

SMALL

COLLEGE

F

A

L

L

1

9

7

5

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

1000 East Victoria Street • Dominguez Hills, California 90747 • Area Code 213—Phone: 532-4300

FALL QUARTER MODULES

54291 Abnormal Psychology [4 units]

General Education: Social Science
Area of Concentration: Human Studies
10 weeks, begins 1st 5 weeks

Sandy Wilcox
MWF 12-1:10 p.m.
SC E139
Upper Division

Abnormal Psychology studies the definition, diagnosis and development of abnormal behaviors such as neurosis and psychosis which are considered maladaptive for the individual and for society. Although the emphasis in such a course is on identification and diagnosis, we will also consider the reasons for and consequences of such diagnoses. There will be two exams and two short papers in the course. You may not earn credit for this class if you have already taken "Neurosis and Psychosis." This module requires upper division standing (60 units completed) or instructor's consent.

54403 Algebra [2 units]

General Education: Basic Subjects
5 weeks, begins 1st 5 weeks

+ ÷ ×
%
≤ ≥

Fred Zemke
MWF 12-1:10 p.m.
SC D138
Lower Division

Polynomials, simultaneous equations, graphing, and an introduction to the concept of function. This is the first five weeks of the College Math sequence.

54292 Ancient Civilizations of the Americas: The Rise of the Aztec State [4 units]

Area of Concentration: Civilizations; Human Studies
10 weeks, begins 1st 5 weeks

Sandy Orellana
MWF 12-1:10 p.m.
SC D154
Upper Division

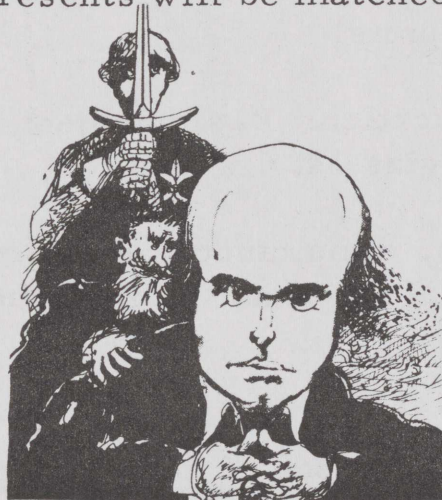
This is the third module in a continuing series on pre-Columbian civilizations in the Americas. We will now focus on the development of Indian society in Central Mexico beginning with Teotihuacán, the city of the pyramids and culminating with the rise of the Aztec state. We will investigate Teotihuacán, the largest city in the New World until modern times and the center of a vast empire which lasted until 700 A.D. Next we will look at the Toltecs of Tola and the origin of the Quetzalcoatl myth. Lastly, we will see how the Culhua México, or Aztecs, carried on Toltec civilization and, upon this base, built the most powerful and expansionistic state in the Americas until the arrival of the Spanish.

54301 Art and its Objects: Introduction to Issues in
Art Theory [4 units]

General Education: Humanities
Area of Concentration: Civilizations

Grahame Weinbren
WTh, 2-4:00 p.m.
SC B135
Lower Division

This course is an introduction to aesthetics, the theory of art. We will ask questions about the nature, scope and limits of art, about its role in our culture and its place in our consciousnesses. The primary concern will be with recent art-works, since it is in this area that common conceptions about art are challenged and confirmed. The focus of many present-day artists is often connected with their ideas about the nature and function of art; some artists (e.g., Joseph Kosuth) believe that the whole function of art is to define its own nature. We will examine this and other related positions by looking at the work of such visual artists as Jasper Johns and Frank Stella, aural artists including Terry Riley and John Cage, performance artists such as Joan Jonas and Chris Burden, video artists such as John Baldessari and William Wegman, and other artists in other media. We will read some philosophical theorists and also some artists' and critics' writings, and, with luck, have some guest lecturers. A lot of material is to be crammed into this course, but hopefully the demands it presents will be matched by what it achieves.



54501 The Ascent of Man [4 units]

General Education: Social Science
Area of Concentration: Civilizations; Human
Studies; Science, Technology & Society
10 weeks, begins 1st 5 weeks

Sandy Orellana
MW 10:40-11:50 a.m.
SC E139
Lower Division

In this module we will trace the development of science and man's cultural evolution from its earliest beginnings to the 20th century. Through the medium of film and discussions, we will observe the intellectual history of man to seek an understanding of human nature illustrated through human invention. Discoveries from crude stone tools to atomic energy will be examined as progressions in man's search to understand nature and control it. In viewing the vast panorama of man's past, we will attempt to create a philosophy of nature relevant to our own time.

54408 BASIC [2 units]

General Education: Basic Subjects
5 weeks, begins 2nd 5 weeks

Fred Zemke
Th, 2:00-4:00 p.m.
SC D138
Lower Division

An introduction to BASIC computer programming.

54311 Black Theater [4 units]

General Education: Humanities
Area of Concentration: Civilizations; Human Studies
10 weeks, begins 1st 5 weeks

Ron Ross
TTh, 4:00-6:00 p.m.
SBS A110
Lower or Upper
Division

American theater, no less than the society which spawned it, had systematically assigned an inferior role to black participants and black themes. And even though the period of the so-called Harlem Renaissance witnessed considerable gains, it was not until the advent of the Federal Theatre Project in 1935 that blacks were afforded their first extended opportunity in the professional theater. The pivotal role that this New Deal offshoot played in the development of black theater will provide the backdrop for this course, although pre-Federal Theatre traditions will be discussed. The major focus of the course, however, will be on examining contemporary black plays. Such an examination will involve the reading of playscripts, criticism, and history, and provide an opportunity to attend and critique black theater productions. Visiting speakers will include artists who have played a role in the development of black theater and individuals who have made scholarly contributions to the field. Lindsay Patterson's Black Theater: A 20th Century Collection of the Work of Its Best Playwrights, which includes plays by James Baldwin, Charles Gordone, Langston Hughes, and LeRoi Jones, will be the basic text, and one paper and two exams will be required. Papers may be research-oriented or strictly interpretative; individual topics will be open to student-teacher agreement. Exams will be essay in form.

54201 Changing Patterns of Work and Leisure [3 units]

General Education: Social Science
Area of Concentration: Human Studies
10 weeks, begins 1st 5 weeks

Barbara Chrispin
F, 12:00-3:00 p.m.
SC B135
Lower Division

Several novels about working life, past and present, will be read and discussed from an interdisciplinary perspective involving sociology, psychology and economics. Topics to be included are: Work Expectations and Job Satisfaction; Education and Life Choices; Occupation and Social Mobility; and the Quality of Working Life and Family Life. The student

will be expected to compare different work settings and to discuss changes that have taken place in the working world. A final paper on a topic of the student's choosing will be required.

54202 Community Psychology: Theory and Fieldwork
[4 units]

General Education: Social Science
Area of Concentration: Human Studies
10 weeks, begins 1st 5 weeks

Bev Palmer
MW, 2:40-4:40 p.m.
SC E153
Lower or Upper
Division

This is an introduction to community psychology which will involve you in theories and methods for mobilizing community resources in order to promote individual and group growth. The first five weeks of this module will involve intensive in-class experiences and a short quiz on community psychology theory. During the second five weeks students will plan an action research project and be involved 10 hours per week in agencies in the field and with supervisors carrying out their project. A final paper on the student's project will be required at the end of the 10 weeks. This module, when combined with "Attitudes and Opinions" and "Small Groups," covers the same material as a course in social psychology.

54293 Conflict and Conflict Resolution [2 units]

Area of Concentration: Human Studies
5 weeks, begins 1st 5 weeks

Bev Palmer
MW, 10:40-12:40
SC E143
Upper Division

Have you ever wondered what causes differences of opinion, family arguments, international disputes? We will examine conflict from an interdisciplinary perspective and explore productive and destructive ways of handling conflict. An individualized final product (paper, presentation, film, etc.) in which you express and integrate your learnings from this module will be required. This module is one of several offerings by the Human Studies faculty this year which deals with the theme of war, conflict and aggression. Prerequisite: An introductory course from one of the disciplines in Human Studies (e.g., anthropology, biology, psychology, social and behavioral sciences, sociology).



