

Diane Starnfelds

THE SUNSHINE COLLEGE

module
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1972

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

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THE SMALL COLLEGE

-- FALL QUARTER, 1972 --

MASTER MODULE SCHEDULE

(Descriptions, Times, Days, Locations, Units)

Modules are generally listed by starting date (October 5, October 31, or November 21), then by length (longest first) and alphabetically, by instructors. See the index in the back for the title of any module or for the modules of any instructor.

To the right of each module title, after the number of units (in parenthesis), you'll find three pieces of information:

- (a) the instructor's name;
- (b) the days and hours the module meets; and
- (c) the assigned room.

All Small College classroom numbers, unless otherwise stated, are in the "Small College complex" -- the low buildings. And unless explicitly stated, no modules are required, nor do any modules have prerequisites.

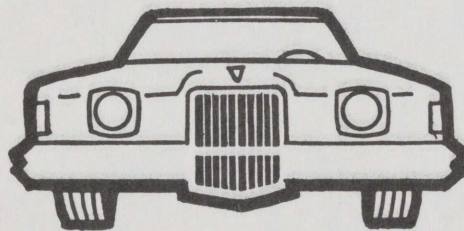


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the Fall Quarter Calendar is inside the back cover
your Personal Schedule blank is opposite



WE ARE PROUD TO ANNOUNCE

NINE-WEEK MODULES

beginning on or after

OCTOBER 5, 1972

The Chemistry of Photography (5 units)

Ken Gash
M, Tu & Th, 1-2 p.m.
L-149

This interdisciplinary module will examine the science of photography, using the various stages in the development of picture taking as a vehicle for introducing the concepts of chemistry and physics which are relevant to each of the processes.

There were many different processes tried out in the early and mid-nineteenth century, and each of these provides some fascinating trips into the worlds of inorganic chemistry, organic chemistry, optical physics, and scientific as well as non-scientific methods of research. Modern processes for producing photo-induced images will be explored as much as possible, keeping in mind that the students are not science majors, but would like to learn something about science.

The Enjoyment of Music (2 units)

Ken Gash
Th, 11-12 a.m.
(ERC) E-133

The purpose of this module will be to expose the student to a large variety of music which has stood the test of time. The emphasis will be on the enjoyment of music rather than on its analysis. Discussions will center around students individual reactions to particular pieces of music.

The students will be required to attend at least two live concerts during the quarter and to write a brief subjective paper about their reactions. A paper at the end of the module will be required in which the student will discuss his or her reactions to the material presented during the module.

Note: This classroom is not in the Small College complex, but in the basement of the Library building.

Science and Society (5-7 units)

Judith Grabiner
M, Tu & Th, 12-1 p.m.
K-147

Objectives: We will reach beyond the following cliches:

Science is irresponsible and immoral, and has caused great harm to society,

Society owes almost all its progress to the generous bounty of science, Scientists need not and should not be concerned with the effect of their work on society,

Scientists should get out of their laboratories and spend most of their energy getting us out of the mess they have gotten us into,

and will learn to appreciate the complexity of the interactions between science and society in the West since the seventeenth century, concentrating on twentieth-century America. Also, we shall try:

To gain some appreciation of the nature of the interactions between science and society;

To encourage an on-going concern with these problems by discussing them, and by looking for things which ordinary people have done or can do about them.

The topics we will cover will include the following:

The decision to drop the Atomic bomb on Japan--and how this event made the need to consider the social effects of science obvious to almost everyone.

Science as we know it did not always exist; it came into being at particular places and times. Modern institutionalized science began in the 17th century; we will briefly examine the role of economics, technology, religion, philosophy, and the nature of science itself in bringing this about.

How sociologists describe the community of scientists existing today, and how their views may help us understand the relation between science and society.

Evolution, religion, and politics in the U.S.

American scientists and nuclear weapons policy.

The debate among modern scientists over the social effects of the revolution in modern biology.

Possible solutions to the problems discussed: Can science save us?

Or should we look elsewhere? Where else can we look?

Students will be encouraged to discuss all topics in the course, and to bring in their own experiences or material from outside. Discussions of these topics will take as their starting point relevant selections from the following books: Fogelman, The Decision to Use the A-bomb; Barber, Science and the Social Order; Basalla, The Rise of Modern Science; Ginger, Six Days or Forever?; Gilpin, American Scientists and Nuclear Weapons Policy; W. Fuller, The Biological Revolution; Snow, The Two Cultures; Commoner, Science and Survival.

The student may earn 2 extra units by writing a substantial research paper on any topic relating to science and society.

Basic Concepts of Physics (4 units)

Ruth Hsiung

W, 10-11 a.m.

