

VALUES IN HUMAN BEHAVIOR

Undergraduate Special # 30

[SUMMARY and Evaluation]

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# VALUES CLASS

## (Summary of Sessions)

SESSION #1

1/7/72

- Ear Meditation (page 1, exercise one)
- Introduction by Elliott and Deane. (Introductory sheet passed out)
- Each person introduced themselves:
  - ✓ their past
  - ✓ what brings them to the class
  - ✓ their expectations
- Gibbs, Jack: Group Dynamics discussed (mimeo sheet passed out)
- Trust Exercise (p. 1, #3) & feedback

### HOMEWORK ASSIGNMENT #1:

p. A of Manual lists 7 areas of value concern: Each student was to answer the questions about these value areas (relationship to nature, to one's work, to society, to one's self) etc.;

Then, on p. F, he was to list the single most important unsettled value concern for him, the one he would like to focus on this quarter.

SESSION #2

1/2/72

- Broke into Dyads: get to know someone in class; a communication & listening exercise
- LAZARUS & JONER Circle: fear of revealing inner circle. Each student asked to become aware of how much of self he reveals.
  - Partner #1 said his partner revealed level D only.
  - The Partner said back to him, No, for me that was level B.
  - Pointed out how different people see same material with different intensity: the importance of seeing the other person's viewpoint as he sees it.
- Discussion of loss of self as revealed in literature & philosophy
  - ✓ Camus, L'Étranger
  - ✓ Kafka, "Metamorphosis"
  - ✓ Marx, "On Alienated Labor"

### HOMEWORK ASSIGNMENT #2:

Rolly May, Man's Search for Himself

Session #3 1/19/72

- Discussion of Poet Basho as representative of Eastern View of NATURE; Tennyson representing West.
- Discussion of Rollo May, particularly Chap 2: "Loss of Center of Values in our Society."
- Discussion of Freud, S. → Fromm, Eric, The Art of Loving: historical background to Fromm's book.
- Exercise: Mind Wardrobe (p. 6 of Manual) **WHAT IS SELF**
  - ↳ what you like about yourself
  - ↳ what you dislike about yourself
  - ↳ what you have to be happy about
  - ↳ what you think your partner (parent) values in you; what you value in them.

HOMEWORK ASSIGNMENT #3:

MAP MAKING EXERCISE (p 5); E. Fromm, The Art of Loving

Session #4 1/26/72

- Discussion of each student's major value concern they wanted to work on.
- Discussion of **SELF-MONITORING** as way to begin to work on value concern.
- Discussion: **What is Self**: inside vs. outside (environmentally caused)
  - consciousness vs. perception
  - naturalness vs. learning
  - mind wardrobe: positive self-image when you say positive things to your self: (e.g. what you like about yourself.)
- **CHANTING** as method of thought stopping & relaxation.

HOMEWORK ASSIGNMENT #4:

- A task force of two students to report back to class on what the words "naturalness, spontaneous" mean.
- MONITOR BEHAVIOR

## (Summary of Sessions)

SESSION # 5

2/2/72

• Discussion of Self-monitoring

- ↳ Ken: creative life: list of specific times during week he feels he is being creative
- ↳ Sunny: awareness of her behavior: times she stops during week to assess what she is doing: behavior, thoughts, feelings

• Fromm, Art of Loving, discussed

HOMEWORK ASSIGNMENT #5:

- Those that didn't SELF-MONITOR this week to do so for next week
- Read Baghava Gita

Session #6

2/9/72

• SELF MONITORING

- ↳ Don: # of times got angry (antecedents & consequences)
- ↳ Helen: lapses of thinking
- ↳ Joanne: competitive feelings
- ↳ Rick: when feels depressed (2x: antecedents & consequences)
- ↳ Haney: when feels he's thinking too much
- ↳ Bernie: when feels low self-esteem
- ↳ Dave: day dreaming
- ↳ Ken: # of times felt he acted creatively

- Discussion of Gita: a) its meaning (in 4th Century B.C.)  
b) its significance to us today.

