

THE SMALL COLLEGE
module offerings

Winter 1973

CALIFORNIA STATE COLLEGE
DOMINGUEZ HILLS

THE SMALL COLLEGE
-- WINTER QUARTER, 1973 --

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SMALL COLLEGE POLICIES

General Education

The entire catalog for Winter, 1973, like the Fall quarter catalog, consists of courses designed to provide the General Education component of a college degree. And while any of these modules might be counted later on toward a student's Area of Concentration, the catalog remains, in its present form, a set of "General Education" offerings.

In accordance with recent college-wide changes in the General Education program, the Small College now requires that students take courses totaling 8 units, and from two fields, within each of these areas: the Humanities, the Social Sciences, and the Natural Sciences. Note that, while the units of a single module may be distributed among two or more areas of General Education (e.g., for some 4 unit courses, 2 units may count toward Natural Science, and the other 2 toward Social Science--see p. 30 for specific examples), the same units may never be counted twice (i.e., all 4 units being credited to both areas).

Twelve units are required from a fourth area called Basic Subjects. Of these 12 Basic Subjects units, 3 must be (and 5 may be) in expository writing, a requirement normally fulfilled by taking 3 Writing Adjuncts, each worth one unit, in conjunction with other modules. (See "Writing Adjuncts" on page 26 for a list of this quarter's modules carrying Adjuncts; under special circumstances, a writing instructor may agree to offer "Adjunct" credit for writing done outside the designated modules, but only if his or her workload permits.) To meet the remainder of the 12 unit Basic Subjects requirement,

the Small College faculty currently offers or plans to offer the following modules:

- Computer Programming
- Creative Writing
- Logic
- Speech
- Statistics

A number of large college courses will also satisfy this requirement: See the "Lower Division" courses offered by the various departments in the regular college catalog.

Independent Study

Students may approach individual faculty members for independent study, with units to be awarded according to the work done. Before contracting for any independent study, however, the student will be expected to specify (with the assistance and consent of the supervising instructor) the problem to be investigated, the background--such as a book, course, article, previous research, or instructor--that suggested this study, the method of inquiry, and the nature of the evaluable product.

Testing Out

Unless otherwise indicated in the Small College catalog, students can complete the objectives of any module by demonstrating competency. The requirements of some modules may be satisfied by passing a final exam, or of others, by demonstrating competency in another way such as completing a project: the same criteria will be applied to students who test out of a module, however, as to those who complete the module and receive credit for it.

Modules Taught by Other than Regular Faculty

Modules taught by other than regular full-time faculty of California State College, Dominguez Hills, will each have a Small College faculty supervisor who assumes ultimate responsibility for that module. The Small College faculty, acting as a committee of the whole, reviews and approves all modules.

Schedule Changes

Any changes from the Winter quarter schedule contained herein--different times, different rooms, new modules, etc.--will be posted in the Small College Commons on the bulletin board designated "Official Notices Only."

TME
appeal

WINTER QUARTER MODULES

Basic Concepts of Physics (4 units)

Ruth Hsiung

M, Tu & Th, 9-10 a.m.

L-149

Meets Natural Science Requirement

9 weeks, begins January 8, 1973

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. 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.

Blake, Whitman, and Others (3 units)

Bruce Tracy

M & W, 9-11 a.m.

K-147

Meets Humanities Requirement

6 weeks, begins February 1, 1973

Each a visionary writing almost before his time, Blake and Whitman both loom as giants in their own right, but also as forerunners of significant poetic movements--the Romantic and the Beat. An enquiry into the concerns and techniques of either thus has implications for an entire school of poets, as well as for the concerns which they share.

We'll be studying the song "cycles" of each in class (Blake's Songs of Innocence and of Experience, and Whitman's Song of Myself), as well as looking broadly at the Romantics and the Beat poets. Each student will be asked to read some other poetry by Blake and Whitman, as well as some by either the Romantics or the Beats, and then to write two papers (5-10 pp. each): one intensive, dealing with either poet; and one extensive, dealing with the other poet and with his literary compadres.

Chemistry of Nutrition (3 units)

Ken Gash

Tu & Th, 11-12 a.m.

E-136

Meets Natural Science Requirement
6 weeks, begins February 1, 1973

This module will discuss the roles played by carbohydrates, fats, proteins and amino acids, vitamins, minerals and water in human nutrition. The student will become familiar with the terminology of nutrition, and will have an introduction to the basic functions of food. Since a portion of the module will be self study, the student will be expected to read articles in professional journals, periodicals and magazines and thus become aware of various resource people and reference materials available in the area of nutrition. This module will stress the chemistry of nutrition, so it is recommended that students have a reasonable background in atomic structure and chemical bonding. Evaluations will be based on unit tests, class discussion activity and library reports.

Computer Logic and Programming (3-4 units)

Ruth Hsiung

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

L-149

Meets Natural Science Requirement
6 weeks, begins January 8, 1973

This is a continuation to the module Introduction to Computer Programming. The concepts of array, user defined functions, subroutines, multiple branching, format printing, etc. will be introduced using BASIC language. In addition, some of the simple logic used in the construction of a digital computer will also be introduced, such as mathematics involving binary numbers, elementary Boolean algebra, and some simple logic circuits in the computer.

This module is intended for those students who are science oriented. Background in college algebra is required and some knowledge in calculus helpful.

The additional unit may be earned by students who do a special project on programming or learn a new computer language, e.g., FORTRAN, APL, PL/1, etc.

Creative Writing (2-4 units)

Bruce Tracy

Tu, 2-5 p.m.

B-143A

Meets Humanities Requirement
9 weeks, begins January 8, 1973

Weekly writing (assigned, if you'd prefer), occasional raps and handy hints, plus reading and critiques of your own writing--all will seek to provide you with systematic practice in the various forms of imaginative writing. (Variable credit to be arranged with the instructor.)

Durkheim and Weber (1 unit)

Fumiko Hosokawa
 Tu & Th, 3-4:20 p.m.
 E-136

Meets Social Science Requirement
 3 weeks, begins March 1, 1973

A theory module focusing on the contributions of Emile Durkheim and Max Weber to the area of sociology. We will attempt to review and analyze the following major ideas of Weber: his theory of bureaucracies, the charismatic leader, types of authority, and his views on religion and capitalism. The major ideas of Durkheim that will be focused upon are the following: his development of the concepts anomie, the sacred and the profane, his theory of suicide and the division of labor in society. This will basically be a seminar or group discussion type of module with a concentration on reading theoretical and philosophical material in order to understand and analyze the structure of our society.

Prerequisite: The student must have taken at least one sociology course or have the consent of the instructor.

Required readings: Max Weber by S. M. Miller; Emile Durkheim by Nisbet; choice of either Suicide by Durkheim or Division of Labor in Society.

There will be one exam in the module.

Education As A Cultural Agent (2 units)

Emory Holmes
 M, Tu & Th, 10-11 a.m.
 J-146

Meets Social Science Requirement
 3 weeks, begins January 8, 1973

This module is designed to introduce the student to an examination of the education system, including but not limited to schooling. We will discuss how the schools serve the needs of society and the needs of the student. We will examine other formal and informal means by which the education system serves as an agent of society by transmitting and preserving its culture.

The objectives of the module are:

To develop an understanding of the role of formal schooling as a cultural agent.

To develop an understanding of the role of non-schooling educational means, such as the news media, advertising, etc., as a cultural agent.

Evaluation: The student will be expected to write a 3-5 page paper discussing education in its role as an agent of society. In the paper the student will use relevant evidence from readings and class discussions. The student is expected to take part in classroom discussions.

Enjoyment of Music, The (2 units)

Ken Gash

W, 11-12:30

ERC - E-139

Meets Humanities Requirement

9 weeks, begins January 8, 1973

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.

Environmental Problems Workshop (2-3 units)

Steve Koletty and

George Heneghan

Tu & Th, 9-10 a.m.

D-138

Meets Natural Science, or Social Science

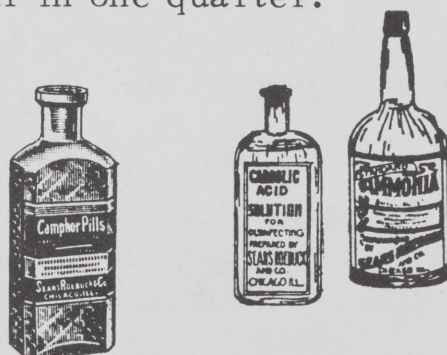
Requirement depending on project.