L-149

An overall view of classical physics will be presented at an elementary level. The intent of this course is to familiarize the non-science student with the fundamental concepts in classical physics, the methods normally used in scientific investigation, the relation between physics and some other disciplines in science, and finally its effects on the society. Quantitative predictions will not be stressed and, therefore, only high school mathematics will be used in this module. Laboratory will be an integral

part of the module and will be conducted along with the lecture and other learning processes, such as viewing films, etc. After completion of this module, the student will:

1. become familiar with some of the important physical laws, e.g., Newton's laws of motion, the conservation laws, Bohr model of atom, etc.
2. will become familiar with and capable of applying the methods and techniques commonly used in scientific investigations.
3. have the necessary analytical skills for the appreciation and understanding of the physical world around us.
4. comprehend its effect on the society as a whole.

Prerequisite: High school algebra and some high school science.

Creative Writing Workshop (1-5 units)

Bruce Tracy
M, 1-4 p.m.
J-146

Let's meet to share ideas and writing; credit to be individually contracted, by the project, between student and instructor. No lectures here: swapping, readings, critiques.

Tutoring in Writing (3 units)

Bruce Tracy
Hours tba in
instructor's
office

Each tutor spends at least four hours a week helping students in the "Writing Workshop," under the instructor's direct supervision. All tutors will also meet weekly with the instructor for further training and consultation. (May be repeated for an entire year, for a total of 9 units.)

Prerequisite: "Teaching Writing" (see page 12)

Writing Adjunct (1/2 or 1 unit)

Bruce Tracy and
Lois Feuer
Hours tba with
instructor

This is required--sooner or later, you'll need to acquire five total units of Adjunct. One of us will offer this Adjunct for any module requiring some expository writing. We will assign 1/2 or 1 unit to the Adjunct for that module (based on how much writing the other instructor requires). One of us will then come into the first meeting and explain the arrangement, offering a sign-up sheet for appointments. (In other words, you do not sign up for this module with the others--don't call us, we'll call you.)

Whatever paper(s) you hand in to your regular instructor, you submit at the same time to your "Writing Adjunct" instructor, who goes over it with you in individual conferences. This close, personal editing of the paper will generate, in each case, a specific list of goals the student must realize to receive credit for the Adjunct. Rewriting and additional writing may be required.

Writing Workshop

Bruce Tracy
M, 12-4 p.m.
and W, 8-12 a.m.

This workshop offers free tutoring (by a trained student tutor, working under direct faculty supervision) toward basic writing competence. The instructor will conduct occasional skills sessions in the Workshop, offer individual conferences for special problems, and generally make himself available for consultation.

(Note: Your "Writing Adjunct" instructor may make some Workshop practice a prerequisite to acceptance in an Adjunct.)

Observation and Description of Social Behavior in Psychology (4 units)

Sandy Wilcox
M, 2-4 p.m. and
Th, 2-3 p.m.

Developing the methodology of objective observation and description of public behaviors from the point of view of a Psychologist. Students will do field work projects in predetermined content areas to be determined by the class, which reflect specific principles to be developed in lecture and then meet to discuss the results of the projects.

The Person (4 units)

Sandy Wilcox
M, Tu & Th, 10-11 a.m.
L-149

Reading and discussion of major theorists concepts of the basic psychological nature of the person: his development, functioning and adaptation processes in a social environment. The major content divisions are:

Classical Psychodynamics, covering the work of Freud and Jung, with emphasis on the concepts of the unconscious and unconscious motivation, Psychic determinism, instinctual motivation, archetypes as developed through examples of dream analysis, free association, hypnotic phenomena, fugue behavior, and hysteria.

Existential Humanism: covering the writings of Maslow and Rogers with emphasis on concepts of self-actualization, hierarchy of needs, peak experience.

Role and Identity, covering Erikson and G. H. Mead, emphasizing the concepts of multi-faceted personality theory developed through examples of alienation in adolescents and the Womens' movement.

Environmental determinism or social learning model, covering the work of Bandura and Skinner, developed through use of learning theory techniques and theories.

The student may do additional work for independent study units by reading in depth and completing assignments in the work of particular theorists.



ALL THE LATEST GOODIES

SIX-WEEK MODULES

beginning on or after

OCTOBER 5, 1972

God, Religion, and Popular Culture (4 units)

Marilyn Garber

M, 1-4 p.m.

D-138

In this module we will study religiosity as it has shown itself and been reflected in our ideas of God, in our feelings for sacred things, in the human desire for a good and better life and in our consciousness of ourselves as human and individual persons. We will consider popular mystical religions, both historical and in the present. We will try to understand why people love or hate god or gods, why and how they search for him or them, what they expect to find and how they know when their search is done.

We will also study certain techniques for studying and evaluating ideas and movements whose prime spokesmen are neither great men nor great thinkers, but only ordinary people.