[ like communication: a) meaning (what other person is trying to say)  
b) significance to us of what they are trying to say.

HOMEWORK ASSIGNMENT #6:

- Martin Buber: I- Thou

VALUES CLASS  
(SUMMARY of SESSIONS)

Session #7    2/16/72    Role-Playing: an exercise in decision making, the art of communication, explanation of personal values.  
(See attached analysis and skit)

HOMEWORK ASSIGNMENT #7:  
Continue reading Buber.

Session #8.    2/23/72:

- Discussion of Martin Buber, I-Thou:  
relationship to nature  
to self  
to man

Homework assignment #8:

- Lao-tse, Tao Te Ching
- Prepare manual, 5-10 page paper on value change during quarter, notes on books read. To be turned in in two weeks.

Session #9:    3/1/72

- Discussion of Lao-tse: Tao-Te Ching  
lying low, philosopher of camouflage.
- Review of course: aim, scope, goals of instructors.

HOMEWORK ASSIGNMENT #9:

- Course Evaluation: did instructors accomplish their goals
- Paper on value change, growth, etc.
- Hand in manual.
- Hand in notes on books read.

Session #10:    3/8/72

- EAT HEARTY: MEAL AT INSTRUCTOR'S HOUSE

Homework Assignment #10    LINE!

Jo-ann: competitive feelings

"I find ~~that~~ <sup>from</sup> writing down my competitive actions, that I think before I act, and even think before I think: in other words I have been able to control my competitive and selfish feelings. I think if I keep on writing a journal that soon I will conquer this thing." Thank you for giving me this idea.

Haney: self-monitoring showed me that I really didn't act unnaturally for people as much as I had imagined.

Barny: Journal: Right now I have a huge journal full of my basic thoughts that I can refer back to at any time. It really helps to organize your head to give you room to grow.

Bunny: Self-monitoring was fascinating for me. I really think monitoring behaviors gives a person good insights into himself & is very valuable.

Ken: creativity, tennis, math problem, "figured out correct change before lady told me the price, guitar playing; science fiction story writing; studied chemistry.

For creativity, <sup>need to</sup> be aware of himself and the factors controlling his life, understanding their intended effect but not being controlled by them."

CHANTING

"was relaxing. I didn't hear the other people until I stopped." Ben

"as though the essence of my head circled from deep inside and out my mouth, first ballooning up to block out everything else & so it became the chant."

"I thought this was the most valuable activity in class. very relaxing to the mind. I do it on my own now. It helps me to stop thinking for a while. ~~about~~ Otherwise it is hard to clear your mind & your thoughts get cloudy. It can even make it hard to sleep. I chant once in a while before I go to bed.

"it didn't mean much to me at the time because it was a tense, uncomfortable atmosphere.



## EAR MEDITATION

"I was conscious of trying to be conscious"

"Strange. It's something that is seldom done, truly discovering an inner dimension to life, in a simple way. (The atmosphere in the room seemed from that point on to be magic

"breathing, pumping blood, and then to try to clear your head is to hear yourself think."

"heard my hair growing"

"I was sort of tense."

## Trust Experience

" I realized how little we take responsibility for other people .

" really felt good to let yourself go & fall

Because I am very small & not very strong

I needed & appreciated

" help of others around me in catching the other person

- "sense of powerlessness: cold, forbidding; but an inner joy... at the beauty.
- "being alone in nature for me is like stopping for a minute to look at what I am immersed in, like a time out, where I can look at the work as an impartial observer but not as a participant
- " I love trees & not long ago I decided I would become one in the future.
- " <sup>choice for</sup> displaying of emotions openly
- " exerting force over nature is not the desired objective, but rather fitting oneself into the natural environment: riding a wave, showering in water fall,

## Positive Student Reactions to the Course

### Freedom to learn!

#### • FORM:

"In education here at Stanford everything is required or else you are penalized. It really takes the enjoyment out of learning. I think I learned more about myself in this class than I ever have in a class before, mainly because I really wanted to learn; for what is more important to me than knowing myself."