9 weeks, begins January 8, 1973

A specific environmental problem is chosen, either from student suggestions or from a plan prepared by the workshop director(s). The immediate objective of the workshop is the solution of the chosen problem. The ideal would be the actual solution, but a theoretical solution is also acceptable.

In working towards this goal the student experiences in a very real sense the "multiple interlocking relationships" of the social and physical environment. The problem is used as a device to acquaint students with the relationship between society and the environment, and implicitly exposes them to historical and contemporary attitudes of man's role in the ecosystem.

The workshop units meet the general education elective requirements and depending on the subject problem could fulfill social science or natural science requirements. It is repeatable for credit for a total of 8 units with no more than four in one quarter.



Evolution (2 units)

Jack Hazelrigg
M, Tu & Th, 3-4 p.m.
D-138

Meets Natural Science Requirement
3 weeks, begins February 1, 1973

This module will involve lectures and demonstrations about the history of organic evolutionary thought and principles and concepts of Darwinian evolution.

Prerequisites: Origin of Life & Nature of Life.

Students with an area of concentration in the Natural Sciences will be given enrollment priority.

Experience of Death and Dying, The (3 units)

Sandy Wilcox
Tu & Th, 3-4:20 p.m.
J-146

Meets Social Science Requirement
6 weeks, begins January 8, 1973

An investigation of the dynamics of dealing with one's own death and mourning the death of others. The module is meant to confront the natural processes of death as seen in dying cancer patients, the reactions of families to the death of a member, the responses of medical personnel, funeral rites, ethical issues in the social and personal control of human life, and death confrontations in suicide and war. Some study of literature, painting and sculpture, and music will be included.

Fieldwork with Retarded Young Adults (2 units)

Sandy Wilcox
To be arranged

Meets Social Science Requirement
9 weeks, begins January 8, 1973

Volunteer program at Southwest Development Center in Gardena. Students will spend 3-4 hours per week with one mentally retarded young adult in learning exercises or in supervising training activities in the shop. Weekly discussions of experiences with the instructor will be required. Permission of the instructor is required to enroll, and maximum number of students who can participate is 10.

From Plato to Dewey (3-5 units)

Humberto Gutierrez
Tu & Th, 9-11 a.m.
E-136

Meets Humanities Requirement
9 weeks, begins January 8, 1973

A survey of the development of western philosophic traditions. This module will emphasize the lives and opinions of European philosophers.

Great Archetypes in Myth and Literature, The
(4 units)

Lois Feuer
Tu & Th, 2-3 p.m.
D-138

Meets Humanities Requirement
9 weeks, begins January 8, 1973

This module involves an exploration of recurring symbolic patterns (archetypes) in western mythology and literature. Some questions we'll ask: Where do archetypes come from? What are they? What are some common examples? How do they get into literature or dreams? Can the study of archetypes tell us anything about the structure of literature and the shape of human experience? We'll try to get at these patterns several different ways, using the perspectives that psychology (Jung), epic (The Odyssey), biblical narratives, poetry (selected poems, including Sir Gawain and the Green Knight and perhaps some song lyrics), drama (King Lear), and fiction (A Portrait of the Artist as a Young Man) can offer us. While part of the module consists of class discussion of the readings, students will have the opportunity to read on their own and to work on a brief independent research project (the product of this research will be a paper of approximately 5-10 pages) which examines an archetypal pattern(s) in one of the readings or in a work (TV/movies, current event, historical episode, set of song lyrics) of the student's own choice.

History of Modern Thought. Part I: From the
Renaissance to the French Revolution (5 units)

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

Meets Social Science/Humanities requirements (either one or any combination)
9 weeks, begins January 8, 1973

Objectives:

- To discuss some of the ideas and books which have most greatly influenced thought and action in the modern world.
- To understand the historical periods in which these ideas arose.
- To understand how later ideas were influenced by earlier ones.

Topics to be covered include:

- The discovery of the world and of man in the Renaissance;
- The birth of Protestantism;
- The rise of science and of a philosophy independent of the Church;
- The Enlightenment view of nature;
- The classic formulations of democratic political thought;
- The idea of progress;
- The right of revolution.

The topics will be studied through reading selections from such thinkers as Leonardo da Vinci, Machiavelli, Luther, Descartes, Pascal, Locke,

Voltaire, Rousseau. The instructor will lecture on the historical background of various periods of thought, including international relations, wars, politics, economic and technical developments. But more important, students will read and discuss in class some of the major thinkers of the period 1450-1800. This course will be followed by a similar course next quarter covering the 19th and 20th centuries.

Human Sexual Function (3 units)

Jack Hazelrigg
Tu & Th, 1-2:20 p.m.
D-138
Lab -- 8-11 Tu or Th

Meets Natural Science Requirement
6 weeks, begins January 8, 1973

An introduction to the anatomy and physiology of human reproduction with emphasis on physical and current 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

In-Depth Study of an Urban Problem (2 units)

Emory Holmes
M, Tu & Th, 12-1 p.m.
J-146

Meets Social Science Requirement
3 weeks, begins March 1, 1973

This is the third in the Urban Problems series. It is intended to help the student develop the skills needed for in-depth study of urban problems. The student will be expected to execute a small project for the module requirements.

Objectives:

The student will develop the problem selected or chosen in Module I of this series.

The student will make a preliminary but systematic in depth study of the problem.

The student will develop some means of solution of the problem on the basis of readings, class discussions, data collection and analysis, and personal experiences.

Methods and Materials:

Lectures, conferences, data gathering and analysis.
Issues of the Seventies will be useful.

Evaluation: The student will prepare a paper that discusses a thorough study of a selected urban problem. The paper will include data gathered and analyzed on some aspect of the problem. Inferences from the data will be drawn and some reasonable solution(s) suggested.

Prerequisites: Permission of instructor, or Modules I and II of this series.

Introduction to BASIC Computer Programming
(2 units)

Ken Gash
M, Tu & Th, 12-1 p.m.
E-136

Meets Natural Science Requirement

3 weeks, offered twice, begins February 1, 1973 and March 1, 1973

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 three days the first week and for one day for the next two weeks. 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 nine programs involving computation, input-output statements, table generation, subscripted variables and looping.

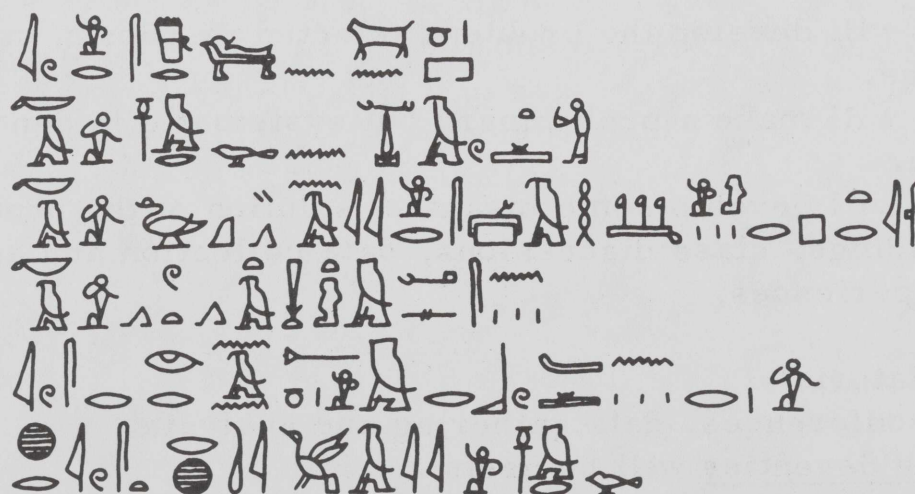
Introduction to Psychology of Learning and Thinking (1 1/2 units)

Sandy Wilcox
M, Tu & Th, 1-2 p.m.
D-138

Meets Social Science Requirement

3 weeks, begins March 1, 1973

Introductory experimental psychology of animal and human learning and thinking processes. Will cover classical conditioning of Pavlov, operant conditioning of Skinner, and human memory and problem solving.



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Introduction to Urban Problems I (2 units)

Emory Holmes

M, Tu & Th, 12-1 p.m.