54203 Contemporary Marriage and Family Life [2 units]

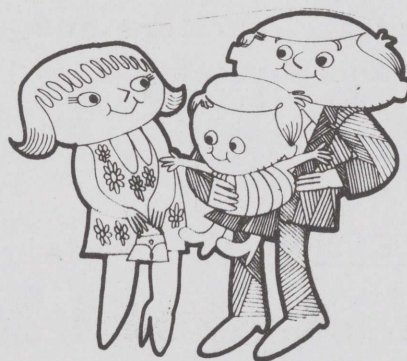
Fumiko Hosokawa &
Sandy Orellana
MWF, 1:20-2:30 p.m.
SC E139
Lower Division

General Education: Social Science

Area of Concentration: Civilizations; Human Studies

5 weeks, begins 1st 5 weeks

This module will focus on some of the problems associated with a modern marriage in contemporary society and the types of family relationships that develop to deal with these problems. The family unit has gone through many changes since the beginning of the industrial revolution. We will study how various changes in society have affected the structure and composition of the family today and made relevant a number of issues that affect family records such as birth control and abortion. We will examine these issues in a comparative context so that one can see how various types of contemporary families approach the same problems. This module will heavily emphasize role playing, where students will be enacting roles as family members and dealing with some of the typical problems that confront individuals in contemporary society. Through role playing individuals should gain a realistic perspective of family relationships and responsibilities. Some of the other relationships that can be enacted through role playing are the following: pre-marital relationships, extra-marital relationships, and ex-marriage relationships. Some of the topics we can discuss within the family setting are: family finances, preparation for marriage, marriage itself, home ownership, and divorce.

54193 Continental Drift and Plate Tectonics [2 units]

Jamie Webb
MWF, 1:20-2:30 p.m.
SC E153
Upper Division

Area of Concentration: Environmental Studies;
Science, Technology & Society
5 weeks, begins 2nd 5 weeks

An exploration of the evidence both pro and con for continental drift and plate tectonics; an analysis of the implications for geology. Prerequisite: "Introduction to Geologic Formations" or other introductory geology or geography class.

54209 Democracy in America [4 units]

General Education: Social Science
 Area of Concentration: Human Studies
 10 weeks, begins 1st 5 weeks

Alan Fisher
 TTh, 12-2:00 p.m.
 SC B135
 Lower Division

The first part will be a discussion of the concept of democracy, what it meant classically and what it means today, specifically, what adjustments have to be made for modern America. Then we shall look at some basic American institutions--Congress, the Presidency, Courts, parties, public opinion, bureaucracy, schools, and ask (a) how they should function according to our notion of democracy, (b) how they actually function, (c) why the disparity with the model. Where possible, we shall try to suggest ways to change, or to keep what we think is right. After providing a brief historical and demographic framework, I shall turn the course over to the students. Except for a brief lecture on each topic, students will work in small groups and, after meeting with me, will be responsible for supplementing the lectures, raising and answering questions, and leading discussions with the rest of the class, each student picking an area of interest. The purpose of the course is to introduce the American political system and to encourage ways of thinking about how democratic our system is and what might be done about the system.

54404 Differentiation [2 units]

General Education: Basic Subjects
 5 weeks, begins 2nd 5 weeks

Fred Zemke
 MWF, 12-1:10 p.m.
 SC D138
 Lower Division

Differentiation of algebraic functions and elementary applications to curve plotting, optimization and physics. This is the second five weeks of the College Math sequence.

54294 Directed Research in Ethnology [4 units]

Area of Concentration: Civilizations; Human Studies
 10 weeks, begins 1st 5 weeks

Sandy Orellana
 MW, 9:20-10:30 a.m.
 SC E139
 Upper Division

Students will investigate a particular culture of their choice in relation to a common theme which will be established by the group during the first meeting of the module. This module is designed for students in advanced standing who have had previous work in the social sciences. We will meet fairly regularly to discuss the progress of research which may involve fieldwork and/or documentary studies.

54401 Dramatic Improvisation [3 units]

General Education: Basic Subjects
10 weeks, begins 1st 5 weeks

Bruce Tracy
TTh, 10:00-12:00
ERC G141
Lower Division

This course offers you weekly exposure before two video cameras in a variety of speech activities including workshop exercises, monologues, short scenes and group improvisations. The first class each week will be video-taped in its entirety (on two cameras and recorders); in the second class we will review and analyze that week's taping. Each student will learn to operate all the equipment, and tapes will be kept for a week to permit individual review.

54302 Enjoyment of Music [2 units]

General Education: Humanities
10 weeks, begins 1st 5 weeks



Ken Gash
T, 12-1:40 p.m.
Room TBA
Lower Division

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.

54191 Environmental Sciences Seminar [2-3 units]

Area of Concentration: Environmental Studies;
Science, Technology & Society
6 weeks, week 1 plus weeks 6-10

Bob Giacocie
M, 2:40-5:40 p.m.
SC D154
Upper Division

This seminar will allow us to focus on current issues relevant to environmental affairs. It will operate in typical seminar format: each student will choose or be assigned one or more topics which he/she will research in depth using the current literature (journals, magazines, newspapers). Then he/she will give a formal presentation of each topic in class and lead any subsequent class discussion of it: a written version of each seminar topic is also due at the end of the quarter. One week prior to his/her presentation, the student is expected to provide the class with a few readings pertinent to the topic to be discussed. At the first class meeting each student will choose or be assigned a seminar topic/topics. We will then break until week 6, at which time the formal seminar presentations will begin. The first four weeks of the quarter will be used by each student to research seminar topics. Bob will be available during this time to provide suggestions and assistance in seminar preparations. The broad subject category on which the seminar will focus will be decided at the first class meeting (week 1) by group consensus. Students will be permitted to enroll in this seminar for a maximum of 4 times,

provided the subject focus is different for each. The assignment of 2 or 3 units will be determined by breadth and difficulty of the seminar topic and by the degree of seminar participation.

54801 Experiential Education

Al Thompson
TBA

Open to Small College Students Only
10 weeks, begins 1st 5 weeks

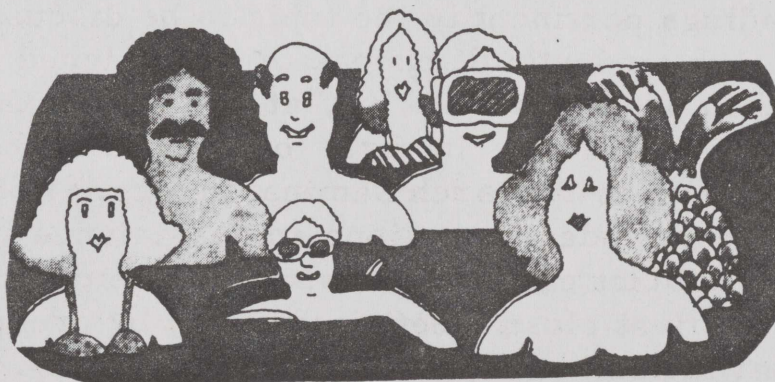
Experiential Education refers to a variety of learning experiences outside the formal classroom for which students may earn academic credit. These learning experiences may be included within (but not limited to) the following categories: Internships; Work-Experience; Field-Experience; General Learning; and Past Experience. Sixteen units will ordinarily be the maximum total allowable for Experiential Education. The student makes a contract with the Coordinator which clearly specifies, in performance terms, the learning goals to be met by the student and how meeting these goals will be evaluated. This course can only be taken on a Credit/No Credit basis.

54101 Heredity and Evolution [4 units]

Bob Giacocie
TTh, 12-2:00 p.m.
SC E139
Lower Division

General Education: Natural Science
10 weeks, begins 1st 5 weeks

How have the life forms of the earth come to be so diverse? What mechanisms have enabled them to remain well-adapted to the environments in which they live despite drastic changes in those environments over time? These questions and others will be considered in our discussions of evolutionary theory and the genetic basis of evolutionary change. We will begin with a brief history of the idea of evolution followed by a critical examination of the scientific basis for evolutionary ideas. A mid-term and final exam plus one short paper (3-5 pages) are required. Those of you who have taken "The Origin and Evolution of Life" with Jack and Bob will not receive additional credit for this module.



