

II. THE UNIVERSITY 13 PROJECT

For over two decades the faculty of the Institute of Cultural Affairs has been working on new forms and approaches to higher education. First, they have developed a unique curriculum that draws together in a comprehensive form the cultural wisdom of our time, aimed at enabling authentic self-understanding and creative engagement in the twentieth century. Secondly, they have devised special pedagogical techniques geared to this form of educational pursuit where broad areas are dealt with in depth over a short period of time. Thirdly, the faculty has experimented with patterns of corporate living which provides the necessary context for such concentrated learning that results in changing practical social behavior.

As a result of this research and experience, the Institute is now prepared to launch a pilot experiment that will provide the equivalent of a "liberal arts" education for anyone interested in continuing his formal education in an intensive thirteen-week residential program. The project combines an appropriation of the core academic disciplines along with training in the practices of corporate life, directed toward the development of prowess in common reflection, decision-making and social participation. Although this pilot curriculum is ideal for the high school and college dropout, it can also be used with the college student, the housewife, the laborer, or any adult interested in continuing his education. This project (outlined below) will be effective for all who have the basic educational tools of reading and writing, and the skills of abstract relationships of simple arithmetic. But even among those deficient in these skills, with remedial assistance, the program is intended to be effective.

The project is to be carried out by a faculty highly trained for this educational enterprise. The format calls for a residential situation wherein the participants will live together throughout the thirteen weeks. Three such school quarters would be held a year. The fourth, or summer quarter, would be given over to the faculty for evaluation of the past year and further study and preparation for the following year. The key structures include the special curriculum and the residential arrangement which offer several crucial extracurricular supplementary educational opportunities. The faculty of the Institute is uniquely prepared for this kind of education. They have had long experience in the methods, course structure, and group work necessary for the education of the imagination. Much of their work has been with the dropout and the poorly motivated student. The faculty-student ratio of twelve-to-one is crucial here due to the comprehensiveness of the program and the educational level of the student.

The Curriculum

The curriculum underlying the thirteen-week project includes: the intellectual, psychological, social, and imaginal aspects of authentic human development. These aspects are intimately interrelated. The first focus of the curriculum is the sharpening of comprehensive skills in reading, verbal articulation and the capacity to order abstract relationships. Closely connected with this is the nurturing of personal uniqueness, which means knowing and coming to terms with the limitations and gifts, biases and hopes, hostilities and desires of the human

self. The third focus is the patterning of the roles a person plays in his family, work groups, in his community and national politics, and as a global citizen. It enriches the fundamental image or picture of each man in the actual world in which he lives, enabling him to be a free, critically intelligent, creative and responsible citizen in global society.

The Rationale

The first section (weeks 2-5) covers the cultural wisdom of our times by including the disciplines of sociology and history, natural science and philosophy. These courses enable students to appropriate the post-modern theoretical models embodied in the various academic fields. Nation/World and Community/Urban Complex are courses which give participants the opportunity to deal with the local, national and global communities by identifying problems and constructing forms for the solution of the problems. The intent of this section is to expose the communal wisdom so that the participants may appropriate the skills, accumulated knowledge, and methods of their culture.

The second section (weeks 6-8) provides the laboratory situation in which the participants can actually encounter the world. This is accomplished through the study of basic images of humanness, travel to another culture, and the corporate planning, preparation, execution and reflection on this trip. Such an experience not only expands their understanding of another culture, but also confronts them with an appreciation for people and their suffering. Transporting them to another culture will deepen their grasp of humanness when it is preceded and followed by structured study, reflection and the corporate writing of a documentary.

The third section (weeks 9-13) emphasizes that the participants interpret and give form to the data they have previously accumulated. The formal courses Psychology and Art, Individual and the Family and the laboratory situations call forth from the participants the release of both individual and corporate creativity.

The Interlacing Method

The total curriculum is laced together with a sustaining and nurturing framework for staff and participants. As the participant engages in University 13, he reflects on his participation--an exercise which builds self-hood in the midst of a corporate group.

Corporate meals are essential since they provide a time for personal and corporate reflection. Conversations are conducted at each meal which encourage each participant to examine the outside world as well as his innermost being. For example, the breakfast hour news conversation demands looking beyond a superficial level. Singing and then reflecting on the content of popular songs at the lunch hour requires each individual to involve himself in the universal-personal situation the song writer chose to address. Reading excerpts from selected writings at the evening meal sets the mind to brooding over the day's events and prepares it for the remaining demands of the day.