J-146

Meets Social Science Requirement

3 weeks, begins January 8, 1973

This module is the first in a series designed for the student who is interested in becoming conversant with problems that contribute to the urban crisis and who is also interested in developing an understanding of the methods and techniques of problem identification, investigation, and solution.

A second aim is to help the interested student develop tools and skills which allow a sharper focus on a single problem.

In this module we will go beyond personal opinion, personal bias and rhetoric, and focus on factors, conditions, and situations that create urban problems.

Objectives:

To develop in the student the ability to select and define a problem faced by an urban society.

To develop in the student the ability to set some bounds on the problem.

To develop in the student an understanding of some of the data sources and data collection techniques that could be used in investigating the defined problem.

To develop in the student an awareness of the magnitude of urban problems in a complex industrial society.

Methods and Materials:

Lecture, discussion and reports in class by ALL students, field trips as appropriate. The student will be expected to do the assigned readings as well as other readings of interest.

Text:

Issues of the Seventies, Leonard Bloom, Editor, and other selected readings as necessary and appropriate. (Other readings will be selected as problems are identified.)

Evaluation: (1) The student will be able to select a problem and write a short definition of not more than 300 words. (2) The student will write a general statement of the boundaries of the defined problem. This may be done by listing what an investigation would include or what an investigation would exclude. (Obviously, this will be on an elementary level.) (3) The student will be able to list some of the data sources that could be used in investigating the defined problem. The student will be able to list some of the data collection tools or techniques that could be used to gather data for investigating the problem.

Prerequisites: Willingness to work and permission of instructor.

Introductory Chemistry -- Atomic Structures
and Bonding (2 units)

Ken Gash

M, Tu & Th, 12-1 p.m.
E-136

Meets Natural Science Requirement
3 weeks, begins January 8, 1973

This module will be a basic course in elementary atomic and molecular structure which will be useful for all students planning to take any other modules in chemistry or biology. At the end of the module the student will have a reasonable understanding of the nuclear atom and be able to predict bonding for simple combinations of atoms based on the electronic configuration of the atoms. The course will consist of lecture demonstrations, films and reading assignments. Evaluation will be by a criterion-referenced examination.

Karl Marx (2 units)

Fumiko Hosokawa

Tu & Th, 10-11:20 a.m.
K-147

Meets Social Science Requirement
3 weeks, begins March 1, 1973

An exploration into Marxist conflict theory as it is presented by Karl Marx and developed by other writers. The focus will be on Karl Marx as a social philosopher concerned with the social conditions of society as they lead to conflict and power. We will attempt to analyze the conditions of society during various periods of time to explore the general applicability or inapplicability of Marxist thought. We will also try to apply Marxist theory to the major undercurrents of today's society, i.e., Labor Movements, Women's Liberation, student protest, ethnic movements. Hopefully the student will develop an analytical skill at applying the basic components of Marxist theory to ongoing events in the society.

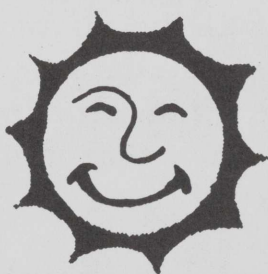
Prerequisite: The student must have taken at least one sociology course or have the consent of the instructor.

Required Readings:

Karl Marx by Bottomore

"Manifesto of the Communist Party" by Marx and Engels

There will be one essay exam in the module and a panel discussion.



Kinds of Poetry (3 units)

Lois Feuer

M, Tu & Th, 11-12 a.m.

J-146

Meets Humanities Requirement
6 weeks, begins February 1, 1973

This module offers the opportunity to explore in some depth a few of the kinds of poetry, such as narrative, dramatic, satirical, elegiac, "meta-physical" and metapoetic (poems about poetry). In each of these categories we will look at contemporary (song lyrics) as well as earlier versions of these genres. Though we'll discuss the varieties sequentially in class, each student completes a section by taking a brief exam, working at his/her own pace and finishing a section either earlier, later or concurrently with class discussion. The module offers experience in the reading and critical analysis of poetry, as well as an introduction to some of its varieties.

Life Styles (3 units)

Humberto Gutierrez and

Fumiko Hosokawa

M, 9-12 a.m.

E-136

Meets either Social Science or Humanities
Requirement (not both), or 1 1/2 for
Social Science and 1 1/2 for Humanities.
6 weeks, begins January 8, 1973

This module will be a survey and analysis of different types of life styles as they have been developed by various groups in our society. There will be a number of different life styles discussed such as the following: deviant life styles, ethnic life styles, class life styles, youth life styles, occupational life styles, and any other life styles that can be suggested. The emphasis will be on a sociological and philosophical analysis of these life styles, meaning the ideologies and thought that form the impetus for social movements and styles of behavior and the different social manifestations of these subcultural ideas and values. We will be concerned with the social significance of these life styles as well as their historical development.


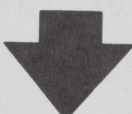
The following books will be required for this module:

The Making of a Counter Culture by Roszak

The Politics of Experience by Laing

Life Styles: Diversity in American Society by Thielbar & Feldman

Either The Hobo by Andersen or The Hippie Trip by Yablonsky
(Student's choice on this last one)

 **How to
MODERNIZE**
and at the same time
ECONOMIZE 

Modern American Foreign Policy: Containment,
Conflict and Co-Existence (3 units)

George Heneghan
Tu & Th, 1-3 p.m.
K-147

Meets Social Science Requirement
6 weeks, begins February 1, 1973

Analysis and description of the ideological factors and political forces which have shaped Modern American Foreign Policy since the end of World War II. The role of the President and Congress in foreign policy decisions will be analyzed in terms of public opinion and domestic problems. Eight case studies involving containment, conflict and confrontation by the United States will be discussed. These case studies are: the Fall of Nationalist China (the GRC, October 1949); the Korean Conflict (1950-1953); the Formosan (Taiwan) Problem (1950-); the Suez Crisis (1956); the Cuban Missile Crisis (1962); the Congo Conflict (1960-1962); Bangladesh (1971-72); and Vietnam (1954 or 1964-).

The module will have a minimum of lectures and a maximum of simulation in which students take the part of various nations involved in the crises of American foreign policy.

Work Load Requirements: There will be two exams, one at the end of 3 weeks and the second at the end of 6 weeks; a 10-page term paper, an oral report on the topic of the paper and a simulation, role playing session on at least one crisis.

Books:

Kaplan, Lawrence, Recent American Foreign Policy: Conflicting Interpretations (Homewood, Illinois: The Dorsey Press, 1972 edition)
Kissinger, Henry A., American Foreign Policy (New York: W. W. Norton & Co., 1969)

Other-World Consciousness in Fiction (3-4 units)

Bruce Tracy
M, 2-4 p.m.
E-136

Meets Humanities Requirement
9 weeks, begins January 8, 1973

We are accustomed to analyzing how fiction treats all sorts of issues concerned with our daily lives. For those writers whose cosmologies include worlds other than the mundane, however, science fiction or the fantasy provides an unencumbered arena for presenting hunches, intuitions, and even (it would sometimes appear) perceptions concerning those other realms.

We'll read five such novels, all quite short: The Strange Life of Ivan Osokin by P. D. Ouspensky, Erewhon by Samuel Butler, The Great Divorce by

C. S. Lewis, and Phantastes and Lilith by George MacDonald. Class discussions will seek out structural patterns and other features common to all the narratives, setting the experiences described into some larger contexts.

Other than reading the five novels, each student will be writing a brief thoughtful reading reaction on each, as well as a final synoptic paper (6-15 pp.). For the extra unit, anyone may read and present to the class an additional fictional work from a list to be provided; or, alternatively, try creating an original fantasy narrative.

Painting Workshop (1-3 units)

Bruce Tracy

Tu, 8 a.m. - 2 p.m.

L-145

Meets Humanities Requirement

9 weeks, begins January 8, 1973

As the name implies, this is not a class (though books and other indirect instruction on painting materials and techniques will be made available). Rather, this workshop invites you to bring your brushes and paints and work together with others, sharing problems and solutions.

Whenever you log fifteen hours in the Workshop and submit one completed painting, you receive one unit of credit, up to three units per quarter, or six total. When you've received the full six units, however, you may present an exhibit of your work, along with a written statement concerning it, for an additional unit, if you choose, making a maximum possible seven units for the Painting Workshop.

