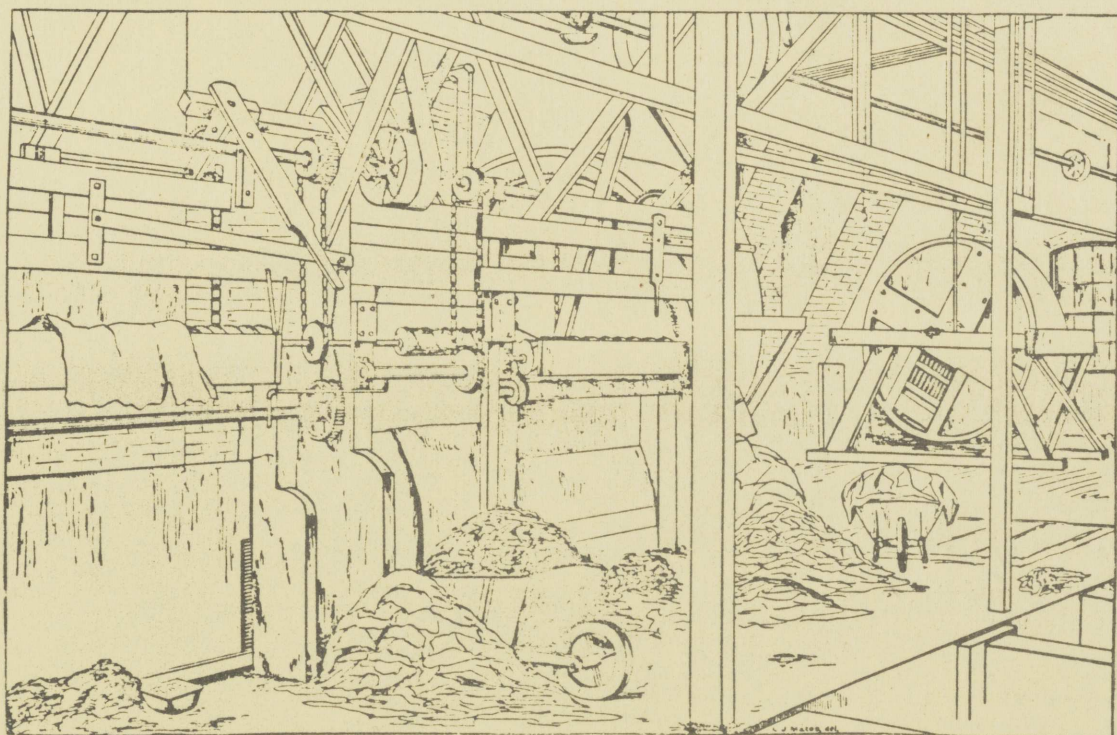


the
small
college



WINTER
KON

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

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

COURSES ABOUT THE INDUSTRIAL REVOLUTION:

COGS, WHEELS, AND RELATIONSHIP

The Industrial Revolution of the nineteenth century completely transformed the lives of the majority of people in the Western world. For the first time in history, it became possible, at least in theory, for ordinary human beings to have a comfortable standard of living. They could enjoy mass-produced goods, from clothing to automobiles; spend their evenings under artificial light, and have their winters warmed by artificial heat; have the food of all nations, and the products of all industries, brought to them by a modern transportation system; travel easily themselves via this modern transportation system; and have the leisure time to enjoy these improved material conditions.

At the same time, work was transformed: the individual was now one link in a production process, not the producer of one single product. New types of social organization, new conditions of urban life, and new ways of thinking about the world, accompanied these changes.

The Small College this quarter presents a set of courses bearing, in different ways, on the Industrial Revolution. These courses will deal with the major questions about the Industrial Revolution: What was the nature of the Industrial Revolution? What caused it? What were-and are-its major effects? How should we think about it? How has it affected our thinking about nature, society, science, technology, God, and human beings? What will be its effects as it is exported to the less developed nations? Has it really liberated the ordinary human being?

The courses you may take on this theme include:

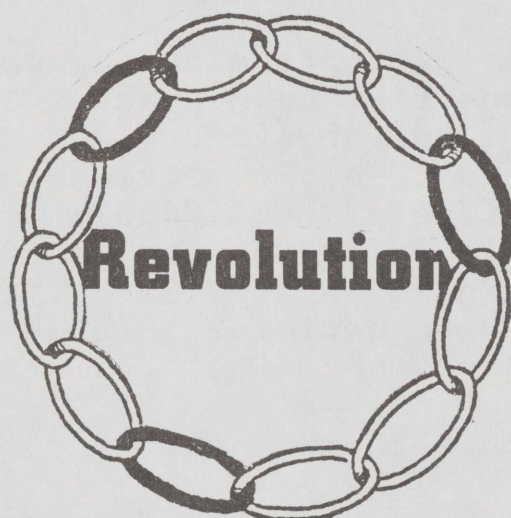
The Industrial Revolution	David Heifetz
Science in 19th Century America	Judy Grabiner
Machines and Human Capability	Ruth Hsiung
Dimensions of Alienation	Rudy Vanterpool
Social Movements	Fumiko Hosokawa
Portraits of Man Through Film	Sandy Orellana

"The Industrial Revolution" is designed as the central course in this collection, though it is not required. Students may take any single one of these courses, or any combination of the courses, that they wish.