54303 History of Modern Thought I [4 units]

General Education: Humanities
 Area of Concentration: Civilizations
 10 weeks, begins 1st 5 weeks

Jerry Turbow
 MWF, 12-1:10 p.m.
 SC E153
 Lower Division

This course will provide an introduction to the ideas that have formed and defined Western Civilization in its "modern" phase through close reading and studying of seminal authors and their noteworthy achievements. There will be a maximum of class discussion. Some of those to be studied: Machiavelli, Erasmus, Luther, Calvin, Descartes, Pascal, Hobbes, Locke, Pope, Montesquieu, Rousseau, Voltaire, Burke.

54391 History Plays: Drama as Literature and as History [4 units]

General Education: Humanities
 Area of Concentration: Civilizations
 10 weeks, begins 1st 5 weeks

Lois Feuer
 MWF, 1:20-2:30 p.m.
 SC D138
 Upper Division

History plays pose interesting problems, as literature and as history. As literature, they must shape messy history into coherent art; as history, they speak about the time in which they were written, as well as about the time about which they were written. We'll examine these problems by reading some history plays and discussing them in light of readings in the history of the times they deal with, so the student of literature and the student of history both ought to find their interests addressed. We'll be reading plays ranging from the ancient Greek to the modern world, including several by Shakespeare, Galileo by Brecht, Luther by John Osborne, and The Crucible by Arthur Miller. This is a course for students with previous college level work in literature (or history), or permission of the instructor.

54102 Human Sexual Function [4 units]

General Education: Natural Science
 10 weeks, begins 1st 5 weeks

Jack Hazelrigg
 M, 6-9:30 p.m.
 SBS E016
 Lower or Upper
 Division

Human Sexual Function offers non-science students an introduction to the anatomy and physiology of human reproduction. This module will emphasize the physical and current biological aspects of human reproduction, including: 1) a thorough examination of the anatomy and physiology of both the male and female reproductive systems; 2) examples



of abnormalities in the sexes and sexual response; 3) methods of birth control and their impact on society; 4) discussions of the symptoms, etiology, and treatment of various venereal diseases; 5) an overview of pregnancy and prenatal development; 6) lectures and readings in human genetics; and 7) a discussion of human birth defects as a consequence of environment and heredity. A field trip to Fairview State Hospital is included in this course. Students are expected to attend this field trip which will take three hours of one morning.

54802 Independent Study

Staff
TBA

Independent Study is an individually-designed course of study on a topic which the student wishes to pursue in some depth and in which the instructor is prepared to suggest a course of study (readings and/or projects) and to meet with the student regularly. Students may contact 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 book, course, article, previous research, or instructor--that suggested this study, the method of inquiry, and the nature of the evaluable product. The instructor will then specify the learning objectives, the mode of evaluation, and the number of units to be awarded for this study.

54304 Interrelations of Music, Art and Literature from
the Renaissance to Napoleon [4 units]

Jerry Turbow
TTh, 10-12:00
SC E143
Lower or Upper
Division

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

The enormous changes in Europe from the Renaissance to the French Revolution and Napoleon have been reflected in art, music, and literature. In this course we shall study the arts as they relate to one another and as they react to common cultural, social, and political forces. Representative composers, artists, and writers will be studied in concrete terms as the contemporaries they were as we proceed through the periods of the Renaissance, Mannerism, the Baroque, the France of Louis XIV, the Age of the Enlightenment, the Rococo, and the Classical. Some of those to be studied: Leonardo, Palestrina, Monteverdi, Rubens, Shakespeare, Rembrandt, Moliere, Purcell, Vermeer, Bach, Watteau, Voltaire, Handel, Hogarth, Pope, Mozart, Goya, Schiller. The course will parallel History of Modern Thought I and students are encouraged to take the courses concurrently. Students may write a paper dealing with material in both courses. Records and slides will be utilized throughout the course.

54402 Introduction to BASIC Computer Programming
[2 units]

Ken Gash
TTh, 9-10:00 a.m.
NSM B339
Lower Division

General Education: Basic Subjects
5 weeks, begins 1st 5 weeks

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 as a group for the first week in the module, and thereafter will meet as a group only once each week. Students will be expected to pace their work and finish assignments at the computer center. The module is mostly self-paced and the students will be expected to work at a pace so that they can finish the assigned problems at the computer center in the five week period. The weekly group meetings are for the purpose of introducing new concepts in programming and for group discussions of programming problems that have come up. Each student should consult with the instructor any time difficulties arise so that the work can be finished on time. 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, iteration and subscripted variables. The last problem will be one which the student and the instructor devise together and will presumably be connected to the student's interests.

54103 Introduction to Geologic Formation [2 units]

Jamie Webb
MWF, 1:20-2:30 p.m.
SC E153
Lower Division

General Education: Natural Science
5 weeks, begins 1st 5 weeks

An introductory module dealing with physical aspects of the earth, rocks and minerals, landforms, structures, and their origins.



54205 Introduction to Psychology [4 units]

General Education: Social Science
 Area of Concentration: Human Studies
 10 weeks, begins 1st 5 weeks

Bev Palmer &
 Sandy Wilcox
 MWF, 1:20-2:30 p.m.
 SC E143
 Lower Division

This is an introductory course, covering general areas in psychology: development, physiology, motivation, learning, cognition, perception, personality and social psychology. In this module you will be working at your own pace, not the pace of other students in the class. Many students think self-pacing and independent study means a chance to go at a slower pace than they would in a regular class. Often this slower pace results not from individual differences in learning rates but from individual differences in motivation. In this course, there will be many incentives to motivate you to work at an accelerated rather than a slower pace. Some of these incentives are: A) specific deadlines for chapter mastery to give you initial reinforcement, which motivates you to continue, B) a method for continuously charting your progress, and C) enrichment activities for those students who are maintaining an average or accelerated pace. In other words, this is not a course for students who do not want to become totally involved in their learning, committed to working in class and out of class at least five days a week, and motivated to master the material as thoroughly and rapidly as possible. This course provides an opportunity for you to do all of the above by allowing you to take an active role in the learning process; to become an independent learner, not just during your college years, but throughout your lifetime.

The chapters will be covered in the same sequence as presented in the textbook, Psychology and Life, Brief 8th Edition, by Ruch and Zimbardo. When you have demonstrated mastery of Chapter 1 you can move on to Chapter 2, and so forth. You can demonstrate that you have mastered a chapter and are ready to study the next chapter by passing a chapter progress check. Attendance at the class sessions is required. If you miss any of the sessions, you will begin to fall behind and will soon be dropped from the class.

54204 Introduction to Transactional Analysis [4 units]

Area of Concentration: Human Studies
 10 weeks, begins 1st 5 weeks

Hymen Goldman
 TTh, 4-5:40 p.m.
 SC D154
 Lower or Upper
 Division

Transactional Analysis, a method of understanding human behavior developed by Eric Berne, consists of four major components: structural analysis, transactional analysis, game analysis and script analysis. Structural analysis introduces the student to an understanding of the

functioning of the three ego states, Parent, Adult, and Child, that are postulated as comprising the human personality. Transactional Analysis deals with the three facets of communication that are set to occur whenever two or more individuals are interacting with each other. The three modes of communication are complimentary, crossed, and ulterior transactions. Game analysis is the method of identifying a major method that individuals use in structuring time in order to assure themselves of adequate stroking according to the patterns of living taught to them at an early age. Script analysis identifies the overall life motifs or themes, that an individual chooses at an early age on the basis of the options available pertaining to his or her family interaction patterns. These patterns fix an existential life position that explicitly, or most often implicitly reflects what in T.A. is called an okness or, not okness of self and others. Students completing this introductory course will develop facility in utilizing structural, transactional analysis, game and script analysis as a preliminary basis of instituting behavior change within themselves if they so choose. Students completing this course will be eligible, if they desire, for regular membership in the International Transactional Analysis Association since the course material will include all that is given in the standard Transactional Analysis 101 course.