The Person (4 units)

Sandy Wilcox

M, Tu, W & Th, 10-11 a.m.

D-138

Meets Social Science Requirement

9 weeks, begins January 8, 1973

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.

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.

Personality Tests (3-5 units)

Meets Social Science Requirement
6 weeks, begins February 1, 1973

George Simon
Tu, 11-12 a.m.
W, 10-12 a.m.
L-149

Review of approaches to personality assessment and types of tests: uses and limitations of personality tests, with discussion of merits, problems, and issues. Students will take, score, and interpret tests and perform self-analysis with report on own personality. Units beyond 3 will require added individual (or group) projects. Students evaluated on the basis of class discussions and presentations, a paper and exercises (or tests).

Physics of Hearing (1 1/2 - 2 units)

Meets Natural Science Requirement
3 weeks, begins March 1, 1973

Ruth Hsiung
M, Tu & Th, 12-1 p.m.
D-138

This is a comprehensive module on the physical processes that take place in and around the human ear. The four main topics to be discussed are:

- The nature of a sound wave
- The transmission of sound
- The process of hearing
- The musical sound

The module is designed for students with little physics background, and students may take this to fulfill part of the Natural Science basic studies requirement. There will be only one test involved in this module. Upon successfully passing the test, the student will receive 1 1/2 units credit. Those students wishing to earn an extra half credit may submit a paper, a report, or a project on some related topic.



OFFICIAL

Plant Structure and Function (3 units)

Jack Hazelrigg

M, W & Th, 11-12 a.m.

D-138

Meets Natural Science Requirement

6 weeks, begins February 1, 1973

Lab W, 1-4 p.m., E-127

This module will involve lectures, laboratory, and demonstrations on (1) a survey of the kinds of plants, (2) the anatomy of the higher plants, (3) the patterns of sexual and asexual reproduction in plants, (4) plant evolution, (5) plant growth, development and hybridization, and (6) the honeybee as a plant pollinator. In this module, some field trips will be taken. Hopefully, we can begin an adjunct in organic gardening, investigating hydroponics, techniques in biological control for the backyard gardener.

Prerequisites: Origin of Life & Nature of Life.

Students with an area of concentration in the Natural Sciences will be given enrollment priority.

Plato (2 units)

Judy Grabiner

M, Tu & Th, 11-12 a.m.

K-147

Meets Humanities Requirement

3 weeks, begins January 8, 1973

This is an introduction to philosophy through reading the works of one of the greatest, most influential, and most readable of philosophers. We will read four short works of Plato: the dialogues Euthyphro, Apology, Crito, and Meno.

"All philosophy," it has been said, "is just a set of footnotes to Plato." This means that Plato was the first to ask, and seriously try to answer, many of the most important philosophical questions which are still being grappled with today. His works suggest answers to the questions, and also suggest a way of finding out the answers. Some of his major questions, which we will be considering, are these:

What makes an action ethical?

Does the search for truth threaten society?

Must unjust laws be obeyed?

Can people be taught to be good?

What is reality?

Can we talk about things being "true"? How do we know whether something is true or not?

Through reading Plato, we will see what kinds of answers to these questions are possible. We will also see some of the arguments that can be directed against these answers. Since Plato wrote dialogues, and allows

you to see his characters in the process of arguing, we shall emphasize that how you ask the questions, and how you look for the answers, are just as important to philosophy as are the answers themselves.

Discussions of the works themselves will be the principal way of learning about Plato. A short paper (around two pages), on any relevant topic, will be required, as well as mastery of the specific works read.

Scientific Revolution, The (5 units)

Judy Grabiner

Tu & Th, 1-2:20 p.m.

E-136

Meets Natural Science/Social Science Requirements (0-3 units Natural Science; the rest Social Science)

9 weeks, begins January 8, 1973

Science as we know it emerged in the seventeenth century. This has been called the greatest intellectual revolution in the history of western civilization. What was the nature of this change? How did it come about?

What were the new scientific discoveries? What philosophical, religious, social, economic causes promoted them? How much did the new discoveries owe to medieval thought? How much to Renaissance magic? How much to Greek philosophy? What impact did the new science have on philosophy, religion, and technology?

We will read three types of works. First and foremost, we will read selections from the works of major thinkers of the period: Descartes, Bacon, Galileo, Harvey, Newton. Second, we will read a general essay which gives an all-over picture of the period: Hugh Kearney's Science and Change. Finally, individual students will read an additional primary source (or sources) in their major area of interest, and write a short paper on it.

Students taking this course will come out of it understanding the nature of the experiments and ideas which created modern science, their philosophical implications, and the principal non-scientific factors which helped produce them.

There are no formal prerequisites; a previous college course in science, or in philosophy will be helpful, but is not required.



Seminar on La Raza Studies (3-5 units)

Humberto Gutierrez
W, 10-12 a.m.
E-136

Meets Social Science or Humanities
Requirement
9 weeks, begins January 8, 1973

This seminar will work by student committees. Topics suggested (not exclusive):

- I. La Raza and Education
 - a. story telling in elementary schools--Mexican Folktales
 - b. student taught courses in a barrio setting
 - c. bilingual studies
 1. linguistic research
 2. materials for classroom use
- II. La Raza and Health
- III. Barrio Self Determination
 - a. political--immigration
 - b. economic (barrio station)
- IV. Teatro Campesino
- V. Barriology
- VI. Historical Research
 - a. land disputes
 - b. early California archives
- VII. Female Identity

Sociology of The Family (3 units)

Fumiko Hosokawa
M, W & F, 3-4 p.m.
K-147

Meets Social Science Requirement
6 weeks, begins January 8, 1973

A study of the family as it has developed historically and with a focus on the different forms that the family in a changing society has taken. There will be an attempt to point out some of the distinguishing features of family life such as marriage, courtship and dating, and how these may be compared with the activities of families in different societies. The family in American society will be studied in historical perspective, with a focus on the changes taking place in society as affecting the family. Different ethnic families in the United States will also be touched upon to offer a further comparative approach to the study of the family. Certain factors such as

family size, sibling hierarchy, and role fulfillment will be emphasized as they demonstrate how relationships within the family may vary.

Text: The Family in Perspective by Kenkel

Assignments: 1 take-home exam and 1 project

Statistics III -- Basic Inference: Problems
and Methods (3 units)

George Simon
M, Tu & Th, 10-11 a.m.
L-149

Meets Social Science or Natural Science
or Basic Subjects Requirement
6 weeks, begins January 8, 1973

Understanding and use of basic inferential statistics with emphasis on the logic, assumptions, interpretations, and relevant applications: elementary probability and the normal curve; Chi Square; 1-tail vs. 2-tail tests; Type I and Type II errors; student's t and z in testing hypotheses concerning independent and dependent means; simple analysis of variance and F test; and computational methods and procedures. Problem exercises and tests to insure student understands and can apply these techniques.

Prerequisites: Statistics I & II

Urban Problems II (2 units)

Emory Holmes
M, Tu & Th, 12-1 p.m.
J-146

Meets Social Science Requirement
3 weeks, begins February 1, 1973

This module is the second in the Urban Problems series. It is intended to continue the development of interest and understanding of selected urban problems. Each of three selected problems will be developed and examined.

Objectives: (1) To develop the ability to take defined urban problems such as urban education, school vandalism, school financing, poverty, drop-outs, racial tension, employment, housing, discrimination, integration, (de)segregation, busing, etc., and discuss the problem and three or more factors that make it a problem. (2) The student will develop the problem chosen in Module I of this series and discuss the problem from as many of the following perspectives as possible: historical, social, racial, ethnic, and political, that make it an urban problem.

Methods and Materials: Lecture, class discussion and reports by all students, field trips as needed. The student will be expected to do the assigned

readings as well as other readings of interest.

Text: Issues of the Seventies, Leonard Bloom, Editor, and other selected readings.

Evaluation: Given a selected urban problem, the student will be able to:
 Define three or more factors that make it a problem.
 Discuss the three or more factors and describe how each contributes to the problem in its context.

Prerequisites: Module I of this series or prior permission of instructor.

