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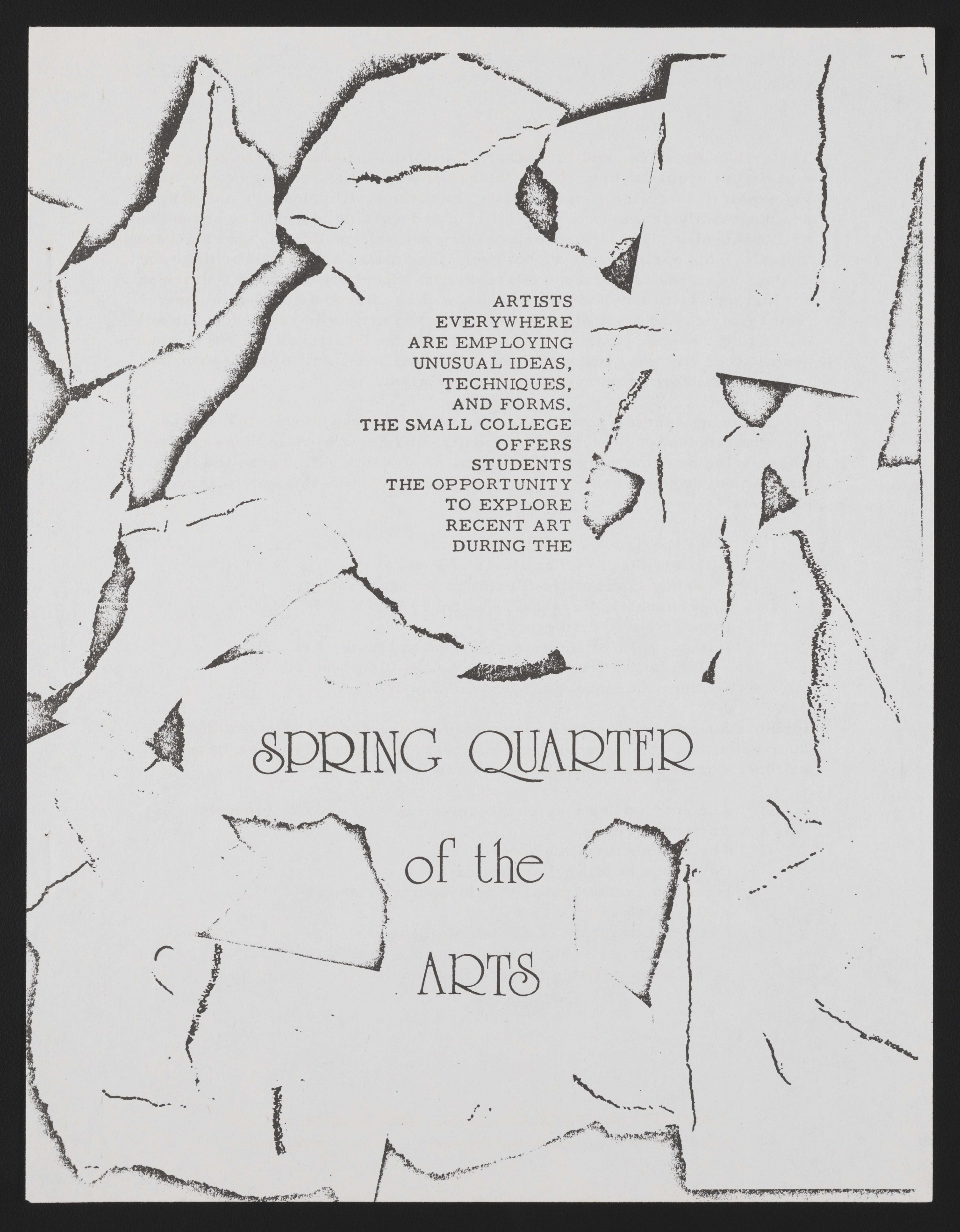
SMALL COLLEGE



SPRING QUARTER **1976**

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

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

The background of the entire page is a collage of torn, aged paper. Overlaid on this are dark, expressive charcoal or pencil lines that create a sense of movement and depth. Some lines are straight and angular, while others are curved and fluid, resembling gestural sketches or perhaps the edges of torn paper. The overall effect is one of raw, creative energy.

ARTISTS
EVERYWHERE
ARE EMPLOYING
UNUSUAL IDEAS,
TECHNIQUES,
AND FORMS.
THE SMALL COLLEGE
OFFERS
STUDENTS
THE OPPORTUNITY
TO EXPLORE
RECENT ART
DURING THE

SPRING QUARTER

of the
ARTS

The arts in America, and in Southern California especially, are going through a period of revitalization. Nevertheless, many of the exciting new ideas being explored by contemporary artists, musicians, film-makers and dancers are not readily available to people living and working in a city as spread out as Los Angeles. Performances are often not well publicized, and inaccessibly distant. This spring quarter, however, the Small College will bring to the campus an intense experience of recent art. Specially designed courses in art history, criticism and appreciation will be offered as well as a guest lecture series and a set of workshops with two artists in residence. In addition to the course designed particularly for the Quarter of the Arts, a number of other courses, many of them in Civilizations, will provide valuable background information suggesting new relationships.

The following courses provide the core of the Spring Quarter of the Arts. Though a student could schedule the entire quarter's work in these courses (there being no scheduling conflicts), many students will choose to take a smaller emphasis to enhance their program in Civilizations or to serve as electives.

Art Experience Workshops

Larry Stein -- The Music of Sounds

Nancy Buchanan -- Performance Workshop

Experimental, Personal, Visionary Film

Popular Arts in America

Post World War II: Interrelations of Music, Art and

Literature from Hiroshima to the Bicentennial

Southern California Art Scene: New Work II

Spring offerings are designed to complement the special programs of the Quarter of the Arts by providing the background knowledge necessary for a proper appreciation of new art work are listed below:

Ancient Civilizations of the Americas: Mixtecs & Zapotecs

Ancient Heritage

The Black American Writer

Development of English Drama

Issues in Contemporary Philosophical Thought--

Jose Ortega y Gasset

Wisdom Literature of the Middle East

Witchcraft, Astrology, Magic and the Decline of

Religion in Early Modern England

SPRING QUARTER MODULES

Abnormal Personality [4 units]

[Psychology 263--large college course]

Sandy Wilcox

TTh, 10-11:40 a.m.