In the break before the evening meal a time for physical exercise is set aside. After the evening meal a more relaxed time is scheduled during which

COMPREHENSIVE CURRICULUM

WEEK		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
1	INTRODUCTION	THE CULTURAL REVOLUTION		WORLD DAY	IMAGINAL EDUCATION (A)		SKILLS LAB CULTURAL EVENT	DINNER AND REPORTS DISCONTINUITY	
2	APPROPRIATING SKILLS KNOWLEDGE METHODS	SOCIOLOGY AND HISTORY		WORK DAY	THE NATION AND THE WORLD		SKILLS LAB CULTURAL EVENT		
3		NATURAL SCIENCE AND PHILOSOPHY		WORLD DAY	THE COMMUNITY AND THE URBAN COMPLEX		SKILLS LAB CULTURAL EVENT		
4		WORLD IDEOLOGIES		WORK DAY	SOCIAL METHODS		SKILLS LAB CULTURAL EVENT		
5		GLOBAL MYTHOLOGY		WORLD DAY	LEADERSHIP LAB		CELEBRATION		
6		ENCOUNTERING WORLD	GLOBAL HUMAN IMAGES		WORK DAY	TRIP PREPARATION AND DEPARTURE			
7	T R I P								
8	STRUCTURED REFLECTION AND DOCUMENT WRITING		WORLD DAY	CORPORATE CREATIVE WORK		GLOBAL CELEBRATION	DINNER AND REPORTS		
9	RELEASING INDIVIDUAL AND CORPORATE CREATIVITY	ANALYSIS OF SOCIETY					SKILLS LAB CULT. EV.	DINNER AND REPORTS	
10		PSYCHOLOGY AND ART		WORK DAY	IMAGINAL EDUCATION (B)		PARTICIP. DRAMATIC PRESENT'M		
11		WORLD HEROES		WORLD DAY	MYTHOLOGY LAB		P.S.U.	DISCONTINUITY	
12		THE INDIVIDUAL AND THE FAMILY		WORK DAY	INDEPENDENT STUDY PROJECT		CELEBRATION		
13	CONCLUSION	RECAPITULATION AND CELEBRATION							

THE DAILY/WEEKLY TIME DESIGN

HOUR	THEORETICAL COURSE		LIFE METHODS	PRACTICAL COURSE		LIFE METHODS		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
3	RESTORATION							
4								
5								
6								
7	BREAKFAST -- NEWS CONVERSATION							
8	LECTURE STUDY SEMINAR	WORK DAY	OR	LECTURE		SKILLS		
9				WORKSHOP		LAB		
10				LAB		LAB		
11	LUNCH		WORLD DAY DAY	CONVERSATION			DINNER AND REPORTS	
12	LECTURE			LECTURE				
1	STUDY			WORKSHOP			PREPARATION FOR & PREPARATION IN CELEBRATION OR CULTURAL EVENTS	
2	SEMINAR			LAB				
3	PHYSICAL RECREATION							
4	DINNER -- GUEST SPEAKER/READING EXCERPTS							
5	PHYSICAL RECREATION							
6	CORPORATE CREATIVE ACTIVITIES							
7	STUDY							
8	REFLECTION ON THE DAY							
9	RESTORATION							
10								
11								
12								
1								
2								

television programs and commercials are viewed and discussed critically. Composition and personal writing of songs, poems, stories and novels take place in the evening time of creative activities. A period of supervised study follows that.

A structured time of reflection concludes each day. Each hour of the day is recalled and charted in a solitary journal so that separate happenings of the day can be grasped as significant events of the participant's ongoing journey.

The Formal Curriculum

The focus of the curriculum is a gestalt of global culture. The aim is to interrelate the academic disciplines and to delve into the role of Western thought and its importance in the creation of civilization in the twentieth century and in relation to the cultures of the East and the South. The studies assume an acquaintance with the basic facts of the academic disciplines, and are concerned primarily with their contemporary relevance and interrelatedness.

The studies are approached through:

- 1) contextual lectures which place the disciplines in the context of the times.
- 2) seminars in which significant cultural thinkers of the twentieth century as well as classical writers are studied in depth.
- 3) practical workshops and laboratory sessions which enable the participants to give concrete form to the more theoretical part of the curriculum.

The formal studies are scheduled in the morning and afternoon sessions, on Monday and Tuesday and on Thursday and Friday. Below is a description of each of the courses and laboratory sessions.