Urban Textures (2 units)

Meets Social Science Requirement
 6 weeks, begins January 8, 1973

Emory Holmes and
 Sandy Wilcox
 Friday afternoon
 To be arranged

Fieldwork in the city we live in. Exploratory field trips weekly designed to give the students an overall picture of the scope of Los Angeles in terms of geography, ethnic and socioeconomic differences in neighborhoods, social history, and resources for the students. The student will also produce a project on some aspect of the city that relates to his own interests.

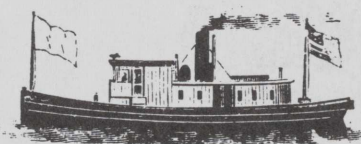
Women, Children, Families and Law in
 American History and Nowadays (6-8 units)

Meets History and/or Social Science/
 Humanities Requirement depending upon
 areas and approaches emphasized by student
 9 weeks, begins January 8, 1973

Marilyn Garber
 M, 1-3:30 p.m., and
 W, 9:30-12 a.m.
 J-146

We will study the history of these people and institutions in the context of American history as a whole. We will then examine the alternatives to traditional roles and structures as they are offered in the women's movements, alternative schools and communes from social, legal, and moral perspectives.

I will ask everyone in the class to write three or four essays, keep a diary, carry out a field project, participate in a panel and read about five books.



Writing Adjunct (1 unit)

Meets Basic Studies Requirement in
Expository Writing (see policy statement
on page 2)

9 weeks, begins January 15, 1973

Lois Feuer and
Bruce Tracy
M, 1-2 p.m.
K-147

NEW WRITING ADJUNCT PROCEDURE

The following modules will offer writing adjuncts this quarter:

Blake, Whitman and Others (Bruce Tracy)
History of Modern Thought (Judy Grabiner)
Life Styles (Fumiko Hosokawa and Humberto Gutierrez)
Modern American Foreign Policy (George Heneghan)
The Person (Sandy Wilcox)
Personality Tests (George Simon)
Plato to Dewey (Humberto Gutierrez)
Women, Children, Families and the Law (Marilyn Garber)

If you are enrolled in one of these modules and wish to take the Adjunct, register with Lois Feuer before January 12, 1973. In the case of over-enrollment, students will be selected randomly, with priority given to those who have not yet taken an Adjunct.

Students taking Writing Adjuncts will attend weekly meetings, together for the first three meetings (to cover problems of organizing, providing evidence for, and writing papers), and in smaller groups according to module during the remainder of the quarter. At these smaller meetings, students will plan their papers, share ideas and suggestions, and (if they wish) help each other with rough drafts. Rough drafts of all papers are to be submitted to the writing instructor, who will specify the goals the student must realize to receive credit for the Adjunct. Additional meetings may be called by the students or by the writing instructor. The instructors of the modules listed above have agreed to assign paper topics sufficiently early for students to hold their meetings and submit rough drafts well in advance of the due date.

The writing instructors will be available for individual consultation at all stages of the writing process.



a d d e n d u m

(The following module does not appear in the indices following this page.)

What Do You Do If...? (2 units)

3 weeks, begins January 8, 1973

Jo Ann Luke and
Marilyn Garber
M, Tu & Th, 2-3 p.m.
K-147

This module is concerned with aspects of a student's everyday life relevant to his or her responsibilities as a young adult, such as: how to fill out income tax forms; the process involved in court pleadings, for example, to traffic violations; the advantages and disadvantages of trial by judge versus trial by jury, and how civil and criminal laws affect the life of the average person; how to proceed in small claims litigation; personal concerns involving such issues as birth control and venereal disease.

*The
quintessence*

The following four indices each tell you the title and instructor for each module, as well as the number of units, the length (3, 6, or 9 weeks), when it begins (i.e., in the first, second, or third three-week period), and the times and place of meeting. For a listing of modules according to which General Education requirement each meets, see pp. 28-30; for a listing by instructor, see pp. 31-33; for a listing by module length and time of day, see pp. 34-37; and for a table listing all modules for each three-week period--the list you can use to plan your schedule, see pp. 38-40.

Module Offerings by General Education Requirements

The Following Modules Fulfill the Requirements in HUMANITIES

<u>Instructor</u>	<u>Module Title</u>	<u>Units</u>	<u>Weeks</u>	<u>Starts</u>	<u>Day, time & place</u>
Lois Feuer	The Great Archetypes in Myth & Literature	4	9	1st	T/Th, 2-3, D-138
Lois Feuer	Writing Program	1	9	1st	M, 1-2, K-147
Lois Feuer	Kinds of Poetry	3	6	2nd	M/T/Th, 11-12, J-146
Ken Gash	Enjoyment of Music	2	9	1st	W, 11-12:30, ERC, E-139
Judy Grabiner	Plato	2	3	1st	M/T/Th, 11-12, K-147
Humberto Gutierrez	From Plato to Dewey	3-5	9	1st	T/Th, 9-11, E-136
Bruce Tracy	Blake and Whitman	3	6	2nd	M/W, 9-11, K-147
Bruce Tracy	Painting Workshop	1-3	9	1st	Tu, 8-2, L-145
Bruce Tracy	Creative Writing	2-4	9	1st	Tu, 2-5, B-143A
Bruce Tracy	Other-World Con- sciousness in Fiction	3-4	9	1st	M, 2-4, E-136

The Following Modules Fulfill the Requirements in NATURAL SCIENCE

Jack Hazelrigg	Plant Structure & Function	3	6	2nd	M/W/Th, 11-12, D-138 (lab--W, 1-4, E-127)
Jack Hazelrigg	Evolution	2	3	2nd	M/T/Th, 3-4, D-138
Jack Hazelrigg	Human Sexual Function	3	6	1st	T/Th, 1-2:20, D-138 (lab--8-11, T or Th)
Ken Gash	BASIC Computer Pro- gramming	2	3	2nd & 3rd	M/T/Th, 12-1, E-136
Ken Gash	Introductory Chemistry	2	3	1st	M/T/Th, 12-1, E-136
Ken Gash	Chemistry of Nutrition	3	6	2nd	T/Th, 11-12, E-136

NATURAL SCIENCE (con't)

<u>Instructor</u>	<u>Module Title</u>	<u>Units</u>	<u>Weeks</u>	<u>Starts</u>	<u>Day, time & place</u>
Ruth Hsiung	Computer Logic & Programming	3-4	6	1st	M/T/Th, 1-2, L-149
Ruth Hsiung	Basic Concepts of Physics	4	9	1st	M/T/Th, 9-10, L-149
Ruth Hsiung	Physics of Hearing	1 1/2 -2	3	3rd	M/T/Th, 12-1, D-138

The Following Modules Fulfill the Requirements in SOCIAL SCIENCE

George Heneghan	Modern American Foreign Policy	3	6	2nd	T/Th, 1-3, K-147
Emory Holmes	Introduction to Urban Problems I	2	3	1st	M/T/Th, 12-1, J-146
Emory Holmes	Education as a Cultural Agent	2	3	1st	M/T/Th, 10-11, J-146
Emory Holmes	Introduction to Urban Problems II	2	3	2nd	M/T/Th, 12-1, J-146
Emory Holmes	In-Depth Study of an Urban Problem	2	3	3rd	M/T/Th, 12-1, J-146
Fumiko Hosokawa	Durkheim & Weber	1	3	3rd	T/Th, 3-4:20, E-136
Fumiko Hosokawa	Karl Marx	2	3	3rd	T/Th, 10-11:20, K-147
Fumiko Hosokawa	Sociology of the Family	3	6	1st	M/W/F, 3-4, K-147
George Simon	Personality Tests	3-5	6	2nd	Tu, 11-12, L-149 W, 10-12, L-149
Sandy Wilcox	Experience of Death and Dying	3	6	1st	T/Th, 3-4:20, J-146
Sandy Wilcox	The Person	4	9	1st	M/T/W/Th, 10-11, D-138

MORE HUMAN, LESS DISMAL

SOCIAL SCIENCE (con't)

<u>Instructor</u>	<u>Module Title</u>	<u>Units</u>	<u>Weeks</u>	<u>Starts</u>	<u>Day, time & place</u>
Sandy Wilcox	Fieldwork with Re-tarded Young Adults	2	9	1st	To Be Arranged
Sandy Wilcox	Introduction to the Psychology of Learning & Thinking	1 1/2	3	3rd	M/T/Th, 1-2, D-138
Sandy Wilcox/ Emory Holmes	Urban Textures	2	6	1st	Friday afternoon, To Be Arranged