SBS G022

Upper Division

Area of Concentration: Human Studies (Theory)

10 weeks, begins 1st 5 weeks

This is a large college course taught by a Small College instructor. Like all large college courses, it is open to interested Small College students. See large college catalog for description.

62691 Ancient Civilizations of the Americas:Mixtecs & Zapotecs [2 units]

Sandy Orellana

MWF, 10:40-11:50 a.m.

SC D154

Upper Division

Area of Concentration: Civilizations; Human Studies

5 weeks, begins 2nd 5 weeks

(Topics)

In this module we will examine the pre-Columbian Mixtec and Zapotec cultures of Mexico. This module is one in a continuing series in ancient American civilization. Each may be taken independent of the others. The focus in this course will be on the development of the great archaeological site of Monte Alban in Oaxaca and the origin of the Mesoamerican calendar and system of writing. We will also explore the Mixtec pictorial manuscripts which constitute the largest body of prehispanic writing presently in existence from the time period immediately preceding the Spanish Conquest.

62201 Ancient Heritage [4 units]

Jerry Turbow

Th, 8-11:40 a.m.

SC D138

General Education: Social Science

Area of Concentration: Civilizations; Human Studies

10 weeks, begins 1st 5 weeks

(Topics)

Lower or Upper
Division

Egypt, the Hebrews, Greece, Rome. We are children of the Ancients. In this course we shall trace the history and study the civilizations of the most important of the ancient peoples. Special attention will be paid to the contributions made by each culture to the resultant Western Civilization as we experience it.



ART EXPERIENCE: WORKSHOP I

LARRY STEIN is a percussionist, instrument builder and composer. He has performed throughout the United States with different ensembles, including the Cal Arts Percussion Ensemble of which he is the assistant director. In addition to his percussion compositions, he has written electronic works, and also soundtracks for several prize-winning films. He is founder and director of the Arts Circus, a multi-media group whose aim is to introduce the concepts of contemporary art to children and which has been touring Southern California for the past three years.

62311 The Music of Sounds [2 units]

General Education: Humanities
 Area of Concentration: Civilizations
 5 weeks, begins 3rd week of instruction

Larry Stein
 Th, 6-10 p.m.
 SC E139
 Lower or Upper
 Division

A 5-week intensive course taking a look at and a listen to environmentally available musical percussion instruments (such as pots and pans, automobile brake drums and springs, electrical conduit pipes, Leggs panty hose containers, etc.), and also some basic compositional ways of organizing these sounds into music (such as rhythm, talking and drawing). Examples of tuning and rhythm compositions will be demonstrated. Students will be required to collect a number of environmental sound generating objects (junk), design and build an effective instrument(s) with the class, and be involved in the creation and/or performance of music pieces for these instruments. For background, a taste of the music of 20th century American composers related to junk composition, as well as a bit of the music of India, Indonesia and Ghana related to varied compositional methods will be introduced. Some outside listening and reading will be required in these areas. No previous musical training is required. The only prerequisite is an open ear and an open eye. Class will meet for five consecutive weeks, including an all-day instrument building workshop.

ART EXPERIENCE: WORKSHOP II

NANCY BUCHANAN is an artist. She has been involved in performance work for the past five years, the plastic arts for much longer, and has exhibited widely. She has taught at the Woman's Building, and is currently coordinating a lecture series at the Los Angeles Institute of Contemporary Art. She received her M.F.A. from Irvine in 1971.

62312 Performance Workshop [2 units]

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

Nancy Buchanan
W, 10:30-12:10
SC E139
Lower or Upper
Division

In performance art, the artist and his or her activities create the physical presence of the piece. This and other art forms which are not dependent on the traditional "art object" will be explored in this studio workshop class. Various current forms, such as environmental art, conceptual and body art, in addition to performance, will be examined. Technical art training is not a prerequisite, as projects will be individualized and the focus will be on personal content. There will be opportunities to use video tapes in completing in-class presentations and students may participate in a public performance. The class will compile a source book of information on contemporary artists, and the class text is Henri, Total Art: Environments, Happenings and Performance.



62291 Attitudes and Opinions [4 units]

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

Sandy Wilcox
 MW, 10-12 noon
 SC E143
 Upper Division

This course will investigate attitudes and their development, measurement and modification. Topics will include theories of how attitudes are developed and maintained, principles of persuasion and attitude change, methodology of attitude measurement, and the relationship of attitudes and social issues. The course will use an experimental psychological approach and so it would help the student to have had another course in psychology already. The text for the course will be Triandis, Attitude and Attitude Change. Over the quarter the students will be required to write 3 short papers, in addition to a midterm and final exam.

62202 Awareness of Social Norms [2 units]

General Education: Social Science
 Area of Concentration: Human Studies (Topics)
 5 weeks, begins 2nd 5 weeks

Fumiko Hosokawa
 MWF, 2:40-3:50 p.m.
 SC E143
 Lower Division

Individuals in our society know how to interact with each other because they have been socialized to a set of cultural norms since early childhood that specify proper behavior. In this class we will see the significance of social norms and appreciate the part they play in our society as these norms are examined in non traditional ways. This is essentially a course introducing the student to the field of ethnomethodology, a fairly recent area in sociology, which concerns itself with how individuals in a given society establish routine ways of interacting and commonsense meanings that define what the social world is for individuals. The student will be expected to write a series of two-page papers for this module. Since this is a very brief introduction to ethnomethodology, students are encouraged to take additional classes in this area which are offered periodically in the Sociology Department. This class is contingent upon sufficient enrollment.

Basic Photography [4 units]

[Communications 275--large college course]

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

Ken Gash
 MW, 12-3 p.m.
 NSM B212
 Upper Division

This course will introduce you to the fundamentals of black and white photography. You will shoot assignments and then process the negatives, make

enlargements and mount the finished print. The use of exposure and focus control, principles of composition and techniques of printing will be stressed in this beginning course. Students must have a fully adjustable 35 mm or 120 camera.