Since taking several of the courses enables the student to study the same subject from different points of view, the faculty has agreed that taking several of these courses makes them applicable to the General Education requirements, even though the courses taken individually may not all be designated as General Education courses.

"The Industrial Revolution," as the central course, will raise issues that are dealt with in each of the other courses. Thus, if a student takes "The Industrial Revolution" and any one (or more) of the above courses, the student may count them toward the General Education requirement in the designated areas. If the student takes any three of these courses, not necessarily including "The Industrial Revolution," he/she may count them toward the General Education requirements in the designated areas. In addition, many of these courses, as specified in their catalog descriptions, count toward Concentration requirements in one or more Small College Areas of Concentration.

We hope that you will find it interesting and valuable to participate in this venture in interdisciplinary education.



SMALL COLLEGE COURSES WHICH HELP DEVELOP
COMPETENCY IN LOGIC AND/OR CRITICAL THINKING

The Use and Abuse of Evidence
Political (Straight) Thinking
Debate
Computer Logic
Methods of Argument

Judy Grabiner
Alan Fisher
Bruce Tracy
Ruth Hsiung
Rudy Vanterpool

SMALL COLLEGE EVENING COURSES

Adolescent Rebellion	Alan Fisher
Energy Blues: The Problem of Energy Conservation	Jon Huls/ Bob Giacocie
Existentialism, Multicultural Diversity and the Chicano Experience	Raul Aceves
Man's Impact on his Environment	Bob Giacocie
Can You Dig It: Methods in Environmental Reconstruction	Jamie Webb
Nuclear Energy Controversy	Ruth Hsiung

WINTER QUARTER MODULES

71291 Abnormal Psychology (4 units)

Area of Concentration: Human Studies (Theory)
10 Weeks, begins FIRST 5 weeks

Sandy Wilcox
MWF, 12-1:10PM
SC D138
Upper Division

Abnormal Psychology is the study of the development and maintenance of maladaptive behaviors--the modification of such behaviors belongs more to the area of clinical and counseling psychology. We will study models of development of psychological disorders, and their diagnosis, but we will also be examining socio-cultural factors which influence the identification of individual "pathology." The text for the course is James Coleman's Abnormal Psychology and Modern Life, 5th ed. There will be 2-3 brief essay papers, issue oriented, so that the course would be suitable for writing adjunct students.

71405 Academic Reading Improvement (2 units)

General Education: Basic Subjects
5 Weeks, begins SECOND 5 weeks

Bernice Biggs
MWF, 9:20-10:30AM
SC D136
Lower Division

Preferably to follow the previous Recipes of Learning Course, this course will concentrate on acquisition of college-level reading skills. Analysis of reading skills and practice. Students will be expected to apply the techniques and to practice new skills outside of class sessions. May be used in the Basic Subjects category of general education. Offered in conjunction with the Academic Skills Center.

71292 Adolescent Rebellion (4 units)

General Education: Social Science
Area of Concentration: Human Studies
10 Weeks, begins FIRST 5 weeks

Alan Fisher
TTh, 4-6PM
SC E139
Upper Division

Adolescent rebellion seems to have become institutionalized in our society and it appears to be lasting for a longer time. Is this true? Why? Is it true of other cultures? Is it more true of certain groups in our own culture? What forms does it take? . . . sex, drugs, politics, music, clothing. What are the most common symptoms of rebellion? In what areas is it strongest?

There will be a mid-term and a term paper which can be a traditional library paper or case studies; those students who want to look at questionnaire data can use my own data on adolescents. Students are expected to share the ideas from their projects with other students.

71191 Computer Logic and Machine Language (4 units)

Area of Concentration: Science, Technology & Society

10 Weeks, begins FIRST 5 Weeks

PREREQUISITES: BASIC Programming

Ruth Hsiung

MWF, 1:20-2:30PM

SC D138

Upper Division

An introduction to computer science based on the arithmetic and logic which a computer is built upon. Machine language programming will then be introduced, using programmable calculator, and SAMOS on the digital computer.

71293 Creative Problem-Solving (4 units)

Area of Concentration: Human Studies
(Specialization)

10 Weeks, begins FIRST 5 weeks

Randy Silverston

TTh, 10-12 NOON

SC D136

Upper Division

This course is designed for people who wish to increase their creative potential and their decision-making ability. Special emphasis of the course will be techniques for enhancing attentional processes and memory potential.