54104 Introduction to Weather and Climate [3 units]

Jamie Webb
MWF, 10:40-11:50 a.m.
SC E153
Lower Division

General Education: Natural Science
Area of Concentration: Environmental Studies;
Science, Technology & Society
10 weeks, begins 1st 5 weeks

A survey of fundamental meteorological and climatological processes and principles.

54295 Karl Marx [3 units]

Fumiko Hosokawa
TTh, 12-2:00 p.m.
SC D138
Upper Division

Area of Concentration: Human Studies
5 weeks, begins 1st 5 weeks

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.

54305 Knowledge and Reality: Basic Philosophical Problems [4 units]

Grahame Weinbren
TTh, 12-2:00 p.m.
SC E153
Lower Division

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

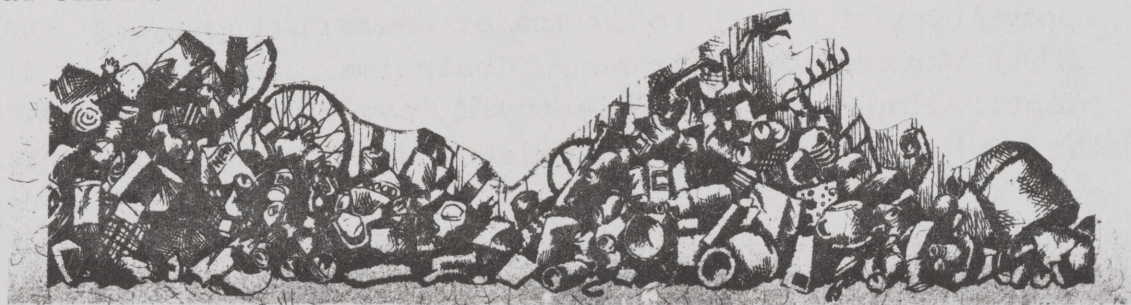
Many introductory philosophy courses stress the content of philosophy, concentrating on ideas about the nature of man and the world presented by the Great Thinkers. In this course, we will study some well-known works of philosophy, but our focus will be on style and technique rather than content. Philosophers usually attempt to convince readers that what they say is true: in other words, they argue for their beliefs. We will look at how arguments work, starting with the assumption that a successful argument is a chain of thought which generates a new idea from something we already know. A successful argument can generally be adapted for use in another place, and one of the ways to understand the workings of a particular argument is to apply it in an area we are familiar with. Accordingly, one thing students will do in the course will be to apply some techniques of argumentation to everyday situations. Another will be to analyze the arguments of some non-philosophical writers (e.g., Freud, Hitler, and Mao) searching for weaknesses and strengths. This will be a challenging course, but if it is successful it should prove to be of some value both inside and outside future philosophical endeavors.

54502 Limits to Growth [5 units]

Bob Giacocie
TTh, 10-12:00
SC D154
Lower Division

General Education: Natural Science (3 units) and
Social Science (2 units)
10 weeks, begins 1st 5 weeks

The American ideal has long been limitless growth. Is this still (or has it ever been) a valid national priority? We face potential limits on resources--natural, technological, population, etc. How do we as a society recognize such a limit and how should we respond to it? What are the environmental, economic and political consequences to responding or not responding? This module will assume a lecture-discussion format with heavy emphasis on discussion. You will be encouraged to critically evaluate what you think, read and hear, and you will have ample opportunity to do so. In addition to active class participation, you will be required to write a critical review of the limit of some resource as well as a final exam.



54406 Linear Equations [1 unit]

General Education: Basic Subjects
5 weeks, begins 2nd 5 weeks

Fred Zemke
MWF, 9:20-10:30 a.m.
SC D138
Lower Division

Solving and graphing linear equations. This is the second five weeks of the Math Skills sequence.

54306 Literature in World Scripture [5 units]

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

Bruce Tracy
TTh, 8-10:00 a.m.
SC D154
Lower or Upper
Division

Using the Viking World Bible as its main text, this course will survey the major world scriptures (including the Upanishads, the I Ching and the Tao Te Ching, the Bible, the Qu'ran, etc.) through lectures by the instructor and a variety of guest scholars. Each student will be guided into intensive study of one or more of these sacred books (including consultation of secondary sources), which will culminate in an extensive (10-20 page) exploratory research paper. Students who have taken "Literature in the Bible" may take this course for credit, though they may not use the Bible for their paper.

54192 Man and Environment in the Southwest [4 units]

Area of Concentration: Civilizations; Environmental
Studies; Human Studies; Science, Technology &
Society
10 weeks, begins 1st 5 weeks

Jamie Webb
TTh, 10-12:00
SC E153
Upper Division

A time depth study concentrating on the evolution of the relationship between man and his physical environment from the Late Pleistocene to the present.

54392 Meaning and Being: Analytic Philosophy Since 1900 [4 units]

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

Grahame Weinbren
MW, 12-2:00 p.m.
SC B135
Upper Division

The concept of meaning is central in an investigation of the human mind (man confers meaning on sounds and images) and the concept of being central in an investigation of reality (everything real has being). Not

surprisingly, therefore, these two concepts have become the axes of recent philosophical inquiry as it is practised by mainstream western thinkers. This course will follow the development of Anglo-American philosophical writing since the turn of the twentieth century, emphasizing the two topics which are mentioned in the course title. Movements which we will deal with include logical atomism, logical positivism, and ordinary language philosophy.

54105 Methods and Logic of Problem Solving [4 units]

Ruth Hsiung
MWF, 1:20-2:30 p.m.
SC D154
Lower Division

General Education: Basic Subjects
Area of Concentration: Science, Technology &
Society
10 weeks, begins 1st 5 weeks

We are constantly faced with problems of different kinds and out of necessity we all have developed our own techniques in problem solving. In this module we will attempt to systematically study problem solving techniques used in different disciplines. Concepts of algorithm, system analysis, and flow charting will be introduced. These techniques will be used to outline trivial as well as relevant problems to train ourselves in thinking systematically. The application of these techniques in decision making, computer programming, mathematical modeling will also be presented.

54307 Mexican and Spanish Contemporary Poetic Experience [3 units]

Raul Aceves
Th, 2-5:00 p.m.
SC E153
Lower or Upper
Division

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

The poetic experience in many respects can be otherwise identified as the unamerican experience. American machismo tends to isolate poetry away from the intellectual mainstream. Poetry is the lifeline of our daily experience. It is the most precise and most concise expression of language. It is as much a part of your life as "Blue Monday" and "loud colors." It is reasonable in an unreasonable way. It is rational however irrational it may appear in format. Learning is diverse; it has no barriers and is under no one's domain. This class is about poetry-- about, believe it or not, Mexican and Spanish poetry. It is about the poetry of Octavio Paz, THE poet in contemporary Mexico. It is about the Spaniards Garcia Lorca and his playful and metaphysical penetration into his use of symbols in language. It is about Miguel Hernandez and his ideological Marxist-socialist poetry. It is about Juan Ramon Jimenez

and his world of color. It is an exploration into the creative process of language as expressed in the universal expressions of "foreigners" who in fact do think and intellectualize and create. This class is not an exercise for the statistical analysts who are computing their benefits of academia in terms of fiscal equations, but for those who want from life just a little more than just credit and money.

54308 Myth and Literature: The Major Patterns [4 units]

Lois Feuer
MWF, 10:40-11:50 a.m.
SC D138
Lower Division

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

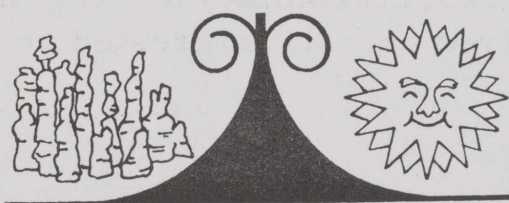
Symbolic patterns, images and characters (sometimes called archetypes) recur in the mythology, literature and dreams of people from all ages and countries. This class explores some of the major patterns (such as the journey, the life of the hero, creation, death and rebirth), and asks questions about where these patterns came from, what some common examples are, how they get into myths, literature and dreams, and whether studying them can tell us anything about the shape of human experience and the structure of literature. We'll try to get at these patterns several different ways, using the perspectives that psychology (Jung), the epic (The Odyssey), the Bible, Medieval romance (Sir Gawain and the Green Knight), drama (Macbeth) and fiction (A Portrait of the Artist as a Young Man) have to offer. While part of the class consists of readings and class discussion, students will have the opportunity to pursue a brief research project independently. This project will examine the pattern(s) in one of the readings or in a work (fairy tales, movies, current events, historical episodes, set of song lyrics, poems) of the student's own choice. The course is designed as an introductory one, so no previous college work in literature is required. Students who want to count this class as upper division may do so by completing some advanced-level assignments. Students who have taken The Great Archetypes class may not take this course for credit.