Joann

"there was no 'pressure' in this class but I think I did more reading and thinking in this class than any of my others. I think this was probably one of my hardest classes but probably one of the most beneficial."

Sunny.

[All students (9) agreed with this in their papers]

Exploration of values related to work they would eventually do; 3 students specifically commented favorably on this aspect of course

#### • CONTENT:

### Course relevant to their needs

6 people stated this explicitly:

#### • CONTENT:

"most ideal opportunity I could have had to sit back and really have some time to further define my values and get to know myself better. I have a very bad habit of always putting really important things (such as getting to know myself) off and giving classes 1st priority -- this class gave me a chance to devote some time to a subject that was truly relevant -- getting to understand myself better."

S.

"this paper is giving me an opportunity to do something I've been wanting to do for a long time, but just haven't had the incentive to sit down and do it: think about and organize my thoughts about myself, my goals, my values."

J.

## Positive Student Reactions to Course

11.

### SHARED CONCERNS

- Classroom interaction:

only 1 student: [see Instructor Criticism of Course]

: "others have the same problems and concerns I do. Now I know I'm not alone."

### The Reading

- New Ideas:

Very positive reaction by all students to at least some <sup>five</sup> of a books read. Ideas relevant to their lives, new way of looking at world:

e.g. One of the most exciting ideas for me came from the Bhagavad Gita: not acting solely in expectation of the ends, but living in the present, --- a conscious appreciation of the day to day things I do and the people with whom I come into contact.

### Techniques

(see also chanting, ear meditation, trust exercise)

**MIND WARDROBE**: I have put a suggestion of Deane's into regular use. When I am depressed, instead of taking a masochistic sort of pleasure in feeling sorry for myself, I reach for the manual and read, "What I like about myself and what I have to be happy about. Or else I just think about these things. It never fails."

## Student's Criticisms of the course

- Not enough continuity in the readings (I)
- Narrow the scope of the course (II)
- Group never approached closeness; never reached I-thou relationship (III)
  - “ You cannot jump quickly into a relationship ”
  - “ fear of opening up in class even though Elliott and Deane established a “warm” atmosphere
- Questions about relations were a valuable self-analysis, ? I wish we could have followed them a little better - (I) Henry-
- Longer sessions: 1 or 2 marathons. Once a week structure is not conducive to continuity (III)
- Find more ways to increase classroom participation (III)

# INSTRUCTORS' METAGOALS, TECHNIQUES, AND EVALUATIONS:

## GOAL Number One

To increase the student's awareness of himself and of his own personal values; to expose the student to different value systems

## Techniques for

increasing awareness of self and <sup>personal</sup> value systems

- ▲ Written response to questions about the following subjects (see pp. A-E in manual) for specific questions asked.
  1. Relationship to Nature
  2. Relationship to possessions
  3. Relationship to one's work
  4. Relationship to one's self
  5. Relationship to society

- Page F: The value area to work on this quarter:  
The single most important unsettled value issue for me right now is ----

Assessment: 5-10 pp. written statement handed in at end of quarter: how value has changed or not as result of this course.

▲ EAR MEDITATION:  
Opening one's self to sounds; to silence.  
ONE person heard their hair growing!

▲ DYADS of Self Exploration;  
Arnold LAZARUS: Inner Circle: HOW MUCH OF SELF YOU SHARE

▲ MIND WARDROBE: How YOU FEEL ABOUT YOURSELF: POSITIVE / NEGATIVE  
~~WHAT~~ YOU FEEL YOUR SPOUSE (PARENTS) VALUE IN YOU

▲ MAP-MAKING: WHERE YOU ARE NOW; WHERE YOU WOULD LIKE TO GO: HOPES, GOALS, EXPECTATIONS

- ▲ Trust Experience: how does it feel to fall freely, with eyes closed, to let self "go"
- ▲ SELF-MONITORING of particular concern.