The Following Modules Can Be Used to Fulfill the Requirements in NATURAL SCIENCE and/or SOCIAL SCIENCE

George Simon	Statistics III	3	6	1st	M/T/Th, 10-11, L-149
Judy Grabiner	The Scientific Revolution	5	9	1st	T/Th, 1-2:20, E-136
Steve Koletty/ George Heneghan	Environmental Problems Workshop	2-3	9	1st	T/Th, 9-10, D-138

The Following Modules Can Be Used to Fulfill the Requirements in SOCIAL SCIENCE and/or HUMANITIES

Judy Grabiner	History of Modern Thought--Part I	5	9	1st	M/T/Th, 12-1, K-147
Humberto Gutierrez	Seminar on La Raza Studies	3-5	9	1st	W, 10-12, E-136
Humberto Gutierrez/ Fumiko Hosokawa	Life Styles	3	6	1st	M, 9-12, E-136

The Following Modules Can Be Used to Fulfill the Requirements in HISTORY and/or SOCIAL SCIENCE/HUMANITIES, Depending upon Areas and Approach Emphasized by the Student

Marilyn Garber	Women, Children, Families, and Law in History & Nowadays	6-8	9	1st	M, 1-3:30, J-146 W, 9:30-12, J-146
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Module Offerings by Instructor

	<u>Units</u>	<u>Weeks</u>	<u>Starts</u>	<u>Days/Time</u>	<u>Room</u>
<u>Lois Feuer</u>					
The Great Archetypes in Myth & Literature	4	9	1st	T/Th, 2-3	D-138
Writing Program	1	9	1st	M, 1-2	K-147
Kinds of Poetry	3	6	2nd	M/T/Th, 11-12	J-146
<u>Marilyn Garber</u>					
Women, Children, Families & Law in History & Nowadays	6-8	9	1st	M, 1-3:30 W, 9:30-12	J-146
<u>Ken Gash</u>					
Enjoyment of Music	2	9	1st	W, 11-12:30	ERC C-139
BASIC Computer Programming	2	3	2nd & 3rd	M/T/Th, 12-1	E-136
Introductory Chemistry	2	3	1st	M/T/Th, 12-1	E-136
Chemistry of Nutrition	3	6	2nd	T/Th, 11-12	E-136
<u>Judy Grabiner</u>					
The Scientific Revolution	5	9	1st	T/Th, 1-2:30	E-136
Plato	2	3	1st	M/T/Th, 11-12	K-147
History of Modern Thought Part I	5	9	1st	M/T/Th, 12-1	K-147
<u>Humberto Gutierrez</u>					
From Plato to Dewey	3-5	9	1st	T/Th, 9-11	E-136
Seminar on La Raza Studies	3-5	9	1st	W, 10-12	E-136
Life Styles (with Fumiko Hosokawa)	3	6	1st	M, 9-12	E-136
<u>Jack Hazelrigg</u>					
Plant Structure & Function	3	6	2nd	M/W/Th, 11-12 W, 1-4 (lab)	D-138 E-127
Evolution	2	3	2nd	M/T/Th, 3-4	D-138
Human Sexual Function	3	6	1st	T/Th, 1-2:20 T or Th, 8-11 (lab)	D-138 E-127
<u>George Heneghan</u>					
Modern American Foreign Policy	3	6	2nd	T/Th, 1-3	K-147
Environmental Problems Workshop (with Steve Koletty)	2-3	9	1st	T/Th, 9-10	D-138

	<u>Units</u>	<u>Weeks</u>	<u>Starts</u>	<u>Days/Time</u>	<u>Room</u>
<u>Emory Holmes</u>					
Introduction to Urban Problems I	2	3	1st	M/T/Th, 12-1	J-146
Introduction to Urban Problems II	2	3	2nd	M/T/Th, 12-1	J-146
Education as a Cultural Agent	2	3	1st	M/T/Th, 10-11	J-146
In-Depth Study of an Urban Problem	2	3	3rd	M/T/Th, 12-1	J-146
Urban Textures (with Sandy Wilcox)	2	6	1st	F afternoon	TBA
<u>Fumiko Hosokawa</u>					
Durkheim and Weber	1	3	3rd	T/Th, 3-4:20	E-136
Karl Marx	2	3	3rd	T/Th, 10-11:20	K-147
Sociology of the Family	3	6	1st	M/W/F, 3-4	K-147
Life Styles (with Humberto Gutierrez)	3	6	1st	M, 9-12	E-136
<u>Ruth Hsiung</u>					
Computer Logic and Programming	3-4	6	1st	M/T/Th, 1-2	L-149
Basic Concepts of Physics	4	6	1st	M/T/Th, 9-10	L-149
Physics of Hearing	1 1/2-2	3	3rd	M/T/Th, 12-1	D-138
<u>Steve Koletty</u>					
Environmental Problems Workshop (with George Heneghan)	2-3	9	1st	T/Th, 9-10	D-138
<u>George Simon</u>					
Statistics III	3	6	1st	M/T/Th, 10-11	L-149
Personality Tests	3-5	6	2nd	T, 11-12 W, 10-12	L-149
<u>Bruce Tracy</u>					
Blake and Whitman	3	6	2nd	M/W, 9-11	K-147
Painting Workshop	1-3	9	1st	T, 8-2	L-145
Creative Writing	2-4	9	1st	T, 2-5	B-143A
Other-World Consciousness in Fiction	3-4	9	1st	M, 2-4	E-136

*The Pleasures
The Problems*

	<u>Units</u>	<u>Weeks</u>	<u>Starts</u>	<u>Days/Time</u>	<u>Room</u>
<u>Sandy Wilcox</u>					
Experience of Death & Dying	3	6	1st	T/Th, 3-4:20	J-146
The Person	4	9	1st	M/T/W/Th, 10-11	D-138
Fieldwork with Retarded Young Adults	2	9	1st	To Be Arranged	
Introduction to the Psychology of Learning & Thinking	1 1/2	3	3rd	M/T/Th, 1-2	D-138
Urban Textures (with Emory Holmes)	2	6	1st	Friday afternoon, TBA	

WHEC

Module Offerings by Time

9-Week Modules Beginning January 8

	<u>Units</u>	<u>Days/Time</u>	<u>Room</u>	<u>Instructor</u>
<u>8:00 a.m.</u>				
Painting Workshop	1-3	T, 8-2	L-145	Bruce Tracy
<u>9:00 a.m.</u>				
From Plato to Dewey	3-5	T/Th, 9-11	E-136	Humberto Gutierrez
Basic Concepts of Physics	4	M/T/Th, 9-10	L-149	Ruth Hsiung
Environmental Problems Workshop	2-3	T/Th, 9-10	D-138	Steve Koletty & George Heneghan
<u>9:30 a.m.</u>				
Women, Children, Families & Law in History & Nowadays	6-8	M, 1-3:30 W, 9:30-12	J-146	Marilyn Garber
<u>10:00 a.m.</u>				
Seminar in La Raza Studies	3-5	W, 10-12	E-136	Humberto Gutierrez
The Person	4	M/T/W/Th, 10-11	D-138	Sandy Wilcox
<u>11:00 a.m.</u>				
Enjoyment of Music	2	W, 11-12:30	ERC E-139	Ken Gash
<u>12:00 noon</u>				
History of Modern Thought Part I	5	M/T/Th, 12-1	K-147	Judy Grabiner
<u>1:00 p.m.</u>				
Women, Children, Families & Law in History & Nowadays	6-8	M, 1-3:30 W, 9:30-12	J-146	Marilyn Garber
The Scientific Revolution	5	T/Th, 1-2:20	E-136	Judy Grabiner
Writing Program	1	M, 1-2	K-147	Lois Feuer
<u>2:00 p.m.</u>				
Great Archetypes in Myth and Literature	4	T/Th, 2-3	D-138	Lois Feuer
Creative Writing	2-4	Tu, 2-5	B-143A	Bruce Tracy
Other-World Consciousness in Fiction	3-4	M, 2-4	E-136	Bruce Tracy
<u>To Be Arranged</u>				
Fieldwork with Retarded Young Adults	2			Sandy Wilcox