54405 Numeric Skills [1 unit]

Fred Zemke
MWF, 9:20-10:30 a.m.
SC D138
Lower Division

General Education: Basic Subjects
5 weeks, begins 1st 5 weeks

Negative numbers, fractions, and substitution in formulae. This is the first five weeks of the Math Skills sequence.



54491 Peer Tutoring [1-3 units]

Staff

TBA

10 weeks, begins 1st 5 weeks

Upper Division

Students may apply to tutor for modules by contacting the module instructor. Tutors are also needed for helping students with basic skill development such as study skills, English skills, math skills. Training and evaluation sessions will be held at intervals during the quarter.

54492 Peer Tutoring in Writing [1-3 units]

Staff

TBA

10 weeks, begins 1st 5 weeks

Upper Division

Students in this module will meet once a week to discuss issues and problems in the teaching of composition. Students who have completed their Small College Writing Adjunct requirement and have passed a screening procedure may earn additional units serving as a peer tutor in the Writing Adjunct program.

54106 Physical Science I [6 units]

Ken Gash &

Ruth Hsiung

Area of Concentration: Environmental Studies;
Science, Technology & Society

MWF, 9-10:30 a.m.

NSM B339

10 weeks, begins 1st 5 weeks

Lower Division

This course is the second in the Physical Science package for students entering a field of concentration in Science, Technology and Society, Environmental Studies, and certain aspects of Human Studies. It is a team taught course which will integrate the study of chemistry and physics. The method of instruction will be problem-solving oriented and the students will be required to do a reasonable amount of work outside of the normal class hours. Prerequisites: Energy & Life and BASIC.

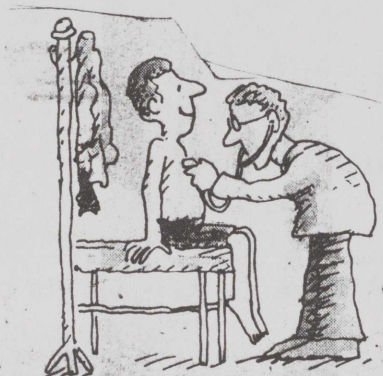
54899 Physician's Assistant Program

Barbara Chrispin

Bob Giacocie

Area of Concentration: Human Studies

The Physician's Assistant Program is offered within the Human Studies Area of Concentration. This program is offered jointly by the Small College and Charles R. Drew Postgraduate Medical School. Admission into the program is contingent upon formal acceptance of the student by Drew and successful completion of 30 units of General Education courses in required areas. Interested students should talk to either



Barbara Chrispin or Bob Giacocie for more information. The purpose of the program is to train physician's assistants, within the guidelines set forth by the California State Board of Medical Examiners, whose primary function will be to provide direct patient care under the direction and supervision of a physician. Upon completion of the program and certification by the California State Board of Medical Examiners, the graduate is eligible to work in doctor's offices as Assistants to the Primary Care Physician.

54601 Political Participation I: Theoretical Perspectives
[4 units]

Alan Fisher

TTh, 10-12:00

SBS D115

General Education: Humanities; Social Science

Lower or Upper

Area of Concentration: Civilizations; Human Studies

Division

10 weeks, begins 1st 5 weeks

The purpose of the course is to raise questions and clarify notions of participation. Should everyone participate in decision making? Based on what criteria should restrictions be imposed? Who should not participate? Why not? Is democracy a workable system? And what is democracy? After an introductory free-for-all in which students will be asked to suggest personal theories of participation, we shall focus on a number of theories by examining some of the most seminal thinkers in the Western and American tradition, particularly Plato; also Aristotle, Hobbes, Locke, Rousseau, Jefferson, Mill, Lenin, and Dewey. Approaches will vary from the idea that there should be only one participant decision-maker, to participatory democracy. This course is geared toward providing a theoretical framework. In a subsequent course, for which this course will be a prerequisite, we shall be reading about empirical studies of participation and each student will examine some specific aspect of participation, some projects involving participation in community organizations.

54206 Popular Psychology [4 units]

General Education: Social Science
10 weeks, begins 1st 5 weeks

Sandy Wilcox
MWF, 9:20-10:30 a.m.
SC E143
Lower Division

What does psychology have to say about current personal and social issues of concern to students? Pop Psych is a liberal arts introduction sampling areas of psychology of special interest to students who do not need to establish a strong groundwork in psychology for later study. (They can take the course, but it does not replace "Introduction to Psychology" and won't count towards the Human Studies Area of Concentration.) Possible topics from "Traditional Disciplines" could be selected according to the class interest from: (1) Social and Personality: Interpersonal Attraction, Conflict Resolution, Personal Space, Personality Tests, (2) Experimental Psychology: Theories of B. F. Skinner, Organization and Mnemonics in Memory, Problem Solving Strategies, (3) Abnormal Psychology: Homosexuality and criminal behavior as tests of the abnormal psychology framework, R. D. Laing and the plight of "Modern Man," (4) Developmental Psychology: Adolescence, maturity and aging--continuing interest in the development of crises throughout the life span, and (5) Physiological: Biofeedback, Pain Control, Acupuncture.

54296 Questionnaire Writing [2 units]

General Education: Social Science
Area of Concentration: Human Studies
10 weeks, begins 1st 5 weeks

Sandy Wilcox
T, 12-2:00 p.m.
SC D154
Upper Division

Many students beginning Thematic Projects expect to gather information using "questionnaires" but have had no experience with them. This class is meant to help students who may not know what a questionnaire actually is, what different kinds there are, what kinds of questions each answers, and how to properly sample using a questionnaire. The student can write his/her own questionnaire as the final project for the course. You should not sign up for this class if you have already had "Attitudes and Opinions."

54603 Religion and Politics [4 units]

General Education: Social Science; Humanities
Area of Concentration: Civilizations; Human Studies
10 weeks, begins 1st 5 weeks

Alan Fisher
W, 2:40-6:00 p.m.
SC D154
Upper Division



The course is a survey of some of the central approaches of Western religion to secular power and society. Readings will cover all three

major American religions, with a slight emphasis on the Reformed Protestant tradition. Readings will be from both Testaments, Augustine, Aquinas, Calvin, Anabaptists, Quakers, the Social Gospel, Niebuhr, Berrigan and Heschel. (Don't let the names frighten you.) Basic themes include war-force, tolerance versus imposition, social ethics-justice. No special background is required. Students will write a paper on some thinker or theme that is of interest. The purpose of the course is to acquaint us with a (religious) tradition that has been a dominant motif in Western history, and to help us start thinking about politics with a new frame of reference.

54393 Representations of Self: The Writer and his Work
[3 units]

Marilyn Sutton
TTh, 10-11:40 a.m.
SC D138
Upper Division

Area of Concentration: Civilizations
5 weeks, begins 1st 5 weeks

In this module we will explore some of the many possible relations between a writer and his work. We will study the use of personae as well as the forms of confession, diary, monologue, and autobiographical novel in the attempt to construct a definition of autobiography as a genre. Course readings will include Augustine, Confessions; Ben Franklin, Autobiography; James Joyce, Portrait of the Artist as a Young Man; Eldrige Cleaver, Soul on Ice; as well as selections from Rousseau, Browning, and T. S. Eliot. Two writing assignments will be required, one exploratory paper of 2-3 pages and a longer research of 5-7 pages to be submitted one week after the final class.