62302 The Black American Writer [4 units]

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

Ron Ross
TTh, 4-6 p.m.
SC D154
Lower or Upper
Division

This course will introduce students to the literature of the black American writer. We will examine, therefore, a smorgasbord of literary genres: slave narratives, folk songs, autobiographies, essays, criticism, short stories, novels, and poetry. Within this fundamental framework, students will have an opportunity to read the literary outpourings of Frederick Douglass, Paul Laurence Dunbar, Richard Wright, Claude Brown, Alain Locke, W. E. B. DuBois, Jean Toomer, Zora Neal Hurston, Rudolph Fisher, James Baldwin, Ralph Ellison, William Wells Brown, Claude McKay, Countee Cullen, and Langston Hughes. We will also take a critical look at Saunders Redding's belief that "whatever else may be said of it, Negro writing in the United States has been from first to last a literature of necessity." In this regard, we will attempt to identify the matrix which produced such a literature. The course is open to lower and upper division students, although it is primarily recommended for underclassmen. The basic text will be The Negro Caravan: Writings by American Negroes, and class discussions will focus on selections from this work. In addition, students will be required to read one novel and give a class report on it. Other requirements include two essay exams and one paper; these papers may be research-oriented or strictly expository. Individual topics for the papers will be open to student-teacher agreement. There are no prerequisites for this course.

62401 Calculus II [4 units]

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

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

Techniques of integration: partial fractions, integration by parts, trigonometric substitutions. Applications of integration. Ordinary differential equations. Additional topics may be chosen from the calculus of several variables, or of complex variables, as time permits.

62203 Cognitive Development: Children Construct Reality [4 units]

Sandy Wilcox
MW, 1:20-3:50 p.m.
SC D154
Lower Division

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



Swiss psychologist Jean Piaget has investigated the progression in children's "construction" of reality. Children's belief systems about rules and morality develop with experience as do their concepts about physical reality and their social use of language. We will investigate these parallel developments, through Piaget's work, and through the products of the children themselves. Students planning to take the course should have "access" to a child around age 5 for observation projects. Over the quarter there will be 4-5 projects in which the student will observe the processes we are describing in class, language, morality and rules, logic, and reality, through the media of children's conversations, jokes, fantasies, reports.

62101 Color [2 units]

Ruth Hsiung
MWF, 10:40-11:50 a.m.
SC D138
Lower Division

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

The nature of color is discussed on the basis of the physical properties of light and the structure of the human retina. Topics include: brightness, hues, primary colors, complementary hues, additive and subtractive colors, color blindness, color systems, color photography, printing, television, laser, fiber optics, etc. This is an introductory module for students without science background. The final evaluation will be based on students' participation in class, reading of assigned textbook and articles, and a paper or a project on some topics related to this module.

Counseling Theories and Techniques [4 units]
[Psychology 265--large college course]

Bev Palmer
TTh, 12-1:40 p.m.
SBS B010
Upper Division

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

We will explore the process of becoming effective helpers, both for ourselves and others. We will learn about the various theories of counseling, especially psychoanalysis, behaviorism, and humanism. Then we will experience the essential elements of a helping relationship through tapes, movies, dyadic interactions, and readings.

With a
little help
from a
friend

- 62701 Dating the Past* [4 units] (no less than 2 units
in science) Jamie Webb
MW, 6-8 p.m.
General Education: Natural Science; Social Science SC E139
Area of Concentration: Science, Technology & Lower or Upper
Society; Environmental Studies; Human Studies Division
(Topics)
10 weeks, begins 1st 5 weeks

Archaeologists Mary and Richard Leakey recently announced the discovery of skeletal fragments of the oldest man, genus Homo, yet found dated at 3.35 to 3.75 million years ago. How was the age of the bones determined? What is their significance? Prehistoric Indians in the Southwest abandoned their homes around 500 years ago. Why? Of what relevance is this to modern man? Various dating methods have been used to determine the age of the earth, the initiation of life, the destruction of Greek towns by the eruption of Thera in 1450 B.C., and the authenticity of paintings by great masters. Chronological questions occur not only in science, but in art, and in the social sciences as well. Knowledge of chronological methods and their interpretation will enhance our comprehension of these questions. This course will examine various dating methods using examples from geology, the fine arts, archaeology, and other disciplines. Requirements: 3 short papers will be required of Lower Division students. Upper Division credit may be awarded for additional work to be arranged with the instructor. Though this course may not be counted by Human Studies people towards the method component, students planning a specialization in anthropology or archaeology with the Human Studies Area of Concentration may count this course in that specialization.

*This course will not study May-December romances.

- 62402 Debate [4 units] Bruce Tracy
TTh, 12-2 p.m.
General Education: Basic Subjects SC D138
10 weeks, begins 1st 5 weeks Lower Division

Formal debate offers you valuable training in critical thinking, verbal agility and the arts of advocacy. Accordingly, this module creates an environment in which you will learn to research a subject in depth, reason logically from premises to conclusions, build strong cases for your position and articulate your findings to a critical audience. We shall first select a topic together, conduct preliminary library research into that topic as a group (you will need to continue this research throughout the quarter on your own time), pair off into teams and have at it. (You will be practicing the American style of intercollegiate debate, with full constructive and rebuttal speech cycles.)

ENGLISH RENAISSANCE: LINKED COURSES

Studies in English History: Shakespeare's England
[4 units] [History 233--large college course]

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

John Auld and
Lois Feuer
MWF, 9:20-10:30 a.m.
SBS A104
Upper Division

AND

Development of English Drama [4 units]
[English 265--large college course]

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

Lois Feuer and
Lyle Smith
MWF, 10:40-11:50 a.m.
SBS A104
Upper Division

A pair of linked courses, designed to be taken together (although they are self-contained and a student may take only one) on one of the most exciting periods of English history, the late Tudor/early Stuart period (roughly 1558-1625). The history course will examine the reigns of Elizabeth and James by focusing on the topics of social and economic change, political issues, religious controversies, intellectual currents and foreign policy crises. The literature course will examine the works of Shakespeare's contemporaries in this golden age of English drama; we will read works by Marlowe, Jonson, Greene, Dekker, Beaumont and Fletcher, Webster and Ford. Students will be encouraged to apply the material of one course to the other; for instance, one of the concerns in the literature course will be the light the drama sheds on the social problems of its day.