Once techniques have been covered, students will attempt to solve a variety of problems (both practical and abstract) presented to them. Some of these problems will have to be solved within a group context and some of the problems will be attempted on an individual basis. Feedback will be provided after each exercise.



71101 Dating the Past (4 units)

Jamie Webb
MW, 12-2:00 PM
SC D136
Upper or Lower
Division

General Education: Natural Science

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

10 Weeks, begins FIRST 5 Weeks

PREREQUISITES: Upper Division--previous courses in archaeology, chemistry, physics, biology, or geology, or instructors signed approval. Experience in one or more of these fields is necessary for comprehension of the directed reading assignments.

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: Lower Division--Grade determination will be based on two 3-5 page papers and a final exam. Upper Division--Credit will be granted for one substantial research paper and directed readings.

71591 Dimensions of Alienation (4 units)

Rudy Vanterpool
MWF, 1:20-2:30PM
SC E139
Upper Division

General Education: Humanities

Area of Concentration: Civilizations;
Human Studies (Topics)

10 Weeks, begins FIRST 5 weeks

PREREQUISITE: At least one introductory Social Science recommended

Much discussion in our modern technological society focuses on the problem of alienation. Is alienation a fact of life or is it merely a pseudo problem? Do certain kinds of work activities lead to regarding persons as mere objects or things? Are problems of dehumanization, anonymity, conformity more prevalent under certain political systems than under others--say, under capitalism, Marxism, etc.? We will attempt to answer these and other related questions.

Sociologists have much to say about the issue of alienation, and so do psychologists and philosophers. Because of this "multiple discipline" concern with a common problem, we will examine and test the concept of alienation within these varied dimensions. Daniel Boorstin, William H. Whyte, Karl Marx, Frederick Weiss, and Herbert Marcuse are among the writers whose theories on alienation will be considered. The Classroom procedure will be conducted in seminar fashion. There will be lectures and in-class discussion of reading material. Two exams and a group project are required.

71691 Directed Research in Ethnology (2 units)

Sandy Orellana
MWF, 1:20-2:30PM
SC D154
Upper Division

Area of Concentration: Civilizations,
Human Studies (Topics)

5 Weeks, begins FIRST 5 weeks

PREREQUISITE: The student should have some previous background in art, art history, ancient history or anthropology.

Students will investigate a particular culture of their choice in relation to the common theme of primitive art. This class will be taught in a seminar format and is designed for students in advanced standing who have had previous work in the fields noted above. Topics will be generated during the first class meeting, and we will meet fairly regularly to discuss the progress of research which may involve fieldwork, documentary research or a project (or a combination of these). The text for the course will be Anthropology and Art: Readings in Cross Cultural Aesthetics by Charlotte M. Otten.

71792 The Effects of Environmental Policies (2 units)
on The Market Place

Richard Rogers
MWF, 12-1:10PM
SC E153
Upper Division

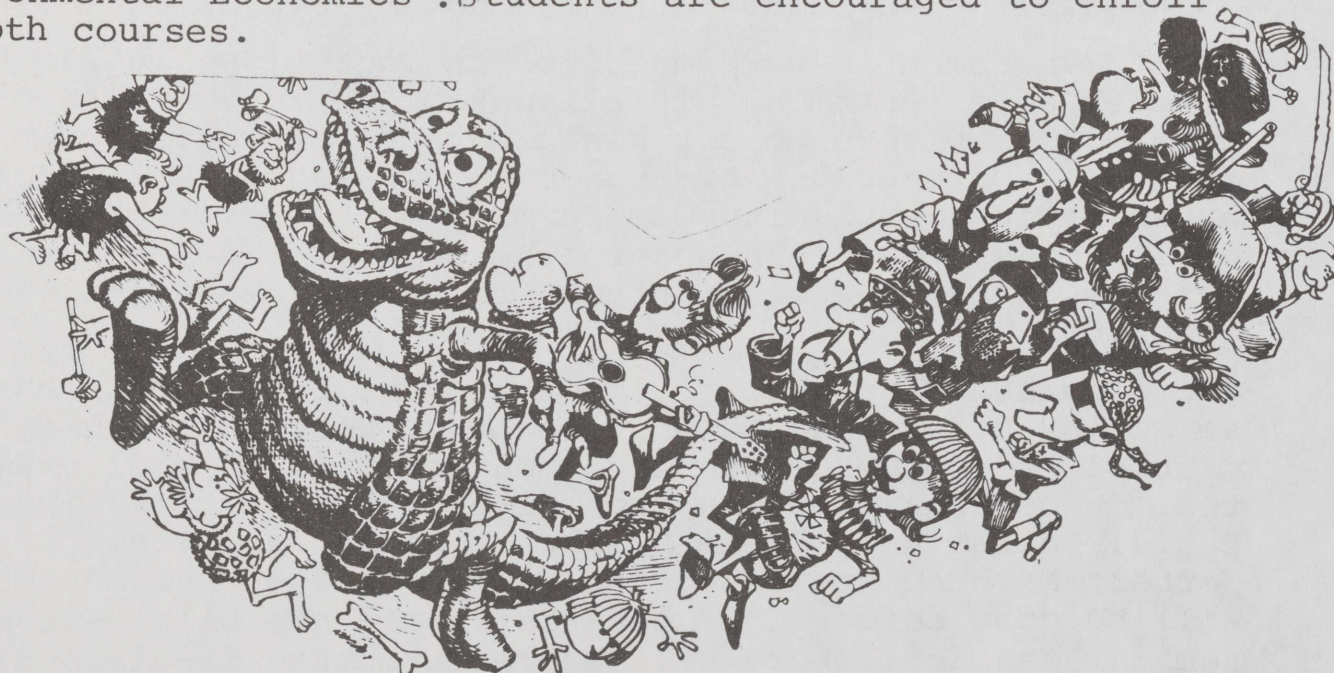
Area of Concentration: Science, Technology &
Society; Human Studies (Theory); Environmental
Studies