54409 Science of Measurement [4 units]

Ken Gash
M, 1:20-2:30 p.m.
W, 1:20-3:50 p.m.
NSM B339
Lower Division

General Education: Basic Subjects
Area of Concentration: Environmental Studies;
Science, Technology & Society
10 weeks, begins 1st 5 weeks

This module will explore the area of data collection and measurement. In order to begin solving problems in any discipline, the first step is usually the collection of reliable data. More often than not the collection of data introduces a whole new set of problems. The module will have relevancy in the areas of natural and social sciences.

54407 Scientific Calculations [1-2 units]

General Education: Basic Subjects
5 weeks, begins 1st 5 weeks

Fred Zemke
Th, 2-4:00 p.m.
SC D138
Lower Division

This course will cover specific computational techniques of use to students in the natural sciences, including scientific notation and the use of tables.

54341 Seeing Through the Eyes of a Mathematician
[4 units]

General Education: Humanities; Basic Subjects
10 weeks, begins 1st 5 weeks

Fred Zemke
MWF, 2:40-3:50 p.m.
SC D138
Lower Division

An introduction to the use of logic and abstraction in mathematics. Intended for any student who is curious about the mental visions of a mathematician.

54297 Sociology of Dance [4 units]

Area of Concentration: Civilizations; Human Studies
10 weeks, begins 1st 5 weeks

Fumiko Hosokawa
TTh, 10-12:00
SC E139
Upper Division

Through film, readings and performances we will study the social function of dance across societies, the changing aspects of dance over time, and the social meaning and value of dance to groups of people. This is a class in which we will study dance in societies from an academic point of view rather than a performance standpoint. Dance has existed among groups of people since antiquity, but its functions, its style, and its value has gone through many changes. We will study the rich varieties of dances that exist in other cultures, but we will also examine the social significance of dance in our contemporary society. A wide range of dance types will be examined and compared as we try to understand the social institution of dance as it has developed, giving a distinct status and role to the many varieties of dances that do exist.



54410 Study Skills [1 unit]

General Education: Basic Subjects
5 weeks, begins 1st and 2nd 5 weeks

Lois Feuer &
Ruth Hsiung
TBA
Lower Division

This is a module designed to help you master some of the skills necessary for getting the most out of your classes and doing your best in them. Some of the topics covered are: What to do in Class (listening, talking, note-taking), How to Read a Textbook (or any other book), How to Organize a Paper, How to Take Exams. This module is given as a self-taught one using a programmed text, weekly assignments (many pertaining to other classes you're now taking) and small group discussions with the instructors. The class is given on a CR/NC basis only.

54207 Subject Matter of Sociology [3 units]

General Education: Social Science
10 weeks, begins 1st 5 weeks

Fumiko Hosokawa
MW, 9-10:30 a.m.
SC E153
Lower Division

This module is an introduction to the discipline of sociology. We will focus on some of the basic concepts that are used by sociologists which are essential to understanding the subject matter of this area. Such concepts as role, norm, status and interaction will be defined, analyzed, and later applied to various areas within sociology such as the family, ethnic groups, social stratification. We will discuss what sociologists study, how they study social phenomena, and why they do so. Hopefully the student will develop a sociological perspective and a general knowledge of the discipline of sociology from this module.

54309 The Surrealist Experience [4 units]

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

Jerry Turbow
MWF, 10:40-11:50 a.m.
SC B135
Lower or Upper
Division

Surrealism dominated the art world in the 1920's and 1930's. But its influence extended well beyond the confines of art. The Surrealists sought by various means to prove the subconscious the better to resolve the conditions of dream and reality into a "super-reality." We shall study the manifestations of Surrealism in painting, sculpture, music, literature, theatre, and films of the era between the world wars. We shall also study the Surrealists in their attempts at political action in order to improve society. We shall therefore study the interrelations of the arts, politics, and ideas. Attention will also be paid to Surrealism as it exists today. Readings will include examples of DADA, the

Manifestoes of Surrealism by André Breton, writings by such artists as Dali and Duchamp, and plays by Jarry, Apollinaire, Cocteau, and Tzara. Possible connections will be sought to the dominant literature of the era by such authors as Gide, Proust, Eliot, Stein, Lawrence, and Woolf. Surrealist art will be studied by use of slides.



54891	<u>Thematic Project Proposal [2 units]</u>	Staff
54892	<u>Thematic Project Fieldwork/Research</u>	TBA
54893	<u>Thematic Project Final Product</u>	

A Thematic Project is an individually-designed and substantial body of work on a particular theme. The theme or topic is chosen by the student. The body of work can include courses and fieldwork or research as appropriate, and must end with the preparation of an "evaluable product"--that is, a long paper, film, dramatic production, set of demonstrable competencies--something that the faculty can look at and evaluate.

Doing a Thematic Project lets the student plan and carry out a learning experience of his or her own choice. The student will benefit in several ways: by learning to work on his or her own; from the sense of mastery and achievement gained; by developing a set of skills applicable to future academic and professional work; and, in many cases, from involvement in fieldwork which leads to future employment.

Normally, Thematic Projects have four parts: the student begins by writing a proposal; he then does the fieldwork and/or research and coursework; finally, he prepares the evaluable product. Small College students must complete a Thematic Project in order to graduate.

When you've earned about 60 units in the Small College, you should begin thinking about what you want to do your Thematic Project on. Some students have specific projects already in mind. If you don't have a project in mind, you should at least have a general area of interest; go talk with faculty members in that area, and see if together you can come up with a workable idea. You should find one faculty member who will agree to guide you as your Thematic Project advisor.

With the help of your advisor, prepare a Thematic Project proposal. After your proposal is acceptable to your advisor, you submit it to the Thematic Project Committee. The Committee will judge it according to the following guidelines:

- I. The proposal must be written clearly and effectively, so that a reader can understand what you will be doing, and so the proposal can serve as a map by which you will move through the project.
- II. The proposal must:
 - Define or state a problem worthy of investigation, and tell why you think it's worth doing.
 - Define the reasonable limits of solving the problem or project.
 - Suggest the probable means of solving the problem or doing the project, and in what order these means will be employed.
 - Through describing the evaluable product, make clear how your work

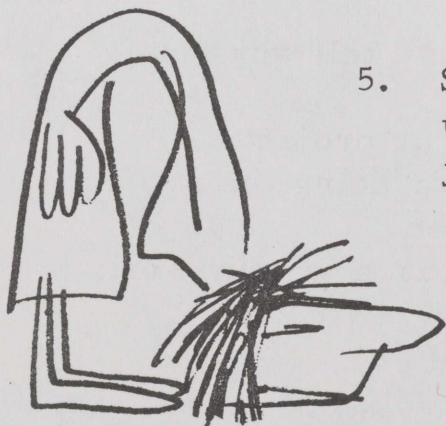
is to be judged: that is, state by what means the faculty can tell what you've done, how you've done it, and how well you succeeded.

III. The proposal must include each of the following:

1. A cover page indicating the project title, the proposed completion date (approximate), the name of the student, and the name--and signature--of the Thematic Project advisor. The advisor's signature signifies his approval of the proposal and judgment that it meets the criteria for acceptable Thematic Projects.
2. Description of the project, its background, and its relationship to the rest of the student's program. That is, explain what you're planning to do; the origin and development of the idea for the project; how the project relates to your academic, vocational, and/or personal goals. Notice that, though the Thematic Project must relate to something in your life, that something need not be (though it can be) your academic area of interest.
3. Statement of the objectives you hope to achieve as a result of doing the Thematic Project.
4. Outline of the learning methods to be used in accomplishing the project. In general this will include three things:
 - a. Coursework -- a list of the courses you expect to count toward the Thematic Project, including, as appropriate, experiential education, independent study, Small College and large college courses. Explain the relevance of the courses to your project when this is not immediately obvious.
 - b. Fieldwork and/or research -- a list of the types of activities you expect to undertake, together with proposed unit totals for each (see 5 below): e.g., library research, interviewing, internship, etc.
 - c. Description of the final evaluable product (and unit total)

Note: Since the Thematic Project proceeds in stages, with earlier work providing the basis for later work, you must indicate how the components of your project done earlier will contribute to those done later.