6-Week Modules Beginning January 8

	<u>Units</u>	<u>Days/Time</u>	<u>Room</u>	<u>Instructor</u>
<u>8:00 a.m.</u>				
Human Sexual Function (lab)	0	Tu, 8-11	E-127	Jack Hazelrigg
<u>or</u>				
Human Sexual Function (lab)	0	Th, 8-11	E-127	Jack Hazelrigg
<u>9:00 a.m.</u>				
Life Styles	3	M, 9-12	E-136	Humberto Gutierrez & Fumiko Hosokawa
<u>10:00 a.m.</u>				
Statistics III	3	M/T/Th, 10-11	L-149	George Simon
<u>1:00 p.m.</u>				
Human Sexual Function (lecture)	3	T/Th, 1-2:20	D-138	Jack Hazelrigg
Computer Logic and Pro- gramming	3-4	M/T/Th, 1-2	L-149	Ruth Hsiung
<u>3:00 p.m.</u>				
Sociology of the Family	3	M/W/F, 3-4	K-147	Fumiko Hosokawa
Experience of Death & Dying	3	T/Th, 3-4:20	J-146	Sandy Wilcox
<u>To Be Arranged</u>				
Urban Textures	2	Friday afternoon		Sandy Wilcox & Emory Holmes

3-Week Modules Beginning January 8

<u>10:00 a.m.</u>				
Education as a Cultural Agent	2	M/T/Th, 10-11	J-146	Emory Holmes
<u>11:00 a.m.</u>				
Plato	2	M/T/Th, 11-12	K-147	Judy Grabiner
<u>12:00 noon</u>				
Introductory Chemistry	2	M/T/Th, 12-1	E-136	Ken Gash
Introduction to Urban Problems I	2	M/T/Th, 12-1	J-146	Emory Holmes

6-Week Modules Beginning February 1

	<u>Units</u>	<u>Days/Time</u>	<u>Room</u>	<u>Instructor</u>
<u>9:00 a.m.</u>				
Blake and Whitman	3	M/W, 9-11	K-147	Bruce Tracy
<u>10:00 a.m.</u>				
Personality Tests	3-5	T, 11-12 & W, 10-12	L-149	George Simon
<u>11:00 a.m.</u>				
Kinds of Poetry	3	M/T/Th, 11-12	J-146	Lois Feuer
Chemistry of Nutrition	3	T/Th, 11-12	E-136	Ken Gash
Plant Structure & Function	3	M/T/Th, 11-12	D-138	Jack Hazelrigg
Personality Tests	3-5	T, 11-12 & W, 10-12	L-149	George Simon
<u>1:00 p.m.</u>				
Plant Structure & Function (lab)	0	W, 1-4	E-127	Jack Hazelrigg
Modern American Foreign Policy	3	T/Th, 1-3	K-147	George Heneghan

3-Week Modules Beginning February 1

<u>12:00 noon</u>				
BASIC Computer Pro- gramming	2	M/T/Th, 12-1	E-136	Ken Gash
Introduction to Urban Problems	2	M/T/Th, 12-1	J-146	Emory Holmes
<u>3:00 p.m.</u>				
Evolution	2	M/T/Th, 3-4	D-138	Jack Hazelrigg

3-Week Modules Beginning March 1

<u>10:00 a.m.</u>				
Karl Marx	2	T/Th, 10-11:20	K-147	Fumiko Hosokawa

3-Week Modules Beginning March 1 (con't)

	<u>Units</u>	<u>Days/Time</u>	<u>Room</u>	<u>Instructor</u>
<u>12:00 noon</u>				
BASIC Computer Pro- gramming	2	M/T/Th, 12-1	E-136	Ken Gash
In-Depth Study of Urban Problems	2	M/T/Th, 12-1	J-146	Emory Holmes
Physics of Hearing	1 1/2 - 2	M/T/Th, 12-1	D-138	Ruth Hsiung
<u>1:00 p.m.</u>				
Introduction to Psychology of Learning & Thinking	1 1/2	M/T/Th, 1-2	D-138	Sandy Wilcox
<u>3:00 p.m.</u>				
Durkheim and Weber	1	T/Th, 3-4:20	E-136	Fumiko Hosokawa



**It's a lot
for the money.**

first three weeks

		M	T	W	Th	F
8 to 9	D-138					
	E-136					
	J-146					
	K-147					
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
9 to 10	D-138		Steve-Env. Wkshp.(9)		Steve-Env. Wkshp.(9)	
	E-136	Berto/Fum.-Life Styles(6)	Berto-Plato(9)		Berto-Plato(9)	
	J-146			Marilyn-History(9)[at 9:30]		
	K-147					
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	Ruth-Physics(9)	Ruth-Physics(9)		Ruth-Physics(9)	
10 to 11	D-138	Sandy-The Person(9)	Sandy-The Person(9)	Sandy-The Person(9)	Sandy-The Person(9)	
	E-136	Berto/Fum.-Life Styles(6)	Berto-Plato(9)	Berto-La Raza(9)	Berto-Plato(9)	
	J-146	Emory-Education(3)	Emory-Education(3)	Marilyn-History(9)	Emory-Education(3)	
	K-147					
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	George S.-Stat. III(6)	George S.-Stat. III(6)		George S.-Stat. III(6)	
11 to 12	D-138					
	E-136	Berto/Fum.-Life Styles(6)		Berto-La Raza(9)		
	J-146					
	K-147	Judy-Plato(3)	Judy-Plato(3)		Judy-Plato(3)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
12 to 1	D-138					
	E-136	Ken-Chemistry(3)	Ken-Chemistry(3)		Ken-Chemistry(3)	
	J-146	Emory-Urban I(3)	Emory-Urban I(3)		Emory-Urban I(3)	
	K-147	Judy-Modern Thought(9)	Judy-Modern Thought(9)		Judy-Modern Thought(9)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
1 to 2	D-138					
	E-136		Judy-Sci. Rev.(9)		Judy-Sci. Rev.(9)	
	J-146	Marilyn-History(9)	Jack-Sex(6)		Jack-Sex(6)	
	K-147	Lois-Adjuncts(9)				Sandy/Emory-Urban Tex.(6)
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	Ruth-Logic(6)	Ruth-Logic(6)		Ruth-Logic(6)	
2 to 3	D-138		Lois-Archetypes(9)		Lois-Archetypes(9)	
	E-136	Bruce-Fiction(9)	Judy-Sci. Rev.(9)[to 2:20]		Judy-Sci. Rev.(9)[to 2:20]	
	J-146	Marilyn-History(9)	Jack-Sex(6)[to 2:20]		Jack-Sex(6)[to 2:20]	
	K-147	Jo Ann-What to Do If?(3)	Jo Ann-What to Do If?(3)		Jo Ann-What to Do If?(3)	
	L-145					
	L-149					
3 to 4	D-138					
	E-136	Bruce-Fiction(9)				
	J-146	Marilyn-History(9)[to 3:30]	Sandy-Death(6)[to 4:20]		Sandy-Death(6)[to 4:20]	
	K-147	Fumiko-Family(6)		Fumiko-Family(6)		Fumiko-Family(6)
	L-145					
	L-149					