The class will last for six weeks; however, there will only be class meetings on the first, second, third, and sixth weeks. During the fourth and fifth weeks, the student should concentrate on his or her field project but should also continue to read.

The Presidential Election of 1972 (4-5 units)

Judith Grabiner

M, Tu & Th, 1-2 p.m.

K-147

Objectives:

To increase one's understanding of the political process in the U.S., using this election as an example;

To look at the presidential election of 1972 from three points of view: the academic (political science, sociology, history); the media; and personal experience; and to compare one's own experience with academic and media analysis;

To become familiar with many prevailing theories about presidential elections and to develop one's own views on the subject.

Each student will read three books about various aspects of American electoral politics, and the class will discuss these. Students will make reports to the class on aspects of the election based on sources other than printed books: radio and TV, local and national; polls; particular newspapers, both articles and editorials; magazines; campaign handouts; etc., etc.; and, especially, from people: through campaigning, interviewing, registering voters, class discussions, talking to friends, neighbors, relatives. Each student will write an essay discussing the relationship between his/her own experience of the presidential election of 1972 and what he/she has read about elections. This essay can explore any aspect of the election the student chooses.

One extra unit will be awarded any student who reads a substantial

book about American presidential politics, and writes an acceptable paper designed to be the "chapter" in that book about the election of 1972. Other topics will also be accepted, if agreed upon in advance with the instructor.

The Subject Matter of Sociology (3 units)

Fumiko Hosokawa
M, Tu & Th, 12-1 p.m.
E-139

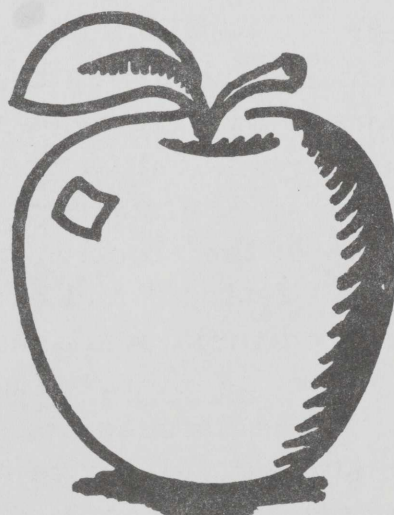
As an introductory module to the discipline of sociology, this module will be concerned with the description and analysis of basic concepts, perspectives and processes in and about sociology with the idea of distinguishing the discipline of sociology from psychology and anthropology. There will be an emphasis on the ability to grasp a sociological concept or idea in terms of real life, observable phenomena that requires some degree of field observation.

Basically, the student should be able to distinguish what constitutes a sociological approach of study as opposed to an anthropological or psychological one; to be knowledgeable about the basic concepts and processes used in sociology; and to be able to apply these concepts and ideas to particular subareas of sociology such as the family, ethnic minorities and deviance with the idea of recognizing a sociological basis of analysis.

Statistics I -- Basic Descriptive (3 units)

George B. Simon
M, Tu & Th, 9:30-11 a.m.
J-146

Introduction to Descriptive Statistics with emphasis on relevance, application, and understanding of basic concepts including types of data, distributions, graphic methods, central tendency, and variability. Problem exercises and computation methods as well as interpretation and use of basic statistics.



Hand Guided

THREE-WEEK MODULES

beginning on or after

OCTOBER 5, 1972

Separate Realities: Talking about Seeing and Knowing (1-2 units)

Lois Feuer
Tu & Th, 10-12 a.m.
D-138

This module is mainly talking, with a book (The Teachings of Don Juan by Carlos Castaneda) to start us thinking about different ways of perceiving "reality" and different ideas of what that reality might be. Some questions we'll try to ask: Are there different kinds of truth? If so, how do you test them? What do they tell you, and how? In what sense, if any, is literature "true"? Why do people write (and read) books?

Students will be expected to do some brain-racking and to share the results in discussions and in a brief paper. (More reading and writing can give you the second unit.)

No prerequisites, though an interest in philosophy and/or literature will help.

Introduction to BASIC Computer Programming (2 units)

Ken Gash
M-Th, 10-11 a.m.
E-139

The student will become familiar with the time sharing computer and will be able to write reasonable programs using the BASIC language. The class will meet for four days for the first week and for one day each of the following two weeks as a group. The students will be expected to pace their work and finish assignments at the computer center. Satisfactory performance in the module will be demonstrated by the student writing and running at least three programs involving computation, input-output statements, table generation and looping.

Field Research in Folklore (1 1/2 units)

An introduction to the gathering of original folk material. A subsequent module will be offered in the classification and analysis of folktales.

Humberto Gutierrez
Oct. 3 and Oct. 24
(both Tuesdays),
2-4 p.m.
M-110 (back room)

Introduction to Chicano Studies (1 1/2 units)

A broad introduction into the sociologic,
cultural and historical heritage of the Chicano.