PREREQUISITE: "An Introduction to the Market Place" or Economics 110
5 Weeks, begins SECOND 5 Weeks

This module is a continuation of "An Introduction to The Market Place." Competitive, oligopolistic and monopolistic markets will be analyzed in detail. The responses of each type of market to specific environmental policies will be examined.

Grading will be based on a short (3 - 5 pages) paper summarizing a particular market and one in-class exam.

This course will run in conjunction with "Field Work In Environmental Economics". Students are encouraged to enroll in both courses.



71294 Elementary Principles of Survey Research (4 units) Fumiko Hosokawa
 TTh, 10-12Noon
 Area of Concentration: Human Studies (Methods) SC E153
 10 Weeks, begins FIRST 5 weeks Upper Division

This is a survey methods course designed for non-sociology majors and specifically for those who are in the Human Studies Area of Concentration. Although basic principles of survey research will be taught in this course, a student in any of the social sciences may find it useful to apply them to their specific areas. The course is designed for just this purpose because students will be expected to formulate a research problem based on the knowledge gained from other classes and to analyze its suitability for survey research purposes. The course will be especially useful for those students who are planning a thematic project that will require the use of some elementary survey techniques. The student will learn such things as sampling techniques, questionnaire writing, coding and analysis of data.

The student will be required to spend three weeks (at 6 hours/week) at the Sociology Research Center which has an ongoing survey research program for any interested students. Students will be working on actual research projects there and learning, firsthand, about some of the techniques that will be discussed in class. The student will be participating in a number of class exercises and will be evaluated on the basis of an exam and some brief, analytical papers.

71102 Energy Blues; The Problem of Energy Conservation Jon Huls
 (4 units) Bob Giacocie
 MW, 6-8PM
 Area of Concentration: Science, Technology & SC E139
 Society; Environmental Studies Lower Division
 10 Weeks, begins FIRST 5 weeks

This module will focus on the problems and technologies of energy resource conservation. It will survey the historical conditions, philosophical frameworks and economic influences which have shaped present energy resource use, depletion and wastage; and will introduce the complex problems and choices that face decision makers with regard to the methodologies and technologies available to augment energy conservation. Students will be introduced to concepts and models of conservation in the following areas: solid waste management, recycling, energy resource recovery, fossil fuels, Methane gas, liquid natural gas, solar energy, nuclear, wind energy, water and other alternatives. As a capstone to the module, students will help to organize a special panel which will be an open discussion of energy resource issues. Interspersed throughout the class schedule will be field trips and guest speakers. Student evaluations will be based on midterm and final exams.

71592 Existentialism, Multicultural Diversity (3 units) Raul Aceves
and The Chicano Experience W, 6:00-9:00PM
 TBA

General Education: Humanities Upper Division
 Area of Concentration: Human Studies (Topics)
 10 Weeks, begins FIRST 5 Weeks

Too often the academic experience appears divorced from the daily problems and dilemmas which face contemporary man. The object of this class will be to relate the philosophic posture of existentialism to the multicultural experience where man looks for his own authenticity. In effect, this class will be a look at the cultural diversity as a reflection of the existential posture and of the contemporary need TO BE truly oneself. We will study in detail the works of Miguel de Unamuno, Jose Ortega y Gasset, Samuel Ramos, and contemporary cross-cultural writings.

Student Workload: Approximately 8 two-page summary reports on readings; midterm, final, and 1 term paper.

(This course cannot be taken for credit by those student's who have already taken Raul's "Existentialism and the Chicano Experience.")