62191 Environmental Perspectives II [5 units]

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

Bob Giacocie and
Jamie Webb
TTh, 10-12 noon
SC E143
Upper Division

Continuation of an interdisciplinary approach to the environment as a system. This quarter we will conclude our examination of the natural environment and then focus on the interaction between man and his environment. Environmental Perspectives II is required of those students who are pursuing areas of concentration in Environmental Studies. Since it is a continuation of Environmental Perspectives I, it must be preceded by it or its equivalent. During the quarter we will continue our basic readings in Watt supplemented with a number of readings from other sources. You will also be expected to prepare one major paper and you can elect to use it to satisfy a Writing Adjunct requirement.

62292 Ethnographic Fieldwork [2 units]

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

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

This is a beginning methodology class in which we will be learning about and actually doing anthropological and sociological fieldwork. The student will learn what an ethnography is and how to do one. Differences between an anthropological and sociological ethnography will be examined as well as the problems and difficulties that one can encounter in doing ethnographic fieldwork. This is a methodology course under the Human Studies Area of Concentration.

62204 Ethnology and American Society [4 units]

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

Sandy Orellana
MWF, 9:20-10:40 a.m.
SC D154
Lower Division

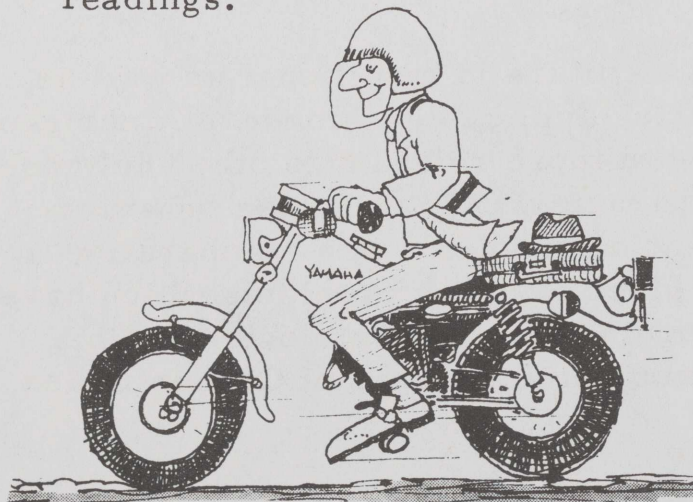
In this course we will study man and his culture in traditional as well as complex societies. Concepts and theories applicable to modern American life and institutions will be compared with those relevant to other cultures. We will seek to understand the basic characteristics of human behavior and to place contemporary American social problems in a comparative framework. Specific attention will be given to urban problems which have recently been of interest to both anthropologists and sociologists. This is an introductory course under the Human Studies Area of Concentration.

62801 Experiential EducationAl Thompson
TBAOpen 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.

62303 Experimental, Personal, Visionary Film
[1, 2 or 4 units]Grahame Weinbren
TTh, 10-12 noon
SC E139
Lower or Upper
DivisionGeneral Education: Humanities
Area of Concentration: Civilizations
10 weeks, Part I begins 1st 5 weeks, Part II
begins 2nd 5 weeks

A study of the use of film as a means of personal artistic expression, rather than a commercial entertainment medium. Two meetings each week, one in which films will be shown, one for a discussion of the films recently seen. Several film-makers will be guest lecturers as part of the visiting artists series, so interested students would be well advised to sign up for the Visiting Artist Series in addition to this course. For one credit, students need only attend the film showings of both modules; for two, they must complete two reviews and fulfill several reading assignments; for four, they must attend the discussion sessions in addition to the film showings and complete two reviews, several reading assignments, and a final paper. Students need not have taken "Experimental Film" during winter to register for this course. Upper division students will be expected to pursue topics in greater depth, concentrating more on background readings.



62304 Famous Ghosts in Literature [4 units]

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

Bruce Tracy
 T, 6-9:30 p.m.
 SC E139
 Lower or Upper
 Division

One outgrowth of today's fascination with death is a reawakening of interest in the subject of apparitions of the recently dead, a very common theme in literature. Through a close examination of such famous ghosts as the late King of Denmark (in Shakespeare's Hamlet), Miss Quint and Mr. Jessel (in Henry James' "The Turn of the Screw"), Christabel (in Coleridge's poem of the same name), Odysseus' mother (in Homer's Odyssey) and others--and through a comparison of these accounts with such autobiographical narratives as Emmanuel Swedenborg's Heaven and Its Wonders and Hell, William James's The Varieties of Religious Experience, C. G. Jung's Sermones ad Mortuos, Carlos Castaneda's Tales of Power and so forth--we shall endeavor to sift the relative verisimilitude of the literary evidences recording such paranormal phenomena. In addition to completing all the assigned readings, you will write thoughtful reading reactions on each and submit, by the end of the course, a 7-10 page research paper reflecting your reading and cogitations.

62192 Field Methods in Environmental Sciences [6 units]

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

Bob Giacocie and
 Jamie Webb
 TBA
 Upper Division

What is species diversity and how is it measured? How are density estimates made? How would you locate a point on a map when you are in the field? How can you find your way to the field and home again? Techniques used to solve these and other problems will be addressed in this field methods course. The course will include 3-4 field trips of varying lengths (at least 2 nights each). The first field trip will introduce students to various Southern California environments. Classroom time will average 2 hours per week. Students will be expected to complete an individual/joint project using various methods learned in class.



62293 Fieldwork in Deviance Research [4 units]

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

Fumiko Hosokawa
MW, 4-5:40 p.m.
SC D154
Upper Division

There are many deviance processing institutions in our society and agents who handle the norm violator. Students will be asked to select one of the following agencies to do their fieldwork in deviance research: Probation Department, Juvenile Courts, Police Department, Parole Office, Men or Women's Prison, Juvenile Camps, California Youth Authority Agency. Or students may study a particular group that is considered to be deviant in the eyes of the larger society such as drug users, gang members, gay people, professional criminals. In this 10 week module, the class will be divided into two parts. The first part will focus on making one's entrance into a deviant group or deviance handling institution for research purposes. We will be concerned with the nature of the group, the activities and goals of group members, the roles, status, norms of these groups as they make it either difficult or conducive to doing research. The first portion of the module will be basically lecture and discussion. We will meet regularly twice a week for these first 5 weeks. During the second 5 weeks students will be actively involved in doing fieldwork either at some deviance handling institution or with some deviant-defined group. We will meet at least once a week to discuss problems in doing research at these institutions and gathering data. Students will be expected to take fieldnotes and to select a research theme around which they will build their fieldnotes.