Note: All students are welcome to enroll in this course.

Humberto Gutierrez
M & W, 10-12 a.m.
K-147

Introduction to Philosophy (1 1/2 units)

An introduction into philosophic inquiry
through literature.

Humberto Gutierrez
Tu & Th, 9-11 a.m.
K-147

The Origin of Life (2-3 units)

Comprehensive module consisting of three
topic submodules relevant to understanding
historical and contemporary thoughts into the origin of life and the pre-
sent knowledge concerning the physical and chemical nature of life.

Submodule 1 - The Evolution of Mechanistic Biology and the Pro-
perties of Living Matter

Submodule 2 - Theory Regarding the Origin of Life

Submodule 3 - The Chemical and Physical Nature of Life

Laboratory hours, to be arranged.

Jack Hazelrigg
M, Tu & Th, 9-10 a.m.
D-138

The Nature of Life (2-3 units)

Comprehensive module consisting of three
topic submodules dealing with cellular and
molecular biology.

Submodule 1 - Cell theory, structure and function.

Submodule 2 - Chemical phenomena of life, bioenergetics.

Submodule 3 - Gene theory - mechanisms of biosynthesis and heredity.

Laboratory hours to be arranged.

Prerequisites: "The Origin of Life".

Jack Hazelrigg
M, Tu & Th, 11-12 a.m.
E-139

Education as a Cultural Agent (2 units)

This module is designed to introduce the
student to an examination of the education
system in its role as an agent of society. We will begin to study the ways
by which the system serves or does not serve the needs of its constitu-
encies. The basis for building an understanding of social, psychological,
political, historical and educational forces which have shaped the system
will be begun. Other modules will continue this process.

Emory Holmes
M, Tu & Th, 12-1 p.m.
D-138

Ways of Observing Social Phenomena (1 unit)

Fumiko Hosokawa
M, Tu & Th, 9-10 a.m.
E-139

This is an introduction to various ways of studying social phenomena that have commonly been used in sociology and related disciplines with their specific applications in sociology. These observation methods will include such things as the survey, the case study, the field experiment and ethno-methodology. There will be an emphasis on applying these ways of studying social phenomena to any type of behavior or object of interest whether it is a group of hippies and their life styles that one is interested in or an ice cream factory and the social interaction involved in the production of this item.

Basically this course should familiarize the student with different possible ways of observing what is in society; to be critically aware of the appropriate use of each method depending on the phenomenon of study; and to be able to recognize and distinguish between these methods.

Simultaneously taking "The Subject Matter of Sociology" would help.

Science and Ideas (1 unit)

Ruth Hsiung
M, Tu & Th, 11-12 a.m.
L-149

This module is designed to familiarize students with some of the contemporary concepts of physics, e.g., the wave-particle dual nature of matter and light, the concept of uncertainty, the concept of time and space in the light of the theory of relativity, to examine the historical development of these concepts, and to explore some of the possible consequences of these concepts from a humanistic point of view.

Getting into Drama (1 unit)

Bruce Tracy and
Lois Feuer
Tu & Th, 1-3 p.m.
J-146

We plan to divide the class meetings among working with filmed or recorded plays, talking with some actors, discussing the origins of drama and its stage conventions, psychological and sociological dimensions, and the like.

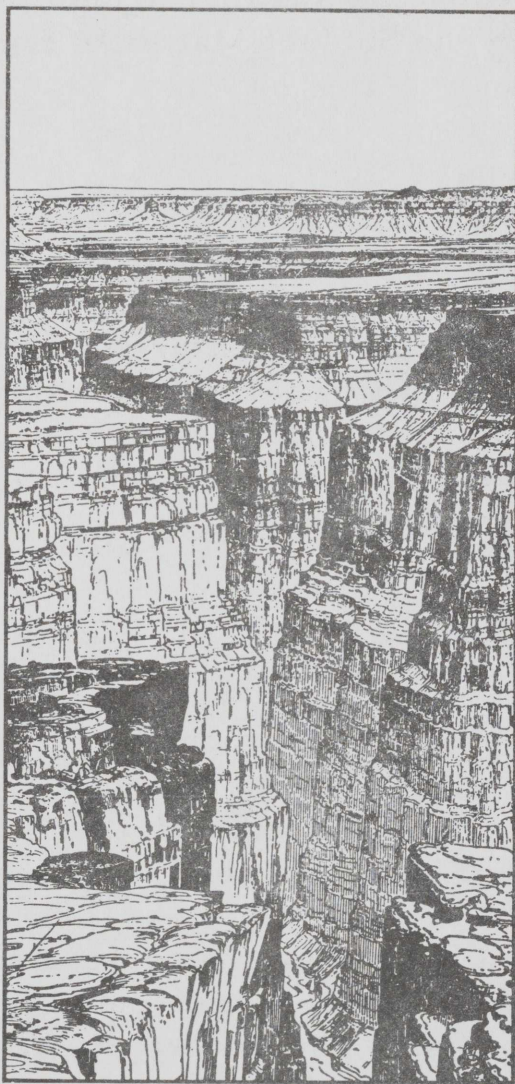
This module leads into three further module-options later in the quarter (carrying three units each), so you could take any one or two (not all three) of the following: "The Nature of Drama" (reading and discussing plays), "Playgoing" (on Saturday nights, with Monday morning post-mortems), or "Reading Plays" (independent study). Your total possible drama units for the quarter could thus be 1, 4, or 7.

