently appeared in a Baghdad University journal, defended Iraq's actions.

Al-Yousif charged that Kuwait had waged "economic war" against Iraq by overproducing oil and undercutting its price on the world market. Al-Yousif also claimed that many Kuwaitis had long wanted their country to become part of Iraq.

Dornan dismissed the suggestion that Kuwaiti citizens supported the takeover, saying the country "was swallowed whole in a matter of hours."

Dornan said he was "mystified" by the American public's ambivalence over the U.S.'s escalating commitment of troops to the Middle East. Dornan said that if unchecked, Iraqi President Saddam Hussein would have upset the world economic order.

"Fifty percent of the world's oil could have been in the hands of Iraq if Saddam had pressed on," Dornan said. "This would have turned the world upside down."

Dornan said the economic blockade against Iraq is proving successful and reiterated his support of President Bush's decision earlier this month to double the number of U.S. troops in the Middle East.

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MIDEAST SHOWDOWN: Orange County

Dornan: Give US action in Iraq time



By Donald E. Skinner
The Orange County Register

Rep. Robert Dornan
Urged Americans to have patience

ORANGE — Rep. Robert Dornan, R-Garden Grove, called on Americans to have patience for at least a year to give President Bush's actions against Iraq time to work.

He also predicted that after the current crisis is resolved, thousands of US troops may remain in Saudi Arabia for years as part of a defensive force.

Dornan was part of a Chapman College panel discussion Tuesday night, "On the Brink of War: US Policy Toward the Middle East." The event was part of the college's Freshman Seminar Program on War, Peace and Justice.

"We had troops in Europe for 45 years and it appears we finally won there," he said. "I'll be shocked if this country can't give a year of patience in the Mideast."

Dornan, a member of the House Armed Services Committee, said he is "mystified" as to why Americans should be confused about the American policy in the Persian Gulf.

"It isn't just oil," he said. "The entire world economic order has been destabilized by (Saddam Hussein)."

He contended that rising prices of oil threaten to damage attempts by Eastern European nations to rebuild themselves after casting off communism. He said Arab nations should be required to pay the bill for the military operation against Iraq because of the billions of dol-

lars in increased profits they are realizing because of the crisis.

Another panelist contended that the military buildup in the gulf region is simply part of a 40-year-old policy by the US to control the Mideast. Naseer H. Aruri, a Palestinian-American who teaches political science at Southeastern Massachusetts University, said, "The US thinks it has a God-given title to petroleum resources and the waterways of the Mideast. The US does not really want the region to determine its own destiny."

Noting that US oil consumption has increased since the 1973 Arab oil embargo, he said, "What is really lacking in the US is a credible energy policy."

In order to solve the Iraqi situation, world leaders also must resolve two other regional disputes: the Israeli occupation of the West Bank and Gaza Strip and the fighting among factions in Lebanon, he said.

A Kuwaiti editor, Abdul Majeed Al-Shatti, said that before the current crisis few people here knew where his homeland was.

"I would tell them it was in Wyoming and a lot of them believed me," said the managing editor of Economic Issues.

"Saddam has turned his own country into a killing field and he has not spared his neighbors. If allowed to go unchecked, the whole world will be in jeopardy," he said.