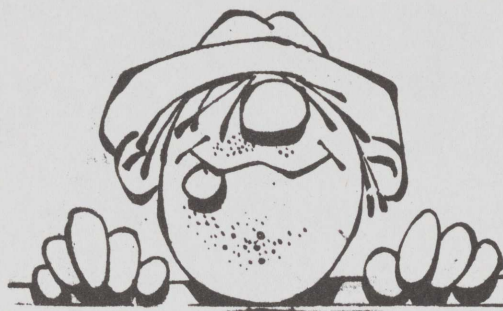
62102 Heavenly Bodies [2 units]

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



Ruth Hsiung
MWF, 10:40-11:50 a.m.
SC D138
Lower Division

This is an introductory module to astronomy for non-science students. Presented in this module are a brief history of the development of astronomy and a general description of the physical universe. The development of the concept of time is discussed in the light of the predictability of the motions of celestial bodies. Various historical theories of heaven will be examined and compared with the actual observations. The quantitative knowledge of our solar system will be introduced by applying some fundamental laws of physics. Some modern theory on the formation of the universe will also be explored. In addition, some simple experiments will be included.

62103 High Society [4 units]

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

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

What are drugs? What are their physiological effects on the human body? How are they abused? These and other questions will provide the primary focus for this module. In addition to examining those drugs which are generally considered to be physiologically harmful, i.e., heroin, LSD, marijuana, etc., we will consider the use and abuse of legalized drugs such as alcohol, aspirin, etc. Final evaluations will be based on one 5-7 page paper and a final exam.

62294 History and Systems of Psychology [4 units]

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

Jack Adams
 MW, 12-1:40 p.m.
 SC E143
 Upper Division

The study of the development of psychology as a discipline, and the influence of principal leaders on modern psychology.

62802 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 evaluation, and the number of units to be awarded for this study.

62403 Inferential Statistics [2 units]

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

Fred Zemke
 MW, 1:20-2:30 p.m.
 SC D138
 Lower Division

The use of statistical tests to make inferences: t-test, analysis of variance, chi squared test, correlation and regression.

62404 Infinity [2 units]

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

Fred Zemke
MW, 2:40-3:50 p.m.
SC E139
Lower Division

What is infinity? Is there more than one kind of infinity? Is it even possible for a finite creature like man to talk about infinity? Discover the realms of the infinitely large and the infinitely small in modern mathematics. We will study limits, infinitessimals, and the transfinite ordinals and cardinals.

62305 Issues in Contemporary Philosophical Thought--
Jose Ortega y Gasset [3 units]

General Education: Humanities
Area of Concentration: Civilizations

Raul Aceves
F, 9:20 a.m. -
12:20 p.m.
SC E143
Lower or Upper
Division

The class is designed to inquire into the philosophical and intellectual implications of some of the basic thoughts and writings of Jose Ortega y Gasset. Readings will include The Revolt of the Masses, The Dehumanization of Art, and Mission of the University. Selected related articles will be assigned. The class is intended to analytically explore the relationship between the written intellectual process of Ortega and his ties to our contemporary lifestyle. Major themes will include: liberal education, elites, art (painting and poetry), mass man as a parasite, authenticity, relevance and barbarity, opinion as B.S., the modern as nonsense and history as imperative. The class is open to both lower and upper division; however, the class will be conducted in seminar fashion. Discussion will be expected at all times. Reading assignments will be met upon dates set and summary of each assignment turned in and discussed on time.

Man and the Cosmos [4 units]
[Philosophy 102--large college course]

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

Grahame Weinbren
TTh, 12-1:40 p.m.
ERC D134
Lower Division

We are certain of many things. This course will examine that concept, asking whether and to what extent our certainty in the existence of time and space, of other people, of God and of our own minds, is justified. Reflection on these and similar ideas will introduce both some of the techniques and some of the substance of philosophical activity.

**Believe It
or Not!**

62405 Math Skills: Algebraic Expressions [2 units]

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

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

The concluding quarter in the Math Skills sequence: roots, radicals, rational expressions, quadratic equations.

62205 Methods in the Use of Computer to Perform Statistical Analysis [1 unit]

Area of Concentration: Human Studies (Electives)

Ruth Hsiung
Th, 2-4 p.m.
SC D138
Lower Division

This course teaches students how to use canned statistical programs that are available on several different computers, such as Timesharing System, Wang and PDP-1145 that is soon available to this campus. After completing the course, a student will understand some basic computer terminology, fundamentals in data processing and simple BASIC programming. Specific objectives for this course are, student (1) knows how to choose and use a canned statistical program in a computer, (2) knows how to create, use and manipulate a data file, and (3) is able to write a simple statistical program in BASIC to meet his/her needs.

62406 Peer Advising Training [2 units]

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

Bev Palmer
M, 12-2 p.m.
SC E153
Lower Division

Do you know all the opportunities that are available to you as a Small College student? Do you know what is necessary to receive present or past Experiential Education credit? Have you wondered about how to determine your postgraduate educational and career goals and how to plan a program of study to meet these goals? Are you confused about what is required for the thematic project? Have you found the Graduation Advisement forms difficult to fill out? Other students in the Small College probably also have these questions. Let's help each other maximize our experience in the Small College. In this module you will receive training in the information and skills necessary to help each other as Small College students. The module, Counseling Theories and Techniques, which is also being offered this quarter, is a useful companion module to this one, but is not a prerequisite. This module is available only for Small College students.



62491 Peer Tutoring in Writing [1-3 units]

10 weeks, begins 1st 5 weeks

David Heifetz and
Marilyn Sutton
TBA
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.

62104 Physical Sciences III [6 units]

General Education: Natural Science

Area of Concentration: Science, Technology &

Society; Environmental Studies

10 weeks, begins 1st 5 weeks

Ken Gash and
Ruth Hsiung
MWF, 9-10:30 a.m.
NSM B339
Lower Division

This course is the third in the Physical Science package for students entering a field of concentration in Science, Technology & 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: Physical Sciences II, Calculus.