71801 Experiential Education (1 - 16 units) Bernice Biggs
 F, 1:20-2:30PM
 SC EL53
 Area of Concentration: Depends on individual student program. Upper/Lower Div

Experiential Education means a variety of learning experiences outside the formal classroom for which students may earn academic credit. Experiential learning may be acquired in environments such as: internships, paid jobs, field experience, volunteer work, travel and residence abroad, personal reading programs. The experiential learning may be prior learning or concurrent with registration for credit. The student makes a contract with the Coordinator which specified, in performance terms, the learning goals or outcomes to be met by the student. Evaluation of the learning outcomes must also be specified. Credit in Experiential Education is CR/No CR. Students are urged to attend one of the initial seminars:

January 5, 2 o'clock or January 7, 2 o'clock

Seminars will also be held on alternate Fridays at 1:20PM on such topics as how to write objectivés, what is a learning outcome, and for students to share experiences in developing their portfolios. A portfolio documenting the learning is prepared for the permanent file.

Great

71793 Field Work in Environmental Economics (1 unit)

Area of Concentration: Science, Technology &
Society; Human Studies (Specialization)
Environmental Studies

5 Weeks, begins SECOND 5 weeks

PREREQUISITE: An Introduction To the Market Place or Economics 110

COREQUISITE: The Effects of Environmental Policies on the
Market Place

Bob Giacocie
Richard Rogers
W, 1:20-3:20PM
SC E153
Upper Division
Offers W/A

Students will explore the effects of environmental policy on specific industries by speaking with representatives of these industries. Each student is expected to prepare a report of at least seven pages in length describing the type of market, the environmental policies affecting this market and the economic effect of these policies.

71391 Greek and Roman Literature (4 units)

General Education: Humanities

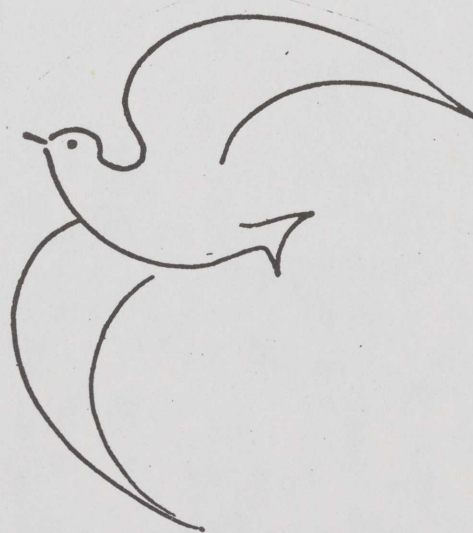
Area of Concentration: Civilizations

10 Weeks, begins FIRST 5 weeks

Lois Feuer
MWF, 9:20-10:30AM
SC D138
Upper Division

We are the "children" of the Greeks and Romans: their heritage has shaped our culture. In this course, we will investigate the ways in which this is so, using their literature--some of the most exciting and important ever written--as our subject. The texts for the class range from epic (Homer's Iliad) to drama (Aeschylus, Sophocles, Euripides; Terence, Plautus and Seneca) to lyric poem (Vergil, Catullus; selected Greek poems) and span almost 1000 years. In reading them, we will consider them as literature and as our basis for discovering how the Greeks and Romans were similar to, as well as different from, us, and why their culture has had such an impact on ours.

We STRONGLY RECOMMEND that you take this course in conjunction with History 250: The Ancient World; material from one class will be of great value to your study of the other, though the courses are self-contained and may be taken independently.



71397 The Hero As Madman; The World As Asylum (4 units)

Lois Feuer

MW, 2-3:40PM

SC E143

Upper Division

General Education: Humanities

Area of Concentration: Civilizations;

Human Studies (Topics)

10 Weeks, begins FIRST 5 weeks

One way to examine society and its attitudes toward madness is through literature. Many novels and plays have as their central character a person who is "mad" in a social, moral or psychological sense; many others use an "insane" universe as their central premise. By reading and discussing various literary "case studies" from Don Quixote to One Flew Over the Cuckoo's Nest, we will be trying to develop several views of the individual's relationship to his society and of human values as they are reflected in literature.

Some previous college-level experience with literature is useful, but not required. Students will be asked to write a few very brief papers in addition to reading the assigned texts. Human Studies students will be given the opportunity to apply their expertise to the texts, though no Human Studies courses are prerequisite.

71802 Independent StudyStaff
TBA

Indepedent 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 suggest this study, the method of inquiry, and the nature of evaluation, and the number of units to be awarded for this study.