second three weeks

		M	T	W	Th	F
8 to 9	D-138					
	E-136					
	J-146					
	K-147					
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
9 to 10	D-138		Steve-Env. Wkshp.(9)		Steve-Env. Wkshp.(9)	
	E-136	Berto/Fum.-Life Styles(6)	Berto-Plato(9)		Berto-Plato(9)	
	J-146			Marilyn-History(9)[at 9:30]		
	K-147	Bruce-Blake(6)		Bruce-Blake(6)		
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	Ruth-Physics(9)	Ruth-Physics(9)		Ruth-Physics(9)	
10 to 11	D-138	Sandy-The Person(9)	Sandy-The Person(9)	Sandy-The Person(9)	Sandy-The Person(9)	
	E-136	Berto/Fum.-Life Styles(6)	Berto-Plato(9)	Berto-La Raza(9)	Berto-Plato(9)	
	J-146			Marilyn-History(9)		
	K-147	Bruce-Blake(6)		Bruce-Blake(6)		
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	George S.-Stat. III(6)	George S.-Stat. III(6)	George S.-Personality(6)	George S.-Stat. III(6)	
11 to 12	D-138	Jack-Plants(6)		Jack-Plants(6)	Jack-Plants(6)	
	E-136	Berto/Fum.-Life Styles(6)	Ken-Nutrition(6)	Berto-La Raza(9)	Ken-Nutrition(6)	
	J-146	Lois-Poetry(6)	Lois-Poetry(6)	Marilyn-History(9)	Lois-Poetry(6)	
	K-147					
	L-145		Bruce-Painting Wkshp.(9)			
	L-149		George S.-Personality(6)	George S.-Personality(6)		
12 to 1	D-138					
	E-136	Ken-BASIC(3)	Ken-BASIC(3)		Ken-BASIC(3)	
	J-146	Emory-Urban II(3)	Emory-Urban II(3)		Emory-Urban II(3)	
	K-147	Judy-Modern Thought(9)	Judy-Modern Thought(9)		Judy-Modern Thought(9)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
1 to 2	D-138					
	E-136		Judy-Sci. Rev.(9)		Judy-Sci. Rev.(9)	
	J-146	Marilyn-History(9)	Jack-Sex(6)		Jack-Sex(6)	
	K-147	Lois-Adjuncts(9)	George H.-Policy(6)		George H.-Policy(6)	Sandy/Emory-Urban Tex.(6)
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	Ruth-Logic(6)	Ruth-Logic(6)		Ruth-Logic(6)	
2 to 3	D-138					
	E-136	Bruce-Fiction(9)	Judy-Sci. Rev.(9)[to 2:20]		Judy-Sci. Rev.(9)[to 2:20]	
	J-146	Marilyn-History(9)	Jack-Sex(6)[to 2:20]		Jack-Sex(6)[to 2:20]	
	K-147		George H.-Policy(6)		George H.-Policy(6)	
	L-145					
	L-149					
3 to 4	D-138	Jack-Evolution(3)	Jack-Evolution(3)		Jack-Evolution(3)	
	E-136	Bruce-Fiction(9)				
	J-146	Marilyn-History(9)[to 3:30]	Sandy-Death(6)[to 4:20]		Sandy-Death(6)[to 4:20]	
	K-147	Fumiko-Family(6)		Fumiko-Family(6)		Fumiko-Family(6)
	L-145					
	L-149					

third three weeks

		M	T	W	Th	F
8 to 9	D-138					
	E-136					
	J-146					
	K-147					
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
9 to 10	D-138		Steve-Env. Wkshp.(9)		Steve-Env. Wkshp.(9)	
	E-136		Berto-Plato(9)		Berto-Plato(9)	
	J-146			Marilyn-History(9)[at 9:30]		
	K-147	Bruce-Blake(6)		Bruce-Blake(6)		
	L-145		Bruce-Painting Wkshp.(9)			
	L-149	Ruth-Physics(9)	Ruth-Physics(9)		Ruth-Physics(9)	
10 to 11	D-138	Sandy-The Person(9)	Sandy-The Person(9)	Sandy-The Person(9)	Sandy-The Person(9)	
	E-136		Berto-Plato(9)	Berto-La Raza(9)	Berto-Plato(9)	
	J-146			Marilyn-History(9)		
	K-147	Bruce-Blake(6)	Fumiko-Marx(3)	Bruce-Blake(6)	Fumiko-Marx(3)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149			George S.-Personality(6)		
11 to 12	D-138	Jack-Plants(6)		Jack-Plants(6)	Jack-Plants(6)	
	E-136		Ken-Nutrition(6)	Berto-La Raza(9)	Ken-Nutrition(6)	
	J-146	Lois-Poetry(6)	Lois-Poetry(6)	Marilyn-History(9)	Lois-Poetry(6)	
	K-147		Fumiko-Marx(3)		Fumiko-Marx(3)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149		George S.-Personality(6)	George S.-Personality(6)		
12 to 1	D-138	Ruth-Hearing(3)	Ruth-Hearing(3)		Ruth-Hearing(3)	
	E-136	Ken-BASIC(3)#2	Ken-BASIC(3)#2		Ken-BASIC(3)#2	
	J-146	Emory-Urban III(3)	Emory-Urban III(3)		Emory-Urban III(3)	
	K-147	Judy-Modern Thought(9)	Judy-Modern Thought(9)		Judy-Modern Thought(9)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
1 to 2	D-138	Sandy-Learning(3)	Sandy-Learning(3)		Sandy-Learning(3)	
	E-136		Judy-Sci. Rev.(9)		Judy-Sci. Rev.(9)	
	J-146	Marilyn-History(9)				
	K-147	Lois-Adjuncts(9)	George H.-Policy(6)		George H.-Policy(6)	
	L-145		Bruce-Painting Wkshp.(9)			
	L-149					
2 to 3	D-138		Lois-Archetypes(9)		Lois-Archetypes(9)	
	E-136	Bruce-Fiction(9)	Judy-Sci. Rev.(9)[to 2:20]		Judy-Sci. Rev.(9)[to 2:20]	
	J-146	Marilyn-History(9)				
	K-147		George H.-Policy(6)		George H.-Policy(6)	
	L-145					
	L-149					
3 to 4	D-138					
	E-136	Bruce-Fiction(9)	Fumiko-Weber(3)[to 4:20]		Fumiko-Weber(3)[to 4:20]	
	J-146	Marilyn-History(9)[to 3:30]				
	K-147					
	L-145					
	L-149					

a Calendar for Winter ⁴¹ 1973

JANUARY

8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

first three-weeks

29	30	31
STOP DAYS		

1	2
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FEBRUARY

5	6	7	8	9
12	13	14	15	16
19	20	21	22	23

HAPPY BIRTHDAY
-George & Abe

26	27	28
STOP DAYS		

1	2
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MARCH

3	6	7	8	9
12	13	14	15	16
19	20	21	-The End-	

third three-weeks

IMPORTANT DATES

Thursday, January 4	Town Meeting, 10 a.m. - noon Module sign-ups for Winter Quarter First Day of Large College Classes
Friday, January 5	Additional Module sign-ups
Monday, January 8	Modules begin
Wednesday, January 10	Last day to add courses in the Large College
Thursday, January 24	Last day to drop
Friday, January 25	End of 1st three weeks
Monday - Wednesday, January 29 - 31	Free days -- no classes
Thursday, February 1	2nd three weeks begin
February 5 - 16	Registration Materials
Monday, February 19	Holiday
Friday, February 23	End of 2nd three weeks
Monday - Wednesday, February 26 - 28	Free days -- no classes
Thursday, March 1	3rd three weeks begin
Wednesday, March 21	End of Winter Quarter



PIONEERS

THE SMALL COLLEGE FACULTY

- LOIS J. FEUER (1972) Assistant Professor
B.A., 1967, University of Arizona; M.A., 1968, Ph.D., 1972,
University of California, Irvine.
- MARILYN GARBER (1967) Associate Professor
B.A., 1957, M.A., 1960, Ph.D., 1967, University of California,
Los Angeles.
- KENNETH B. GASH (1967) Associate Professor
B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.
- JUDITH V. GRABINER (1972) Assistant Professor
B.S., 1960, University of Chicago; M.A., 1962, Radcliffe Graduate
School; Ph.D., 1966, Harvard Graduate School.
- HUMBERTO J. GUTIERREZ (1972) Assistant Professor
B.A., 1966, University of Texas; M.A., 1971, California State
University, Northridge.
- JACK E. HAZELRIGG (1972) Assistant Professor
B.S., 1966, M.A., 1969, California State University, Long Beach.
- EMORY H. HOLMES (1972) Associate Professor
B.A., 1954, Tennessee State University; Ed.D., 1972, University
of California, Los Angeles.
- FUMIKO HOSOKAWA (1972) Assistant Professor
B.A., 1969, California State University, Long Beach; M.A., 1971,
University of California, Los Angeles.
- RUTH HSIUNG (1972) Associate Professor
B.S., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962,
University of Michigan.
- BRUCE TRACY (1970) Assistant Professor
A.B., 1962, Eastern Nazarene College; M.A., 1966, Ph.D., 1971,
Michigan State University.
- SANDRA WILCOX (1972) Assistant Professor
A.B., 1964, University of California, Berkeley; M.A., 1966, Ph.D.,
1972, University of California, Los Angeles.

ADMINISTRATION

- GEORGE M. HENEGHAN (1967) Director of Instruction
A.B., 1956, M.A., 1957, Columbia University; Ph.D., 1970,
Stanford University.
- 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.