62899 Physician's Assistant ProgramBarbara 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.

62206 Political Participation II: Activity [3 units]

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

Alan Fisher
 MW, 1:20-2:30 p.m.
 SC D136
 Lower or Upper
 Division

What goes on in politics behind the scenes? Is politics fixed? Are political actors crooks? Why do people participate in politics? What do they do? What is political participation? Students will be encouraged to participate directly. This is a propitious season for politics--the Presidential and senatorial primaries will be in full swing. Other alternatives are local community organizations--preferably those with an explicit political goal. After reading some of the empirical studies on political participation, we shall meet to exchange ideas about some of the written scholarship on participation and how it conforms to our personal experiences. Part of each class will be set aside to compare our experiences. There will be a quiz after the first set of readings and a paper based on the particular activity of the student.

62306 Popular Arts in America [4 units]

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

Jerry Turbow
 MW, 9-10:30 a.m.
 SC E153
 Lower or Upper
 Division

How do the movies, television, comics, popular music, and popular fiction fit into the grand scheme of life? We shall study the "popular arts" to see what light they throw on the history of their times. How do they relate to the "unpopular" arts, and to underlying trends, forces, and ideas? Phenomena to be studied include popular music (Tin Pan Alley, big bands, musical theatre, rock), popular theatre, the tabloid press, magazines, the mass media, comic books and comic strips, popular fiction (including westerns, detective novels, science fiction), the pulps, the phonograph, radio, television, the moving picture, sports, fads and hobbies, and Kitsch. We shall examine a new and exciting branch of social history that interests itself in the ramifications of mass consumption. There will be a 400+ page text with additional readings. Reports and papers will also be expected. Upper division will be expected to do more reading and produce papers of greater depth.



62307 Post World War II: Interrelations of Music, Art
and Literature from Hiroshima to the Bicen-
tennial [4 units]

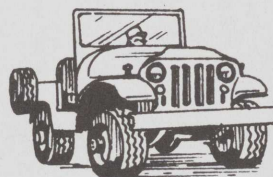
General Education: Humanities
Area of Concentration: Civilizations
10 weeks, begins 1st 5 weeks

Jerry Turbow
TTh, 12-2 p.m.
SC E153
Lower or Upper
Division

The enormous changes in the world since World War II 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. Studied will be such figures as Duchamp, Faulkner, Webern, Ives, Sartre, Hesse, Pollock, Messiaen, Camus, Bacon, Varese, Orwell, de Kooning, Rauschenberg, Cage, Beckett, Oldenburg, Boulez, Mailer, Warhol, Kerouac, Johns, Stockhausen, Solzhenitsyn, Vonnegut, the Beatles. Special attention will be paid to Existentialism, Abstract Expressionism, the Beat Generation, the Angry Young Men, the Sixties, the Seventies. Slides and musical examples used throughout course.

62208 Problems of Cities [4 units]

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



Al Thompson
MWF, 10:40-11:50 a.m.
SC E153
Lower or Upper
Division

This course shall take an in-depth look at some of the basic problems confronting our cities. Specific areas to receive coverage include the history of cities and urbanization; population movements and the accommodation of growth (Megalopolis); the problem of governance: the structure of urban governments, the ghetto, housing, poverty and unemployment (up against the system); urban education; problems of the environment: public vs. private interest, public service provision and the city of the future.

62295 Psychological Assessment [4 units]

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

Bev Palmer
TTh, 10-12 noon
SC E153
Upper Division

In this module we will learn how to use psychological tests and diagnoses, including intelligence, ability, interest, and personality tests. Some of the topics covered will be: different types of assessment, actuarial vs. clinical prediction, score interpretation, attributes of a psychological test, the ethics of psychological testing and psychological profiles. Four hours per week of class time will be devoted to lecture/discussion and

two hours per week of class time will be used as a laboratory. This module is recommended for students planning a career in counseling, school, or clinical psychology. Prerequisites: Statistics I is required; Neurosis and Psychosis or Abnormal Psychology or Theories of Personality are recommended.

62692 Selected Topics in Pre-Columbian Civilization
[2-4 units]

Sandy Orellana
T, 10-12 noon
SC D138
Upper Division

Area of Concentration: Civilizations; Human
Studies (Topics)

10 weeks, begins 1st 5 weeks

Students will investigate topics of their choice involving any New World early civilization. We will meet fairly regularly and try to develop a framework for research papers involving in-depth study. These papers should be around 20 to 25 pages for four units. Partial credit will be given for completing research preparation.

62296 Small Groups: Theory and Process [2 units]

Fumiko Hosokawa
T, 10-12 noon
SC D154
Upper Division

Area of Concentration: Human Studies (Topics)

10 weeks, begins 1st 5 weeks

This is a sociology module that will focus on the contributions that small group theorists have made to a study of group interaction and dynamics. The theorists that we will study will include the following: Homans, Lewin, Simmel and Bales. We will also look at the structure of small groups, seeing what roles can exist in a group, the types of norms that develop, the status of group members and the goals and expectations of the group as a whole and its individual members. This module is being offered in conjunction with Bev Palmer's Groups module and students are encouraged to take both to round out their perspective on groups.

62308 Southern California Art Scene: New Work II
[3 units]

Grahame Weinbren
T, 9-10 a.m.
SC E139
Lower or Upper
Division

General Education: Humanities

Area of Concentration: Civilizations

10 weeks, begins 1st 5 weeks

Students need not have taken part I to register for this course, nor need they have any prior knowledge of recent art. This course involves visiting galleries, museums and theatres when current art-work is displayed,

understanding some background reading and writing several reviews of the work seen. It may be taken in conjunction with the visiting artist series. Upper division students will be expected to pursue topics in greater depth, concentrating more on background readings.

62207 Student Political Rebellion [3 units]

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

Alan Fisher
MW, 12-1:10 p.m.
SC D154
Lower or Upper
Division

In the 1960's and early 1970's, many American students became politically active, for the first time in 30 years. Why were they quiet for so long? What happened to cause their activity? Who were the students who became involved? In what activities did they participate? What were they protesting? What has happened to student activism? Why are students today less politically active? How does CSCDH fit in? What can we expect in the near future? Students will write brief reviews of some of the literature and each student will write a paper in an area of interest. Upper division students will be required to review more of the literature. There will be an attempt to bring some former and present student activists to class to discuss their experiences.