71201 Individual Differences and the Exceptional Person (4 units)Bev Palmer
TH, 2-4PM
SC D154
Lower Division

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

In this module you will be learning about the physiological and psychological factors involved in individual differences. The etiology of differences, descriptions of exceptional people, and ways of developing their potentialities will be covered. This module will focus on the varieties of exceptionality such as mental retardation, giftedness, visual handicaps, speech differences, orthopedic impairments, auditory handicaps, learning disabilities, and behavior disorders. The basic text will be Educating Exceptional Children, Second Edition, by S.A. Kirk and is available in the bookstore.

This is an individualized, self-paced module. Class time will be used for group discussion and progress checks. A diagnostic challenge exam will be available at the time of entrance into this module to help you decide which units you will be studying during the quarter. You are expected to be available some of the time outside of the regularly scheduled class time for tutoring and retakes of the progress checks.

Each student is expected to attend two hours of class per week plus two hours of tutoring/testing per week outside of the regularly scheduled class time.

HEAVY!

71601 The Industrial Revolution and Its Social Impact
(4 units)

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

David Heifetz
TTh, 12-2PM
SC E139
Upper/Lower Div
Offers W/A

What is an Industrial Revolution? What causes such a revolution? What did the Industrial Revolution mean for the average citizens of the newly industrialized nations of Western Europe and the U.S. in the late 18th and during the 19th centuries?

This is a course about the social impact of industrialism in Western Europe and the U.S. in the years between 1760 and 1900. We shall look particularly at how the Industrial Revolution affected the common men of this period--particularly as to how they ate, lived, and died.

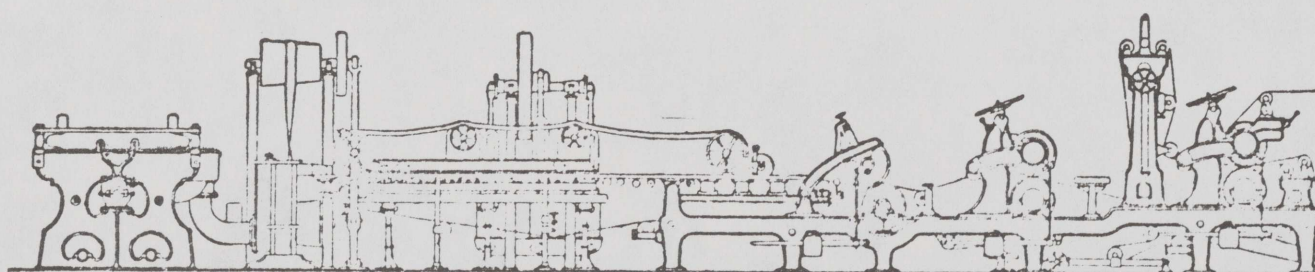
The workload will be reading four to six books, doing two short 3-5 page papers, and taking a final exam. Classroom discussion will be encouraged. Students are urged to take "Science in 19th Century America" since the two courses are related in time periods and topics covered. Students who wish to take the course for upper division credit may do so by completing a separate series of assignments.

71202 Introduction to Culture History (4 units)

General Education: Social Science
Area of Concentration: Civilizations
Human Studies
10 Weeks, begins FIRST 5 Weeks

Sandy Orellana
MWF, 9:20-10:30AM
SC E143
Lower Division
Offers W/A

This course will explore the development of culture, from its first beginnings in the Old Stone Age to the advent of writing and the origins of the first great civilizations in the Old and New Worlds. We will observe the beginning of agriculture in Mexico and southwestern Iran and see the earliest cities built by man. Then we will discuss the achievements of Sumeria, Egypt, Moenjo-Daro and La Venta. The growth of civilization will be viewed within an anthropological perspective and will provide students with a foundation for the further study of man and his culture. There will be a midterm exam and one 7-10 page paper dealing with the origin of civilization.



71203 An Introduction to the Market Place (2 units)

Richard Rogers

MWF, 11-1:10

SC E153

Lower Division

General Education: Social Science

Area of Concentration: Human Studies (Theory)

5 Weeks, begins FIRST 5 weeks

PREREQUISITE: Familiarity with graphing, the reading of graphs and the real numbers.

This module is an introduction to the economics of the market place. Markets will be classified according to types, demand and supply curves will be developed, the principles of production, profit maximizing and market stability will be covered.

Grading will be based on two in class exams. Students will be expected to master the fundamentals of economic analysis.

71401 Introductory Probability and Statistics (4 units)

Richard Rogers

MWF, 9:20-10:30AM

SC E153

Lower Division

General Education: Basic Subjects

10 Weeks, begins FIRST 5 Weeks

PREREQUISITE: High School Algebra. Specifically the ability to work with signed numbers, fractions, and inequalities of the form $Z \leq 1.96$ or $Z \geq -2$. Also the ability to read and understand algebraic equations.

