

APPLICATION FOR UNDERGRADUATE SPECIAL COURSE

Title of Proposed Course: Values in Human Behavior

To be given Winter Quarter, 1972 Is this a SWOEST course? No
 Check: Directed Reading Seminar Lecture
 New Course Repeat # Continuation #

Number of Units 3 Enrollment limit 12-15
 (Maximum is 3) (Maximum is 40)

Special Enrollment provisions: None
 (25% of places must be open to general sign-up)
 first meeting: Cubberly Room 78

Meeting schedule January 6, 1972; 2:15 Meeting place Education Lounge--third floor
 Shall we arrange for a meeting place? A final exam room?

Faculty sponsor: Carl Thoresen Signature [Signature]
 (Sponsor must be a member of the Academic Council)
 Department Education--Counseling Psychology Ext. 3484
 Instructional Responsibility of Sponsor Course Attendance of Sponsor
Sole instructor Constant attendance
Co-instructor Occasional attendance
 Supervisor only No attendance

INSTRUCTORS: Include the names of all persons who will take an active part in giving the course. Do not include the sponsor's name unless he will be an active participant. Indicate with an asterisk the instructor to receive registration materials.

- Name: Deane Shapiro, Jr. Department Counseling Psychology
 Mailing address: Am. Express, T. and G. Village Phone 43484 X 2113
 Function: Preceptor Assistant Preceptor
 Status: Faculty Student Staff Other
 (For students:) Who is your academic advisor? C. Thoresen
- Name: Blair J. Asch, Jr. Department Department of Education
 Mailing address: Am. Express, T. and G. Village Phone 43484 X 2113
 Function: Preceptor Assistant Preceptor
 Status: Faculty Student Staff Other
 (For students:) Who is your academic advisor? C. Thoresen

Name the courses now offered at Stanford to which this course is related: Although I don't know which specific courses, I believe a course on values to be related to courses in any discipline: from medicine to engineering to humanities.

Summary course description (to appear in Course Abstracts): A course exploring personal values as they relate to the meaning that one perceives in life. Readings from eastern and western religions; and from existential, humanistic, and behavioral psychology

Subcommittee action: Approved by _____ Number _____

Course structure: Include manner of instruction, course requirements, definition of papers and special projects, method of evaluation for student work and intended grading system. INSTRUCTORS WILL MAKE THE FINAL DECISION; STUDENTS, HOWEVER, WILL BE RESPONSIBLE FOR A SELF-EVALUATION

- Requirements:
- The main requirement will be a paper from each student about his or her most significant personal values and the ways they have changed or not changed as a result of this course.
 - A written evaluation of the course: its content, form, methodology; and suggestions for improvement.
 - Written reactions and comments on books read during the course.

Course description: Include discussion of course approach; detailed course outline or descriptive syllabus relating class work and discussions to readings. Attach additional sheets if necessary. This course will attempt to give maximum freedom to the individual students to pursue questions of interest and concern to their lives. The course, therefore, will hopefully be an outgrowth of the students' needs and may take any number of significant directions--e.g. values as related to sexual behavior/ interpersonal relationships/ drugs/ political and social issues, ...

Thus, the students can both draw from the reading list presented below, or explore books of their own choosing. I have written to Carl Rogers who gave a course similar in nature to this one, and asked him for the annotated bibliography which resulted from his course. It has not yet arrived, and the list below is only a suggested list of readings from which the student may draw.

Complete reading list: Identify required and suggested readings.

- Martin Buber, I-Thou
 Paul Tillich, Courage to Be
The New Being
 Bible (Old and New Testament)
 Baghavat Gita;
 Upanishads
 Lao-Tse, Tao-Te Ching
 Confucius' Analects
 Eric Fromm, Zen Buddhism and Psychoanalysis
The Same Society
Art of Loving
 William Barrett, Irrational Man
 D.T. Suzuki, Lectures on Zen Buddhism
 Victor Frankl, Man's Search for Meaning
 Gordon Allport, Becoming
 Abraham Maslow, Toward a Psychology of Being
 Carl Rogers, Freedom to Learn
 B.F. Skinner, Beyond Freedom and Dignity

APPLICATION FOR A SHORT TERM APPOINTMENT

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Preceptors' Goals for the course

In a very real sense this course is going to be experimental in nature.

We want the focus of the course to be determined by the members of the course. For example, if some of the students are interested in doing work on race relations, then those students and the preceptor will meet to work out a specific reading list. The most important aspects of the course will be the freedom allowed to each individual to choose what the particular value area which most concerns him.

It is obvious, however, that to just say "I am concerned about this value" is not enough to warrant academic credit. Therefore, the students have certain requirements they must meet. Not only must they make written notes and evaluations of all books and material they read related to their particular value concern, but they must also write a paper about his or her most significant values and how they have or have not changed as a result of this course.

I do not know how much reading each student will do. I do not know how seriously each student will critically examine a significant personal value. However, I do believe that students at Stanford should be given that opportunity for self-direction and self-motivation. I think this course would give them that opportunity. My hope (and my belief) is that the majority of students are seriously concerned about significant personal values. This course provides a chance for those students to academically focus upon and wrestle with those concerns.