**ASSESSMENT**: There were specific places in the manual to write down feelings about each exercise, also data sheets on which to record self-monitoring

**Techniques** for exposing student to different value systems

- ▲ Readings and lecture/discussions on
  - Indian (Hindu) Viewpoint: Baghavat Gita
  - Chinese Viewpoint: Confucius  
Lao-Tse: Tao-Teh Ching
  - Zen Viewpoint: Basho & haiku poetry
  - Jewish mystical/existential:  
Martin Buber: I-Thou
  - Neo-Freudian: Eric Fromm, The Art of Loving
  - Existential: Rollo May, "Man's Search for Himself"

**Assessment**: Each student turned in notes taken on book, discussion of its relevance to his life.



**METAGOAL #2** To provide a <sup>"non-threatening"</sup> classroom environment in which cohesive group feelings would develop (i.e. people would want <sup>and know how to</sup> listen to each other; interaction would be student-student as well as teacher-student; students would not be afraid to self-disclose)

**Techniques**

- ▲ Modeling: self-disclosing behavior (instructors)
- ▲ Student introductions at first session
- ▲ DYADS: to practice self-disclosing behavior  
to work on the Art of Listening and paraphrase
- ▲ Discussion of JACK GIBBS and SMALL GROUP THEORY
- ▲ Trust Experience (need support of group)
- ▲ Verbal Information about Instructor Expectancies:  
"we are hoping to develop cohesive group"  
"You will not be penalized if you don't do all the reading, just be honest about what you do read." etc.

**ASSESSMENT**

- a) Monitoring # of student-student in class interaction
- b) Self-report by students about freedom to learn: e.g. non-threatening atmosphere
- c) Self-reports by students about unwillingness to self-disclose even in "non-threatening" environment

▲ Role Playing

## EVALUATION

### Metagoal #2

- A) There was a "non-threatening" atmosphere in class. It was relaxed, students said they felt no pressure, and no "external fear of punishment or threat" from the instructors.
- B) Student-student interaction decreased in class. In the first two meetings, because of introductory exercises, dyad, etc. ~~a~~ high rate of student-student interaction. However this decreased in following sessions (except for #7: the role playing session) for students wanted more structure in class. By this was meant lectures on reading. The initial freedom of class was anxiety-provoking to several of them. (4)
- C) Students said that they ~~\_\_\_\_\_~~ were afraid to self-disclose, even though they ~~had~~ were given the opportunity. They did not understand why they were afraid to "open themselves"; and they said that although they wanted to develop a group feeling, they didn't feel it developed.

### Suggestions for improvement:

1. Once a week classes make "cohesiveness" difficult to develop. Rather than meet once a week for two hours for ten weeks, I'd like to meet 5 times a week for two weeks, plus a weekend marathon in Carmel!
2. We made a mistake by not having students exchange manuals with each other. In the manuals, students came across very open, very sensitive, and very beautifully. ~~There~~ was almost no correlation between self-disclosure in manual and behavior in class. It seems

evidenced by statements in the manuals such as "I am just beginning to discover myself and what is worth believing..." Our goal was to get students to stop reading books just for "knowledge acquisition" and to begin reading them to see if they applied to their life; to get students to see themselves as a worthy and legitimate subject to learn about. In this limited goal we were successful; ~~we~~ we planted a seed. These behavioral objectives<sup>\*</sup> end, and faith begins.

\* ~~The~~ behavioral objective was as follows: <sup>in writing</sup> By the end of this course I want to have explored my value relationship to nature, to my work, to possessions, to society. I also want to explore myself by doing certain exercises (meditation, self-monitoring, mind-wardrobe, map making); and to expose myself to five different beliefs systems: HINDU, CHINESE, EXISTENTIAL, JEWISH, NEO-FREUDIAN by doing specific readings. (See pp. 13-14 for techniques & assessment)