The Cultural Revolution is an introductory course on the post-modern world as found in its scientific common sense, its urban style of life, and its secular mood, which requires a willingness to deal with the demands of a changing world, skill at model building, and a decision to act concretely to renew our social context. The aim is to cultivate people of wide vision trained to perform the practical tasks demanded for full humanness in our world.

Imaginal Education (A) is an analysis of the importance of mental images in the learning process and how they may be changed in the existential approach to teaching. The study method of charting--gestalt readings for intellectual clarity and depth--is presented and experimented with.

Skills Lab deals with the fundamental techniques and development of reading, writing, simple arithmetic and speaking to enable the participant to be a responsible and integral part of society.

Sociology and History is a study of cultural wisdom pertaining to the social dynamics of the human community. The science of sociology involving analytical models for the economic, political and cultural aspects of society, is even against history, the objective, national and existential approximations of humanness.

The Nation and The World is an analysis of the situation around the globe economically, politically and culturally. The problems, goals and strategies for the future world are brought together in the creation of models for a responsible citizenry.

Natural Science and Philosophy is a study of cultural wisdom regarding the comprehensive grasp of human existence. The natural sciences of biology, physics, and mathematics are placed in relation to the philosophical approaches present in analytical, existential and meta-philosophical intellectual postures.

The Community and The Urban Complex is an analysis of the structures in the inner city, suburbia and outlying communities as segments in the metropolitan world. Model building methodologies are used to grasp a vision for local economic, political and cultural reformulation.

World Ideologies is an analysis of the ways in which man has systematized power, goods, and thought throughout history and in the present age. Nationalism, communism, and humanism as well as some of the major religious faiths are examined through representative documents.

Social Methods is a course dealing with the methods by which a community formulates its vision; analyzes its situation and formulates its goals and strategies; renews itself through tactical planning; and relates to the entire social process and takes responsibility for it.

Global Mythology is an approach to the major myths of man throughout history examining the process of myth development and the dynamic part this process has played in anthropology.

Leadership Lab deals with methods for working within a small group to develop leadership within a community for the task of reformulation. Goals, strategies, tactics and disciplines are developed for inner city, suburban, and suburban communities in light of their problems and uniqueness.

Global Human Images is an analysis of the basic human images by which people live out of their distinct cultural inheritances. The articulated visions of cultural leaders in civilization today are analyzed in order to reveal the unique gifts of Africa, the Far East, Sub-Asia, the Middle East, Latin America, and the West.

Trip Preparation uses methods for organizing the trip in light of a comprehensive context. Models for study and research, organizational ordering, and task enablement are developed in addition to symbols which hold the group to its comprehensive context.

Structured Reflection uses methods for reflecting on and evaluating a particular project such as the trip. The work of the other labs is evaluated along with the work of the entire term through workshops and conversations in a discontinuous time-schedule. In addition, the applicability of the term to each participant's continuing work is drawn together.

Corporate Creative Work focuses on the preparation of decor, program and food of all cultures for the global celebration.

Analysis of Society is an analysis of the inter-acting social processes in the economic, political and cultural dimensions, the operating dynamics and necessary imbalances that result, and an investigation of methods that can be used to correct these imbalances.

Psychology and Art is a study of cultural wisdom relative to understanding individual human beings. The science of psychoanalysis is examined in its biological, social and rational schools in tandem with the impressionism, expressionism and existentialism of the arts.

Imaginal Education (B) is an analysis of methods that allow a participant to appropriate reporting, role playing, speech organization and presentation, as well as dramaturgy, mood, pace and style. Effective presentation and believability in drama are emphasized.

World Heroes is an analysis of the basic human images by which people live out their distinct cultural inheritance, with special emphasis on the cultural hero, both real and literary.

Mythology Lab is an experience in corporate myth creation in the context of the course on Global Mythology.

P.S.U. is a problem solving unit designed for a group to solve a real problem---emerging with a practical solution. Skills in corporate reflection, analysis and writing are put to practical use.

The Individual and The Family is an analysis of domestic life, the marriage covenant, family structures and the new image of the family as moving beyond itself. Through workshops new models are created for the roles of the sexes, the budgeting of life expenditure and the symbolic relationship of the generations.

Independent Study Project is a laboratory situation which provides each participant with the opportunity to assume total responsibility for accomplishing a task, utilizing previously studied methods and skills.