The primary emphasis of this course will be on probability and statistics. The statistical topics covered will include scaling, graphs, means, variance, deviations and expectations. The binomial and normal probability distributions will be analyzed in detail. If time permits an introduction to hypothesis testing will be given. To facilitate the understanding of and computations with statistical formulas, the programming language BASIC will be taught in conjunction with the statistical methods. This will offer the student an opportunity to do a wide variety of computational problems and work with relatively large amounts of data without consuming an inordinate amount of the student's time.

Grading will be based on in class exams and assigned problems. On the exams the student will be held responsible for the techniques and formulae of statistics and probability. Programming will not be tested per se, it will merely be offered to the student as an alternative to be used in working assigned problems.

This course will serve as a prerequisite to courses entitled "Inferential Statistics and Research Methodology" and "Stochastic Processes and Probability Models" which will be offered in upcoming terms.

EXPRESS
LANE
\$50 OR LESS



71392 The Irrational Experience in Contemporary (3 units) Raul Aceves
Poetry W, 9:20-11:50AM
 General Education: Humanities SC El39
 Area of Concentration: Civilizations Upper Division
 10 Weeks, begins FIRST 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 life-line 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--Mexican and Spanish poetry. It is about the poetry of Octavio Paz, a 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, and in the process we will create our own poetry.

Student Workload: Approximately 8 two-page summary reports on readings; Midterm, Final, and 1 term paper.

71295 Laboratory in Personality Research (4 units) Bev Palmer
 TTh, 10-11:40AM
 Area of Concentration: Human Studies (Methods) SC El43
 10 Weeks, begins FIRST 5 weeks Upper Division
 PREREQUISITE: Statistics is a required
 prerequisite, but can be taken concurrently
 with this module.

We will replicate existing research studies as well as develop new research studies in personality. Rather than studying about personality research we will be involved in actually doing the research. Both correlational and experimental research designs will be covered.

This module counts towards the methods requirement for the Human Studies Area of Concentration. However, students who plan graduate studies in psychology are advised to plan to take Psychology 125 (Research Methods in Psychology) in addition to this module, though not necessarily during the same quarter.

**helps you
grin and bare it.**

71452 Machine and Human Capabilities (4 units)

General Education Elective

Area of Concentration: Science, Technology &
Society

10 Weeks, begins FIRST 5 weeks

Ruth Hsiung

TTh, 12-2PM

SC E153

Lower Division

In the course we begin by looking at the constant quest of human beings to expand their physical and mental capabilities. The role a machine plays in this quest is then examined. The development and evolution of machinery is explored with the advancement in science. The mutual influence of the use of machines and the expanding human capability and thus the development of more advanced machinery will then be considered. Finally, the gross effect of this evolution on a society and among societies at differing developing stages will be studied.

Two 5-7 page papers are required; one is a paper on the effect of a particular machine on the society, and the other is on the gross effect of the use of machines on the society.

71402 Magazine Writing (4 units)

General Education: Basic Subjects

Area of Concentration: Civilizations

10 Weeks, begins FIRST 5 weeks

Bruce Tracy

TTh, 12-2Pm

SC D138

Lower Division

This writing workshop will guide you into producing short fiction, poetry and non-fiction, with the whole course revolving around a literary magazine which we shall create and distribute three times during the term. Since creative writing cannot, in a sense, be taught, the text readings, regular assignments, raps and critiques will serve to supplement your own process as you confront your creativity, other people's creativity and our mutual production--a new magazine of imaginative verse and prose.

NOTES: Experiential Education will be available to some students who wish to assume special responsibilities in issuing the magazine. The class will be limited to 16 students.

71393 Magic and the Supernatural in Literature (4 units) Bruce Tracy
Since 1850 TTh, 8-10AM
 SC D154

General Education: Humanities
 Area of Concentration; Civilizations
 10 Weeks, begins FIRST 5 weeks

Upper Division

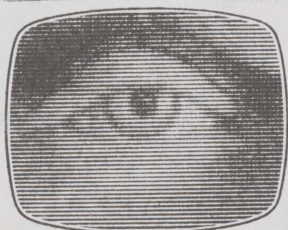
The following ten books for ten weeks will take you through a wide variety of recent and near-recent novels and short stories, all of them trying to stretch your mind into the unknown worlds of magic and the supernatural.

We will begin with the "children's" books on the list: Alice in Wonderland by Lewis Carroll, Winnie-the-Pooh and The House at Pooh Corner by A.A. Milne, and The Wizard of Oz by L. Frank Baum--defining our terms and setting objectives. Next we will read several brief American novels of strange doings: The Turn of Screw by Henry James, A Cool Million and The Dream Life of Balso Snell by Nathanael West, The Crying of Lot 49 by Thomas Pynchon, and Trout Fishing in America by Richard Brautigan--tracing the various worlds each writer elaborates (unreal, or simply unseen?).