Teaching Writing (1 unit)

Bruce Tracy
Hours tba in
instructor's
office

Skilled writers of expository prose will learn to: administer, as directed, specific remedial procedures; perform simple diagnoses of writing problems; decide which writing problems to refer directly to instructor; distinguish and respond sensitively to dialectical and cultural influences on writing skill.

Students completing this training will acquire further units by staffing the "Writing Workshops" (see "Tutoring in Writing" on page 5 for details). Text: Donald M. Murray's The Writer Teaches Writing.



too much

to Let You Create

SIX-WEEK MODULES

beginning on or after

OCTOBER 31, 1972

The Nature of Drama (3 units)

Lois Feuer

M, Tu & Th, 1-3 p.m.

E-139

This module involves reading and discussing several plays of various types and from various times and places; it is one of the options for the "Getting into Drama" module, though that is not a prerequisite. The goal is a clearer and more critical understanding of what's going on in a play, in terms of both its literary and theatrical aspects.

Students will be expected to read about six plays, discuss them in class, and write a few very brief papers.

The Nature of Fiction (3 units)

Lois Feuer

M, Tu & Th, 10-12 a.m.

K-147

This module involves reading several short stories and a novel (One Flew Over the Cuckoo's Nest by Ken Kesey) and discussing them in class. The goal is a clearer and more critical understanding of what's going on in a work of fiction and what the central elements of this art form might be.

Students will be asked to read the assigned stories, to discuss these in class, and to write a few brief papers. We may take a stab at writing a story ourselves, though this is not intended as a "how-to" class.

Human Sexual Function (2-3 units)

Jack Hazelrigg

M & Tu, 9-10 a.m.

K-147

An introduction into the anatomy and physiology of human reproduction with emphasis on physical and current social biological aspects of human reproduction, pre- and postnatal human development and human genetics.

Submodule 1 - Anatomy & physiology of the male reproductive system

Submodule 2 - Anatomy & physiology of the female reproductive system

Submodule 3 - Venereal Disease and Birth Control

Submodule 4 - Pregnancy, Prenatal and Postnatal Development

Submodule 5 - Human Genetics

Submodule 6 - Birth Defects

Prerequisites: "The Nature of Life"

Political Trials (4-6 units)

George Heneghan and
Jo Ann Luke
Tu & Th, 2-4 p.m.
D-138

Cross cultural, interdisciplinary and comparative analysis of eleven political trials from America, Latin America, Europe, Africa, and Asia. Case studies of the trials will be used to make cross cultural comparisons of judicial, legislative, political and social behavior and how they shape political institutions, traditions and systems.

The Sociology of Deviance (3 units)

Fumiko Hosokawa
M, Tu & Th, 11-12 a.m.
E-139

Different types of persons and behavior defined as deviant by society such as homosexuals, alcoholics, and mental illness will be examined and the process by which these individuals and behaviors come to be defined as deviant will be studied. The general objectives of this module will be to point out what deviance is, who is considered deviant, what criteria people use to determine deviant behavior or to label others as deviant and why a person is labeled deviant. While dealing with the concept of deviance, a general overview of traditional theories on deviance will be covered but the emphasis will be on presenting a radical conception of deviance.

Taking "The Subject Matter of Sociology" and "Ways of Observing Social Phenomena" would help.

Heavenly Bodies (2 units)

Ruth Hsiung
M, Tu & Th, 11-12 a.m.
L-149

This is an introductory module to astronomy for non-science students. Presented in this module are a brief history of the development of astronomy and a general description of the physical universe. The development of the concept of time is discussed in the light of the predictability of the motions of celestial bodies. Various historical theories of heaven will be examined and compared with the actual observations. The quantitative knowledge of our solar system will be introduced by applying some fundamental laws of physics. Some modern theory on the formation of the universe will also be explored. In addition to lectures, there will also be some experiential learning such as the use of a telescope, the construction of a sundial, the determination of the latitude of Dominguez Hills and the visitation of planetarium and observatory.