5. Statement, approved by the advisor, of the proposed range of units the student will expect for each part of the Thematic Project:



- a. Proposal (2 units)
- b. Coursework
- c. Fieldwork/Research
- d. Final Product



Note: Except in the case of coursework, the advisor must explain or describe the basis on which the units are assigned. In general, "one quarter's work by a student in a normal-intensity course is worth four units" is the basic guideline. This basic 4 units/course can vary according to the amount of time a student spends, intensity of the work he does, the number of different kinds of educational experiences he has, the amount of intellectual growth he shows.

The Thematic Project Committee may suggest revisions of these policies as experience shows us they're needed. However, no revisions will be applied retroactively--that is, no student whose proposal has already been accepted will have to redo it, nor will already-awarded units be revoked.

Please sign up for Thematic Project Fieldwork/Research if you are doing it. You should sign up for Thematic Project Fieldwork/Research with the faculty member best suited to help you. This is very important. Though you may feel you can work on your own, you may at some time need help; and, since the college has to account for faculty members' time, if you aren't signed up, the faculty member may not have enough time to work with Thematic Project students. Also, signing up helps us get data on how much faculty time goes into helping students with Thematic Projects; this data will help us improve the program.

You will be expected to meet with your advisor each quarter that you have thematic project work in progress. Prior to module sign-up, you will contract with your advisor to complete a segment of work on your project during the following quarter. At the completion of the quarter, your advisor will write an anecdotal evaluation of your progress and you will receive an "SP" grade for the number of units earned. These "SP" grades will accumulate on your Permanent Record Card until your final evaluable product is submitted. At that time, a letter grade will be assigned to these units, based on your advisor's written anecdotal evaluations and the recommendation of the Thematic Project Committee.

Note: A fuller description of Small College policy on Thematic Projects may be found in "Everything You Always Wanted to Know About Thematic Projects," available in the Small College office.

54107 Time and Timing Devices [2 units]

General Education: Natural Science
5 weeks, begins 1st 5 weeks

Ruth Hsiung
MWF, 10:40-11:50 a.m.
SC D154
Lower Division

Time always poses a puzzling question to human beings because of man's inability to stop, reverse, lengthen, shorten, or in short, control it. In this module, we will discuss the concept of time in the physical and biological world, the relation of time and space, the periodic phenomena in nature, and various timing devices used over the years, for example: pendulum, sun dial, clock, atomic clock, etc. There will be only one test for this module. In addition, students are to write a paper on some topic related to time or to make a device that will tell time. Other than regular lecture, we will also visit the Museum of Science and Industry and Griffith Observatory. Both have collections on ancient timing devices. This is a general education module for students with little science background.

54310 Transcendental American Visionaries: Whitman, Melville, Emerson [4 units]

General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

Bruce Tracy
TTh, 12-2:00 p.m.
SC E143
Lower or Upper
Division

In preparation for America's Bi-Centennial, we shall glance back a century to one of our literature's most distinctive movements, transcendentalism: one whose vision proffers greatness toward our nation's future, have we but eyes to see and ears to hear. After sampling major writings by three great Americans--Walt Whitman, Herman Melville, and Ralph Waldo Emerson (and others of that era)--we shall investigate the relationship between their "transcendent vision" and America's current crisis. Extensive source reading and a single extensive (10-20 page) exploratory research paper are required.

54602 Two Revolutions: The English and the American [4 units]

General Education: Social Science; Humanities
Area of Concentration: Civilizations

David Heifetz
MWF, 9:20-10:30 a.m.
SC B135
Lower or Upper
Division

We shall examine the meaning of the term "revolution" and explore some of the problems of employing it in historical analysis. Our case studies will be the English and the American Revolutions. The emphasis will be on the case studies during which we shall try to identify what made England and America ripe for revolution. Most of the class time will be taken up with discussions of the concepts and arguments cast up by the five or six texts required for the course. The lectures, if any, will be brief. There will be two 3-5 page papers required.

AMERICAN REVOLUTION

54208 The Urban Poor [4 units]

General Education: Social Science
10 weeks, begins 1st 5 weeks

Al Thompson
MW, 8:30-10:30 a.m.
SC D154
Lower or Upper
Division

This course will focus on urban problems and planning as they effect the economic, psychological and social circumstances that surround the poor in America. The thesis that poverty is both relative and absolute will be examined while developing and suggesting effective strategies and models for change. The objective of the course is to develop an understanding of the factors involved in the creation and perpetuation of poverty, against solutions and change strategy.

54210 Urban Racial Violence in the 20th Century
[4 units]

General Education: Social Science
Area of Concentration: Civilizations; Human Studies
10 weeks, begins 1st 5 weeks

Ron Ross
MWF, 2:40-3:50 p.m.
SC E139
Lower or Upper
Division

The highly publicized 1968 Kerner Commission Report on civil disorders concluded that this nation was "moving toward two societies, one Black, one White--separate and unequal." The fact that American society had long been dividing along racial lines, particularly after the massive black migrations to northern cities in the early 1900's had exacerbated this division, was generally ignored by the commission. This course will attempt, therefore, to identify and analyze the forms and manifestations of urban racial violence in the century. In addition to examining the actual riots themselves, including the major upheavals of the 1960's which compelled President Johnson to appoint a commission to study them, the student will have an opportunity to choose from autobiographies, novels, essays, newspaper accounts, and oral histories in his quest to understand the urban matrix which produced such disparate uprisings as East St. Louis in 1917, Watts in 1965, and Detroit in 1967. Kenneth Clark's Dark Ghetto, The Autobiography of Malcolm X, and Joseph Boskin's Urban Racial Violence in the Twentieth Century will be the basic texts, and one paper and two exams will be required. Papers may be research-oriented or strictly expository; individual topics will be open to student-teacher agreement. Exams will be essay in form.



54108 Vision [2 units]

General Education: Natural Science
5 weeks, begins 2nd 5 weeks

Ruth Hsiung
MWF, 10:40-11:50 a.m.
SC D154
Lower Division

This is a comprehensive module concerned with the physical processes that take place in and around a human eye which enable us to see. The three main topics to be discussed are: 1) the property of light, 2) the geometric optics in an eye, and 3) color vision. This is a module designed for students with little background in physics. Students may take this to fulfill the natural science basic studies requirement. There will be a comprehensive test and a paper on some related topic.

54411 Writing Adjunct [2 units]

General Education: Basic Subjects
10 weeks, begins 1st 5 weeks

Staff
TBA
Lower Division

The Writing Adjunct is an individualized composition course which involves a combination of group meetings, workshops and individual appointments. A required organizational meeting for all Writing Adjunct students will be held on WEDNESDAY, OCTOBER 1, at 12:00 noon. At this meeting, you can sign up for an individual appointment during the first two weeks of the quarter in order to establish your writing adjunct file. The meeting will be held in Room SC N104.

There will be class meetings for each writing adjunct level; times will be announced at the first organizational meeting. Students will meet for individual conferences weekly and attend workshops throughout the quarter.

The following modules will offer Writing Adjuncts fall quarter:

Abnormal Psychology
Ascent of Man
Black Theater
Changing Patterns of Work & Leisure
Community Psychology: Theory & Fieldwork
Directed Research in Ethnology
History of Modern Thought I
History Plays: Drama as Literature and as History
Interrelations of Music, Art and Literature from the Renaissance to Napoleon
Limits to Growth
Literature in World Scripture
Meaning and Being: Analytic Philosophy Since 1900

Myth and Literature: The Major Patterns
Political Participation I: Theoretical Perspectives
Religion and Politics
Representations of Self: The Writer and His Work
Subject Matter of Sociology
Surrealist Experience
Time and Timing Devices
Transcendental American Visionaries: Whitman, Melville, Emerson
Vision