62407 Study Skills [1 unit]

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



Lois Feuer and
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. Students who wish to take Study Skills should see Ruth or Lois during the first 2 weeks of class.

62297 Suburban Sociology [2 units]

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

Fumiko Hosokawa
MWF, 2:40-3:50 p.m.
SC E143
Upper Division

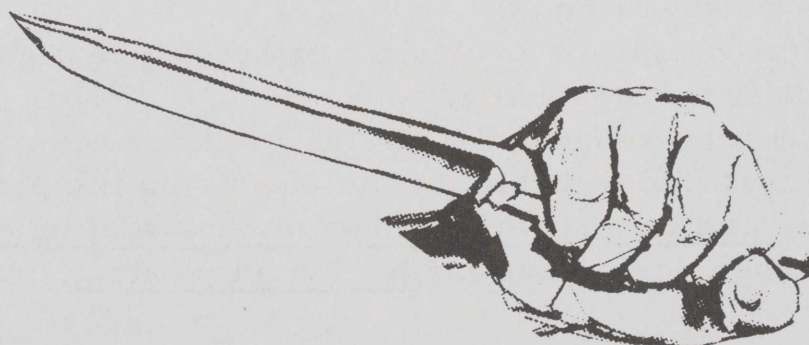
Much has been written about urban environments and how people exist in them but little attention has been given to life in the suburbs. This brief module will address itself to the suburban environment as a social entity. We will examine such things as the following: What types of people settle in the suburbs? How is the suburb different from the urban area? Future trends in suburban living. Some writers feel that the suburbs will soon look just like the urban environment with its overpopulation, high crime rate and fast pace of living. We will look not only at the social environment itself but also at the attitudes of people in the suburbs, their expectations, and their reasons for going to suburbia. Students who have taken urban sociology or a course dealing with the urban environment will find this course a useful and relevant complement.

62298 Suicide and Suicidology [4 units]

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

John Webb
MW, 8-10 p.m.
SC E139
Upper Division

Suicide has long been a taboo subject. Norman L. Farberow, suicidologist, has said, "One way to relieve the feelings around suicide is to see it in proper historical perspective, to recognize its pervasiveness and ubiquity. Seeing suicide in its various settings as it was influenced by the specific cultures gives one a deeper understanding of the role in social and individual affairs." The course will begin by familiarizing students with basic knowledge of suicidology, including the definition of suicide, a discussion of related behaviors, the present laws regarding suicide, and a brief history of the development of attitudes. Subsequent material covered will include suicide as it occurs in non-Western and Western cultures, suicide in different age groups, suicide as it affects survivors, the epidemiology of suicide in America, and the present phenomenon of increasing suicides among American youth. In addition community response to suicide will be examined in light of preventative measures. Requirements: Active participation in class, some short papers and a final exam.



62891	<u>Thematic Project Proposal [2 units]</u>	Staff
62892	<u>Thematic Project Fieldwork/Research</u>	TBA
62893	<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 course-work; 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

- 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.

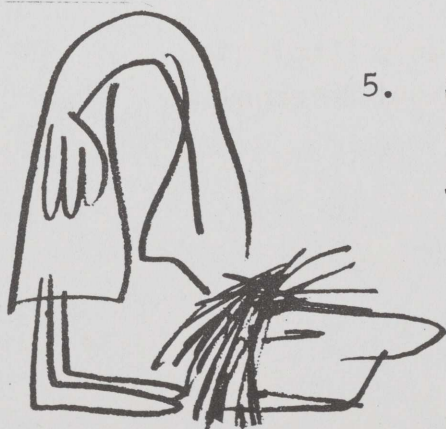
is to be judged: that is, state by what means the faculty can tell what you've done, how you've done it, and how well you succeeded.

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:



62309 The Visiting Artist Series: Performance,
Video and Film [1 or 3 units]

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

Grahame Weinbren
W, 1-4 p.m.
SC E153
Lower or Upper
Division

Each week a professional artist will show his or her 'non-static' art-work to the class. Students can receive one credit for merely attending the series, or three credits for undertaking background reading and writing critical reviews of the work shown. This course may be taken in conjunction with the Southern California Art Scene. Upper Division students will be assigned more reading and will be expected to approach the material with more critical, less appreciative eyes.

62310 Wisdom Literature of the Middle East [2 units]

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

Bruce Tracy
Th, 2-4 p.m.
SC D154
Lower or Upper
Division

A number of writers from the Middle East--such as Rumi (The Mathnawi), Attar (The Conference of the Birds) and others anthologized in such collections as Tales of the Dervishes (ed. Idries Shah) and Wisdom Stories for the Planet Earth (ed. Ira Friedlander)--utilize a pedagogical strategy reminiscent of the wisdom books of the Old Testament, the parables of Jesus and the teaching tales of the Plains Indians. In this module, we shall examine both the matter and the manner of such tales, recorded from the oral tradition. In addition, we shall compare their teachings with oral material deriving from the Jewish, Hindu and Buddhist traditions. You will read all the assigned materials, write thoughtful reading reactions on 12 tales of your choosing and submit, by the end of the course, a 7-10 page summation of some particular aspect of your studies.

62601 Witchcraft, Astrology, Magic and the Decline of
Religion in Early Modern England [4 units]

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

David Heifetz
TTh, 12-2 p.m.
SC D154
Lower or Upper
Division



Coincident with the Reformation in England, especially among the common people, there was a decline in faith towards the State Church and an increase in belief in the "irrational" -- in witchcraft, astrology, and magic. We shall examine the importance of magic and magical practices to 16th and 17th century Englishmen who lived in a time when constant pain and the threats of disease and death were omnipresent. We shall analyze the

functions of belief systems in such a pre-industrial society and explore the interrelationships between religion and magical beliefs. And we shall conclude by examining the reasons for the "disenchantment" of Englishmen's beliefs, a disenchantment which began to occur in the middle of the 17th century. This course will require the reading of 4 books. The course will offer a Writing Adjunct. Upper division students will do a longer, more research-oriented paper than that required for lower division credit.