Prerequisite: Some high school knowledge of classical physics.

Playgoing (3 units)

Bruce Tracy
M, 10-12 a.m.
D-138

We will be attending six Saturday night L. A. - area dramatic productions (reserved tickets), ranging from establishment to underground; occasionally we may talk with casts after the show, or just get together afterwards. The Monday morning meeting is to discuss the performance we've all seen. Evaluation is based on attendance and discussions, with perhaps a little writing. Total cost per person shouldn't exceed \$25--and will probably run less. Guests (pre-arranged) are of course welcome.

Prerequisites: "Getting into Drama" or permission of instructor.

Reading Plays (3 units)

Bruce Tracy or
Lois Feuer
Hours tba with
instructor

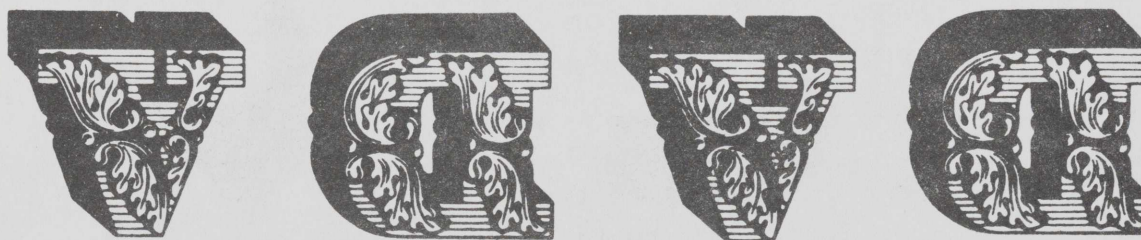
Read some plays on your own--about a dozen. Two or three lists will be available, or draw up your own with your instructor. Your thoughtful familiarity with the plays will be examined--either orally or in writing. Your instructor will be available for assistance, or may offer discussion groups to help you develop greater comprehension. But the credit is given primarily for the reading.

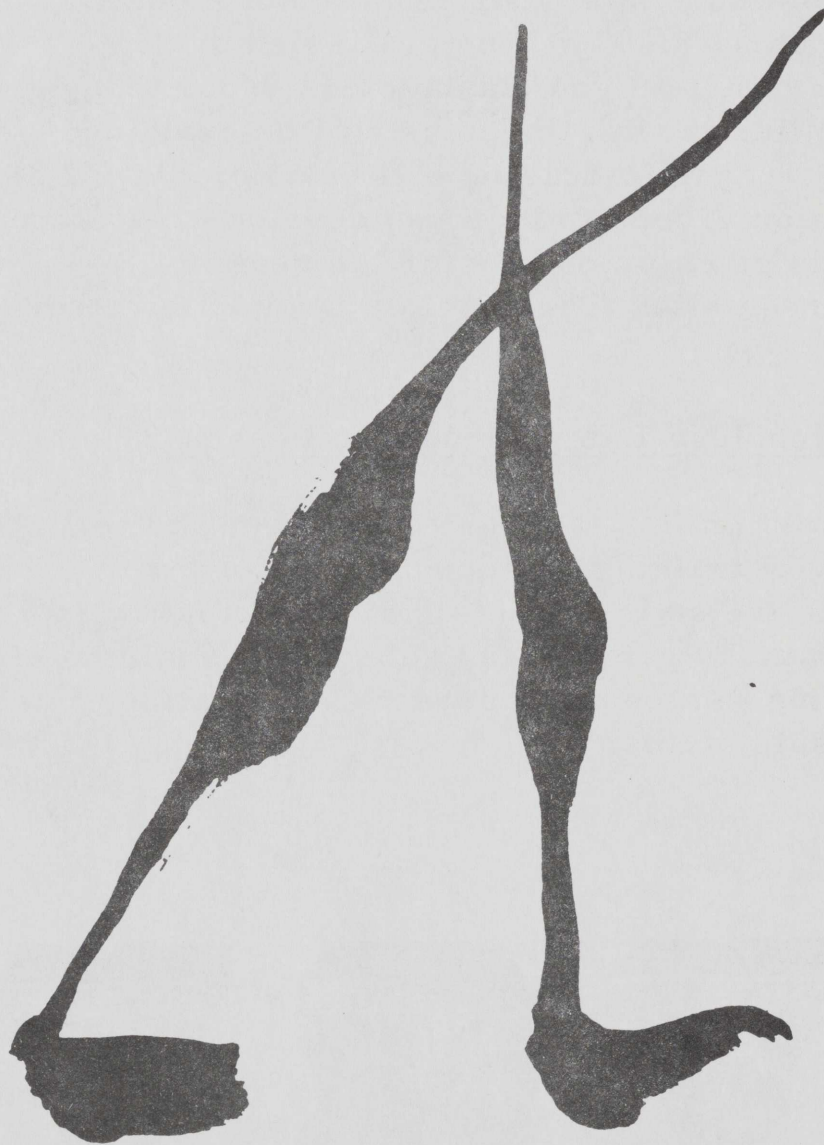
Prerequisite: "Getting into Drama" or other previous drama study.