FIRST ORGANIZATIONAL MEETING: WEDNESDAY, OCTOBER 1
12:00 noon, Room SC N104



you pick

	General Education						Area of Concentration			
	Level	N.S.	S.S.	Hum.	B.S.	Elec.	Civ.	S, T&S	H.S.	E.S.
Abnormal Psychology	UD		X						X	
Algebra	LD				X					
Ancient Civilizations: Aztec State	UD						X		X	
Art and Its Objects	LD			X			X			
Ascent of Man	LD		X				X	X	X	
BASIC	LD				X					
Black Theater	LD/UD			X			X		X	
Changing Patterns of Work & Leisure	LD		X						X	
Community Psychology	LD/UD		X						X	
Conflict & Conflict Resolution	UD								X	
Contemporary Marriage & Family	LD		X				X		X	
Continental Drift & Plate Tectonics	UD							X		X
Democracy in America	LD		X						X	
Differentiation	LD				X					
Directed Research in Ethnology	UD						X		X	
Dramatic Improvisation	LD				X					
Enjoyment of Music	LD			X						
Environmental Sciences Seminar	UD							X		X
Heredity and Evolution	LD	X								
History of Modern Thought I	LD			X			X			
History Plays	UD			X			X			
Human Sexual Function	LD/UD	X								
Interrelations of Music/Art/Lit	LD/UD			X			X			
Introduction to BASIC	LD				X					
Introduction to Geologic Formation	LD	X								
Introduction to Psychology	LD		X						X	
Introduction to Transactional Analysis	LD/UD								X	
Introduction to Weather & Climate	LD	X						X		X
Karl Marx	UD								X	
Knowledge and Reality	LD			X			X			
Limits to Growth	LD	X	X							
Linear Equations	LD				X					
Literature in World Scripture	LD/UD			X			X			
Man & Environment in Southwest	UD						X	X	X	X

	General Education						Area of Concentration			
	Level	N.S.	S.S.	Hum.	B.S.	Elec.	Civ.	S, T&S	H.S.	E.S.
Meaning and Being	UD			X			X			
Methods/Logic of Problem Solving	LD				X			X		
Mexican & Spanish Poetic Exp.	LD/UD			X			X			
Myth and Literature	LD			X			X			
Numeric Skills	LD				X					
Peer Tutoring	UD						X	X	X	
Physical Science I	LD							X		X
Political Participation I	LD/UD		X	X			X		X	
Popular Psychology	LD		X							
Questionnaire Writing	UD		X						X	
Religion and Politics	UD		X	X			X		X	
Representations of Self	UD						X			
Science of Measurement	LD				X			X		X
Scientific Calculations	LD				X					
Seeing Through Eyes of Mathematician	LD			X	X					
Sociology of Dance	UD						X		X	
Study Skills	LD				X					
Subject Matter of Sociology	LD		X							
Surrealist Experience	LD/UD			X			X			
Time & Timing Devices	LD	X								
Transcendental Amer. Visionaries	LD/UD			X			X			
Two Revolutions/English & American	LD/UD		X	X			X			
Urban Poor	LD/UD		X							
Urban Racial Violence in 20th Cent.	LD/UD		X				X		X	
Vision	LD	X								
Writing Adjunct	LD				X					



IMPORTANT DATES

Friday, September 19, 10 a.m.	Towne Meeting
Friday, Monday & Tuesday September 19, 22 & 23	Mentoring for All Small College Students
Monday, Tuesday & Wednesday September 22, 23 & 24	Registration for All Students
Monday, September 29	First Five-Week Period Begins
Friday, October 3	Last Day to Add Large College Classes; Last Day to File for March Graduation
Friday, October 17	Last Day to Drop Large College Classes
Friday, October 31	First Five-Week Period Ends
Monday, November 3	Second Five-Week Period Begins
Tuesday, November 11	Academic Holiday, No Classes
Thursday & Friday November 27 & 28	Academic Holidays, No Classes
Thursday, Friday, Monday, Tuesday December 11-12, 15-16	Large College Final Exams
Tuesday, December 16	Second Five-Week Period Ends



THE SMALL COLLEGE FACULTY

BARBARA A. CHRISPIN (1973) Director, Associate Professor
B.A., 1964, M.A., 1965, University of Illinois; Ph.D., 1971,
University of California, Los Angeles.

LOIS J. FEUER (1972) Assistant Professor
B.A., 1967, University of Arizona; M.A., 1968, Ph.D., 1972,
University of California, Irvine.

ALAN M. FISHER (1975) Assistant Professor
B.A., 1963, M.A., 1964, Brooklyn College; Ph.D., 1974,
University of California, Berkeley.

KENNETH B. GASH (1967) Associate Professor
B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.

ROBERT V. GIACOSIE (1973) Assistant Professor
B.A., 1964, M.S., 1967, Rutgers University; Ph.D., 1972,
University of California, Los Angeles.

JUDITH V. GRABINER (1972) Assistant Professor
B.S., 1960, University of Chicago; M.S., 1962, Radcliffe Graduate
School; Ph.D., 1966, Harbard Graduate School. [On leave Fall
Quarter 1975]

DAVID L. HEIFETZ (1975) Lecturer
B.A., 1966, Reed College; M.A., 1969, Ph.D. Candidate, University
of California, Irvine.

FUMIKO HOSOKAWA (1972) Assistant Professor
B.A., 1969, California State University, Long Beach; M.A., 1971,
Ph.D., 1973, 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.

SANDRA L. ORELLANA (1973) Assistant Professor
B.A., 1963, M.A., 1965, M.A., 1969, Ph.D. Candidate, University
of California, Los Angeles.

BEVERLY B. PALMER (1973) Assistant Professor
A.B., 1966, University of Michigan; M.A., 1969, Ph.D., 1972,
Ohio State University.

MARILYN P. SUTTON (1973) Assistant Professor
B.A., 1965, University of Toronto; M.A., 1969, Ph.D., 1973,
Claremont Graduate School.

ALMOSE A. THOMPSON (1975) Lecturer
B.S., 1962, University of California, Los Angeles; M.A., 1970,
California State University, Long Beach; Ed.D., 1972, University
of California, Los Angeles.

BRUCE P. TRACY (1970) Associate Professor
A.B., 1962, Eastern Nazarene College; M.A., 1966, Ph.D., 1971,
Michigan State University.

GERALD TURBOW (1975) Lecturer
B.A., 1953, M.A., 1959, University of California, Los Angeles;
M.A., 1960, Harvard; Ph.D., 1965, University of California, Los
Angeles.

JAMIE L. WEBB (1975) Assistant Professor
B.A., 1968, Colorado College; M.S., 1971, Ph.D. Candidate,
University of Arizona.

GRAHAME R. WEINBREN (1975) Lecturer
B.A., 1968, University College, London; Ph.D. Candidate, State
University of New York at Buffalo.

SANDRA WILCOX (1972) Assistant Professor
A.B., 1964, University of California, Berkeley; M.A., 1966,
Ph.D., 1972, University of California, Los Angeles.

FRED ZEMKE (1974) Assistant Professor
B.A., 1970, Reed College; M.A., 1973, Ph.D., 1975, Claremont
Graduate School.

PART-TIME FACULTY

RAUL ACEVES (1970) Assistant to the President;
Director of College Community Relations
B.S., 1958, University of California, Los Angeles; M.E., 1965,
Loyola University; M.A., 1972, New York University, Madrid,
Spain; Ph.D. Candidate, New York University.

JACK E. HAZELRIGG (1972) Assistant Professor
B.S., 1966, M.A., 1969, California State University, Long
Beach; Ph.D., 1973, University of California, Riverside.

EMORY H. HOLMES (1972) Dean of Student Affairs
B.A., 1954, Tennessee State University; Ed.D., 1972, University
of California, Los Angeles.

RONALD P. ROSS (1975) Lecturer
B.S., 1964, University of Wisconsin-Milwaukee; A.M., 1968,
Ph.D., 1972, University of Southern California.



Arrange Your Schedule Here

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:10	8:00-9:40	8:00-9:10	8:00-9:40	8:00-9:10
9:20-10:30		9:20-10:30		9:20-10:30
	10:00-11:40		10:00-11:40	
10:40-11:50		10:40-11:50		10:40-11:50
12:00-1:10	12:00-1:40	12:00-1:10	12:00-1:40	12:00-1:10
1:20-2:30		1:20-2:30		1:20-2:30
	2:00-3:40		2:00-3:40	
2:40-3:50		2:40-3:50		2:40-3:50
	4:00-5:40		4:00-5:40	
4:00-5:10		4:00-5:10		4:00-5:10