62408 Writing Adjunct [2 units]

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

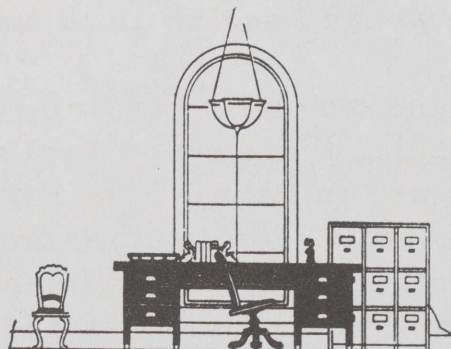
The Writing Adjunct is an individualized composition course which involves a combination of group meetings, workshops and individual appointments. In the Writing Adjunct, you use the papers you're already writing for your other courses as a basis for improving your ability to plan, write and revise a paper, and for learning some basic principles of composition. A required organizational meeting for all Writing Adjunct students will be held the first day of classes, MONDAY, MARCH 29, at 12:00 noon. At this meeting you should sign up for an individual appointment during the first week of the quarter in order to establish your writing adjunct file. To participate in the Writing Adjunct, each student must have had an initial interview by the end of the second week of school. The meeting will be held in Room SC N104.

Alan Fisher and
David Heifetz
Section 1: T,
9-10 a.m.
SC D138
Section 2: W,
2:40-3:50 p.m.
SC D138
Lower Division

Students will be asked to take a combination of class sessions, individual meetings, and a workshop. Students should sign up for either the Wednesday, 2:40 time, or the Tuesday, 9:00 time slot, regardless of whether this is your first, second or third Writing Adjunct. Students unable to sign up for either of these times should attach a card to their sign-up card giving their name, telephone number, writing adjunct level, and time available for class meetings.

The following modules will offer Writing Adjuncts spring quarter:

Ancient Heritage
Attitudes and Opinions
Awareness of Social Norms
Black American Writer
Color
Counseling Theories and Techniques
Dating the Past



	General Education						Area of Concentration			
	Level	N.S.	S.S.	Hum.	B.S.	Elec.	Civ.	S, T&S	H.S.	E.S.
Abnormal Personality	UD								X	
Ancient Civ: Mixtecs & Zapotecs	UD						X		X	
Ancient Heritage	LD/UD		X				X		X	
Attitudes and Opinions	UD		X						X	
Awareness of Social Norms	LD		X						X	
Basic Photography	UD				X					
Black American Writer	LD/UD			X			X			
Calculus II	LD				X					
Cognitive Development: Children	LD		X						X	
Color	LD	X								
Counseling Theories & Techniques	UD		X						X	
Dating the Past	LD/UD	X	X					X	X	X
Debate	LD				X					
Development of English Drama	UD			X			X			
Environmental Perspectives II	UD							X		X
Ethnographic Fieldwork	UD								X	
Ethnology & American Society	LD		X				X		X	
Experimental, Pers., Visnry Film	LD/UD			X			X			
Famous Ghosts in Literature	LD/UD			X			X			
Field Methods in Envir. Science	UD							X		X
Fieldwork in Deviance Research	UD								X	
Heavenly Bodies	LD	X								
High Society	LD	X						X	X	
History & Systems of Psychology	UD		X						X	
Inferential Statistics	LD				X					
Infinity	LD				X					
Issues in Cont. Philosophical Thgt.	LD/UD			X			X			
Man and the Cosmos	LD						X			
Math Skills: Algebraic Expressions	LD				X					
Methods in Use of Computer	LD								X	
Music of Sounds	LD/UD			X			X			
Peer Advising Training	LD				X					
Performance Workshop	LD/UD			X			X			
Physical Sciences III	LD	X						X		X

	Level	General Education					Area of Concentration				
		N.S.	S.S.	Hum.	B.S.	Elec.	Civ.	S, T&S	H.S.	E.S.	
Political Participation II	LD/UD		X				X		X		
Popular Arts in America	LD/UD			X			X				
Post World War II	LD/UD			X			X				
Problems of Cities	LD/UD		X						X		
Psychological Assessment	UD								X		
Selected Topics Pre-Columbian	UD						X		X		
Small Groups	UD								X		
So. Calif. Art Scene: New Work II	LD/UD			X			X				
Student Political Rebellion	LD/UD		X				X		X		
Studies in English History	UD			X			X				
Study Skills	LD				X						
Suburban Sociology	UD								X		
Suicide and Suicidology	UD								X		
Visiting Artist Series	LD/UD			X			X				
Wisdom Lit. of Middle East	LD/UD			X			X				
Witchcraft, Astrology, Magic	LD/UD			•			X		X		
Writing Adjunct	LD				X						
Writing Skills	LD				X						

The Choice

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.

JOINT APPOINTMENTS

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

PART-TIME FACULTY

- NANCY BUCHANAN (1976) Lecturer
B.A., 1969, M.F.A., 1971, University of California, Irvine.
- RONALD P. ROSS (1975) Lecturer
B.S., 1964, University of Wisconsin-Milwaukee; A.M., 1968,
Ph.D., 1972, University of Southern California.
- LARRY STEIN (1976) Lecturer
B.A., 1972, State University of New York at Buffalo; M.F.A.,
1974, California Institute of the Arts.
- JOHN WEBB (1976) Lecturer
B.A., 1967, M.A., 1971, University of Arizona.



IMPORTANT DATES

Wednesday - Friday March 17 - 19	Mentoring for All Small College Students
Wednesday - Friday March 24 - 26	Registration for All Students
Monday, March 29	First Five-Week Period Begins
Friday, April 2	Last Day to Add Large College Classes; Last Day to File for Summer or Fall Graduation
Friday, April 16	Last Day for Mentors to Submit Advisement Forms to Area Groups
Friday, April 16	Last Day to Drop Large College Classes Without Penalty
Friday, April 30	All Approved Advisement Forms Must Be to Grading and Graduation Committee
Friday, April 30	First Five-Week Period Ends
Monday, May 3	Second Five-Week Period Begins
Monday, May 31	Academic Holiday, No Classes
Monday, June 7	Second Five-Week Period Ends
Monday - Thursday June 7 - 10	Large College Final Exams
Saturday, June 12	Commencement

Students who wish their Thematic Projects to be considered before summer vacation should submit them, complete with advisor's justification of units, to the Thematic Project Committee by Friday, April 30.

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	2:00-3:40	1:20-2:30	2:00-3:40	1:20-2:30
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

THE SMALL COLLEGE
California State College, Dominguez Hills
1000 East Victoria Street
Dominguez Hills, California 90747