Social Psychology Lab in Group Processes (2 units)

Sandy Wilcox
Tu, 2-5 p.m.
L-149

Participation in a task-oriented group (not sensitivity training or encounter) in order to examine the style of one's own participation in a group setting, developed through task "games" and subsequent analysis of group performance according to models of personal motivation, interaction patterns, and leadership styles.





a neat, great, wonderful

THREE-WEEK MODULES

beginning on or after

OCTOBER 31, 1972

Introduction to BASIC Computer Programming
(2 units)

See description on page 9.

Ken Gash
M-Th, 9-10 a.m.
D-138

Introduction to Philosophy (1 1/2 units)

See description on page 10.

Humberto Gutierrez
Tu & Th, 9-11 a.m.
E-139

The Nature of Life (2-3 units)

See description on page 10.

Jack Hazelrigg
M, Tu & Th, 12-1 p.m.
L-149

The Origin of Life (2-3 units)

See description on page 10.

Jack Hazelrigg
M, Tu & Th, 11-12 a.m.
J-146

Education, Occupation and Status (2 units)

This module is designed to introduce the student to the interrelatedness of education, occupation and status. The student will develop an understanding of how the education system influences the choice of occupations and how the system is involved in the allocation of status.

Emory Holmes
M, Tu & Th, 12-1 p.m.
D-138

Problems in Urban School Control (2 units)

This module is designed to introduce the student to the broad area of urban school problems as they effect control of the school. The student will be encouraged to develop a general understanding of some urban school problems and to examine one that he chooses in more depth.

Emory Holmes
M, Tu & Th, 2-3 p.m.
K-147



SOMETHING BETTER.

THREE-WEEK MODULES

beginning on or after

NOVEMBER 21, 1972

People without Power (3 units)

Marilyn Garber

M, 1-4 p.m.

D-138

This module is a study of the ways in which power and especially new political or social rights are generated in society by people ordinarily considered to have none. We will study some theories as to the nature of rights in general and the history of certain specific rights, such as the right to free speech or the right to "equality." One primary theme will be the ambiguities of power and weakness (the advantages and disadvantages of each). We will follow a major social group in the formation of a movement as a part of its efforts to gain rights, create powers, and transform institutions.

Infinity and Its History (2 units)

Judith Grabiner

M, Tu & Th, 1-2 p.m.

K-147

Objectives:

To learn how mathematicians have treated the concept of infinity throughout history.

To learn how and why philosophers have wondered about the nature of the infinite.

To get some idea of the relationship between mathematics and philosophy, using the idea of the infinite as an example.

To understand one of the most exciting and somewhat paradoxical ideas in modern mathematics.

To get a feeling for what mathematics and mathematical reasoning are like through the study of one example. This example will not require any cookbook problem-solving, no facility in arithmetic, and will not artificially isolate the subject-matter of mathematics from the rest of life and thought.

Finally, to give students a chance to try to like mathematics without making them sign away a whole quarter of their life.

We will read and discuss the ideas of a number of philosophers about infinity, including Aristotle, St. Thomas Aquinas, Pascal, and Kant. At the same time, the instructor will lecture about the mathematics of the infinite at the time under discussion. The mathematical topics will include the Greek discovery of irrational numbers, medieval ideas about change, a brief description of the basic ideas of calculus, and the modern theory of transfinite numbers devised by Georg Cantor. We will try to keep in mind that talking about infinity involves us with

numbers, with logic, with the infinitesimally small, with paradox, with philosophy, and with theology.

No mathematical background, except for the ability to count and to remember ninth-grade algebra, will be needed. An interest--but no formal background--in logic, in philosophy, in theology, or in mathematics will be helpful.

Introduction to Philosophy (1 1/2 units)

See description on page 10.

Humberto Gutierrez
Tu & Th, 9-11 a.m.
D-138

Evolution and the Diversity of Life (3-4 units)

Introduction to the concepts of evolution, plant structure and function, and comparative animal biology.

Laboratory hours to be arranged.

Note: This module runs for nine weeks, extending six weeks into the Winter 1973 quarter.

Prerequisites: "The Origin of Life" and "The Nature of Life"

Jack Hazelrigg
M, Tu & Th, 10-11 a.m.
E-139

The Nature of Life (2-3 units)

See description on page 10.

Jack Hazelrigg
M, Tu & Th, 2-3 p.m.
K-147

The Origin of Life (2-3 units)

See description on page 10.