To the Committee on Undergraduate Studies:

I, Elliott J. Mason, Jr., hereby apply for a short term appointment as Ass. Preceptor for Winter Quarter, 1972 - (Preceptor or Assistant Preceptor)

in the Undergraduate Special Program. I submit the following information in support of this application: (Please attach additional sheets if necessary)

- A. Education (include dates and degrees):
 Bachelor of Arts-Uni. of Redlands 1967
 Master of Divinity-Yale Uni. Divinity School 1971
- B. Significant experience and employment:
 Instructor in Black Literature on college level
- C. Relevant publications and achievements:
- D. Evidence of Teaching ability (include special qualifications for teaching this course):
 Master of Divinity degree
- E. Supplementary Information:
 Date of Birth: 9-4-45 Place of birth Toledo, Ohio
 Marital status: married Citizenship, if not U.S. _____
 University status:
 a. student status: by Yale Univ.
 Relevant employment at Stanford _____
 B. staff or other
 Please specify _____
 Have you previously received a short term teaching appointment at Stanford? _____ If yes, what year? _____
 What department? _____ Title? _____
 List courses taught at Stanford: _____

Date: Oct. 13, 1971

Signed: Elliott J. Mason, Jr.

APPLICATION FOR A SHORT TERM APPOINTMENT

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To the Committee on Undergraduate Studies:

I, Deane Shapiro, Jr. hereby apply for a short term appointment as Assistant Preceptor for Winter Quarter, 1972 - (Preceptor or Assistant Preceptor)

in the Undergraduate Special Program. I submit the following information in support of this application: (Please attach additional sheets if necessary)

A. Education (include dates and degrees):

(Please see attached sheet)

B. Significant experience and employment:

C. Relevant publications and achievements:

D. Evidence of Teaching ability (include special qualifications for teaching this course):

E. Supplementary Information:

Date of Birth: 6/17/57 Place of birth K.C., Missouri

Marital status: Married Citizenship, if not U.S. -----

University status: graduate

Relevant employment at Stanford _____

B. staff or other _____
Please specify _____

Have you previously received a short term teaching appointment at Stanford? No. If yes, what year? _____

What department? _____ Title? _____

List courses taught at Stanford: _____

Date: 10/10/71 Signed: [Signature]

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Please detach and mail to Miss Joan Copeland, Building 1.

Recommendation of Sponsor for an Undergraduate Special Course

Course title: Values in Human Behavior

To be given: Winter Quarter, 1972 - _____

Faculty Sponsor: C. Thoresen Department Counseling Psychology School of Education

Ext. 3484

Please indicate your reasons for sponsoring this course and considering it appropriate for academic credit.

The counseling psychology program in the School of Education is strongly research oriented as are programs at Stanford in other behavioral courses such as psychology, sociology, anthropology, and political science. It seems important that there be a course in which students have an opportunity to draw back from the research data and to explore their own value system in relationship to the work they are doing. Continued...

Please describe your role as sponsor.

I intent to participate occasionally in the weekly seminars, but only as participant. I will leave the instruction and format of the class to the two instructors with whom I will consult.

How well do you know the instructor?

While I have not known the instructors for a long time I do feel well acquainted with them. Both are students in the counseling psychology program. We have just completed an intensive two week workshop. Further, I am familiar with their background experiences and consider them quite capable. Comment on the instructor's qualifications for teaching this course as an accredited course at Stanford. This should include appraisal of the instructor's research, reading, writing, prior teaching and competence in the subject area.

Both Mr. Shapiro and Mr. Mason are extremely well read and articulate in the fields of religion and humanistic psychology. Mr. Mason has received his M.A. from Yale's Divinity School and Mr. Shapiro has spent the past two years intensively studying both eastern and western religions. Further, Mr. Shapiro is a magna cum laude graduate of Stanford ('69) in political science. Both have had previous teaching experience and experience in leading groups. I find both extremely rigorous in their academic approach, and at the same time very concerned and understanding in their dealings with other people.

Date: 10/13/71 Signature of Sponsor: [Signature]

STANFORD INSTITUTE FOR BEHAVIORAL COUNSELING

528 Alvarado Row
Stanford University
Stanford, Calif. 94305
(415) 321-2300 Ext. 2113

Recommendation of Sponsor for an
Undergraduate Special Course

(contd.)

Course Title: Values in Human Behavior

To be given: Winter Quarter, 1972

Faculty Sponsor: Carl Thoresen, Counseling Psychology, School of Education

Reasons: (continued)

Further, I believe an important aspect of education involves giving the student an opportunity to explore creatively his long-term goals and aspirations. A course of this type would give undergraduates an opportunity to focus on personal values and will have a strong relationship to the nature of their eventual vocational choice.

D. Shapiro
11/9/71

Values in Human Behavior

(In the weekly seminar meetings the following books and topics will be discussed)

The Crisis of Contemporary Man: Moral Confusion

Two out of the ^{following} three books are required:

William Barrett: Irrational Man

Victor Frankl: Man's Search for Meaning

Nietzsche: Thus Spoke Zarathustra

Interpersonal Relations

The following two books are required:

Martin Buber: I-Thou

Eric Fromm: The Art of Loving

Man's Social Responsibility

Two of the following four books are required.

D. Berthoff: Letters and Papers from Prison

Lao-tse: Tao-te-Ching

Silberman: Crisis in Black and White

Bhagavad Gita

In addition to the above required reading, students will be encouraged to explore other areas relevant to their particular value concerns and to do extra reading in the areas related to those concerns.

Values in Human Behavior: Give graduates a chance to step back from their research and to assess or re-assess their personal values. The course does not intend to set forth what are right and wrong values, but rather to allow each individual the chance to search through his own value system and then to see how what he ~~thinks~~ believes relates to the nature of the work he is doing.