Jack Hazelrigg
M, Tu & Th, 12-1 p.m.
E-139

Minorities and Education (2 units)

This module is designed to introduce the student to some social and sociological aspects of minorities in the education system. The student will be encouraged to develop an understanding of the effects on minorities of good and bad education.

Emory Holmes
M, Tu & Th, 12-1 p.m.
D-138

Ethnic Identification (1 unit)

This course will be concerned with the concept of ethnic identification in terms of knowing what it means, who can have an ethnic identification, how a person comes

Fumiko Hosokawa
M, Tu & Th, 9-10 a.m.
E-139

to form an ethnic identity and what types of things can constitute a basis for ethnic identification. The focus will be on ethnic and racial minorities in the United States especially blacks, Chicanos and Asians and the significance of ethnic identification will be seen in terms of power, group solidarity and minority reactions to the majority as these are reflected in the Asian Movement, the Chicano Movement and the Black Power Movement. The meaning of ethnic symbols and group culture will be explored as well as the idea of an identity crisis in a multiple ethnic identity society.

Introduction to Computer Programming (2 units)

Ruth Hsiung
Tu, 9-10 a.m.
L-149

This is a short introduction to the techniques in the programming of a computer using BASIC language. Upon the completion of this short module, a student will gain some fundamental concept of the organization of a digital computer, become acquainted with the operation of a computer in general and the terminal in Dominguez Hills in particular, be able to program the computer to solve simple problems using BASIC, and become familiar with the techniques in flow-charting a problem, etc.

Statistics II -- Introduction to Inference (1 1/2 units)

George B. Simon
M, Tu & Th, 9:30-11 a.m.
J-146

Introduction to Inference, including elementary probability, normal curve, sample vs. population, and logic of hypothesis testing -- Type I and II errors, 1-tail vs. 2-tail tests. Emphasis on relevance, use, and understanding of these concepts.

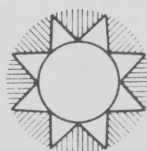
Prerequisite: Statistics I

Getting into Poetry (1 unit)

Bruce Tracy
Tu & Th, 12:30-3 p.m.
J-146

Less a technical than an experiential module, this is designed for those indifferent or antagonistic to poetry. I plan to enlist a variety of approaches for the six meetings--perhaps a different strategy for each class: listening to recorded poetry, some with music, students reading poems aloud which they select, listening to poets on campus reading from their own works, students writing their own poems and sharing them if they wish, etc.

Requirements: take part in the experiences (i.e., come to class). You can demonstrate your learning in one of many ways: (a) in discussions, (b) by writing original poetry, (c) in a conference with the instructor, or (d) by taking a little quiz.



good things

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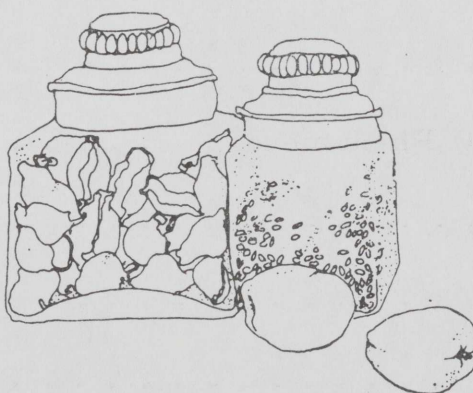
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ADMINISTRATION

- GEORGE M. HENEGHAN (1967) Director of Instruction
A.B., 1956, M.A., 1957, Columbia University; Ph.D., 1970,
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- GEORGE B. SIMON (1972) Director of Evaluation and Testing
A.B., 1935, Harvard College; Ed.M., 1939, Ed.D., 1949, Harvard
University.
- ROBERT M. BERSI (1966) Dean of Innovative Programs
A.B., 1958, University of the Pacific; M.A., 1963, Ph.D., 1966,
Stanford University.

personal schedule

[FIRST 3-WEEKS]

[SECOND 3-WEEKS]

[THIRD 3-WEEKS]

M Tu W Th F

M Tu W Th F

M Tu W Th F

8
9
10
11
12
1
2
3
4



a calendar for

fall
1972

	monday	tuesday	wednesday	thursday	friday
september	25	26	27	28	29
	"Community - of - Learning"				
	2	3	4 Free Day	5	6
october	9	10	11	12	13
	16	17	18	19	20
	first three - weeks				
	23 Veteran's Day	24	25	26	27
	30	31	1	2	3
november	6	7	8	9	10
	second three - weeks				
	13	14	15	16	17
	20	21	22	23	24
december	Thanksgiving Holiday				
	27	28	29	30	1
	third three - weeks				
	4	5	6	7	8
	11	12	13	14	15