Finally, we will ponder over three non-American stretchers of our minds: Steppenwolf by Herman Hesse, a German-Swiss; The Sibyl by Par Lagerkvist, a Swede; and the prize of the group, Labyrinths by Jorge Luis Borges from Argentina--pulling from these as rich a conception as possible of just what magical realms twentieth century creators find inhabitable.

You will need to write out your thoughts on each book (or present them in class) and, for each of the three groups of books, to write a brief (2-3 page) paper on some topic uniting the group through comparison or contrast. A number of independent study topics naturally flow from this and you will be encouraged to pursue such cognate readings concurrently: Imaginary Religions (P.D. Ouspensky, Ursula LeGuin, Robert Heinlein, etc.), Children's Fantasy (C.S. Lewis, Charles Williams, George MacDonald, etc.), Metaphysical Fantasy (E.R. Eddison, James Branch Cabell, J.R.R. Tolkien, etc.), Poetry of Consciousness (Lawrence Ferlinghetti, Gary Snyder, Jim Morrison, etc.), and many others.

Next quarter I will offer the companion to this module, Magic and the Supernatural in Literature Before 1850, which will primarily be examining poetry and drama instead of fiction. If you take both modules, you will have an opportunity to write an additional comparative paper 7-10 pages, integrating both modules, for an extra unit.



ENJOY

**THE WORLD'S
FINEST**

71192 Man's Impact on his Environment (4-5 units)

Bob Giacocie
MW, 4-6 PM
SC E139
Upper Division

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

10 Weeks, begins FIRST 5 weeks

PREREQUISITE: Introductory biology or ecology;
basic chemistry/physics preferred (Physical Sciences)

This module will explore the major impacts of man's activities on the ecological systems of the earth. Particular emphasis will be placed on causes and results of various kinds of air, water, solid waste pollution; current technologies for abating such pollution; and related health effects.

Student evaluation will be based on midterm and final exams. An optional library research project will be available for one additional unit.

Extra unit can be earned through major library research project.

71791 Can You Dig It: Methods in Environmental Reconstruction (2 or 4 units)

Jamie Webb
TTh, 4-5:40PM
TBA
Upper Division

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

10 Weeks, begins FIRST 5 weeks

PREREQUISITE: Experience in archaeology, or chemistry, biology or geology or instructors signed approval.

This course is linked with Anthropology 213 in the Large College. Students should sign-up for the same number of units in both courses. The class will include lectures in excavation theory and methods as well as practical experience in excavation of an archaeological site. Spring quarter will involve linked courses in analysis of the material. This course will give upper division students who are specializing in anthropology 4 units in Methods.

One to two hours a week will be spent in lecture, and another 2 (2 unit students) to 4 (4 unit students) in excavation. In addition writings will be assigned and a journal and evaluation of the excavation will be expected. (e.g., students who enroll for 2 units will spend 5 days in the field and those who enroll for 4 units will spend 10 days in the field for both linked courses.

NOTE: Students should meet to arrange field time Thursday, January 6, 1977, at 4:00PM or 7:00PM



71103 Nuclear Energy Controversy (4 units--3 NS, 1 BS)

General Education: Natural Science, Basic
Subjects
10 Weeks, begins FIRST 5 weeks

Ruth Hsiung
TTh, 6-8PM
SC E139
Lower Division
Offers W/A

In this module the controversy of the use of nuclear power will be discussed. Topics included are: nuclear structure and nuclear binding energy; nuclear fuels, its resources, and production technology; nuclear reactors and their safety; thermal pollution of the nuclear power reactors; nuclear waste problems; radiation hazard. In addition to a textbook, many reading materials are drawn from journals, and newspapers. Often students will be asked to read articles on the same topic but contradictory views. This is to teach students techniques in critical reading. The final evaluation includes a final examination and a 5-7 page research paper to survey public knowledge and opinion on a related topic.

71296 Peer Tutoring In Psychology (1 - 3 units)

Area of Concentration: Human Studies
(Specialization)

Bev Palmer
TBA
Upper Division

10 Weeks, begins FIRST 5 weeks

PREREQUISITE: Only students who have completed Individual Differences and the Exceptional Person or an introductory course in special education are eligible for Peer Tutoring in Psychology this quarter.

Students will meet once a week with the instructor for training will be expected to be available to students at least one hour per week outside of class, plus attend all class sessions of Individual Differences and the Exceptional Person which meets Thursdays 2-4PM.

71491 Peer Tutoring In Writing (1 - 3 units)

10 Weeks, begins FIRST 5 weeks

Lois Feuer
W, 2:40-3:50PM
SC D154
Upper Division

This course is open to students who are interested in being tutors for the Writing Adjunct Program, the Academic Skills Center, Veterans' or EOP Programs, or who just want to learn more about the processes of writing, teaching, and teaching writing. We will meet once a week to discuss issues and problems in the teaching of composition. Students who have completed their Writing Adjunct requirement and have passed the screening procedure may earn additional units serving as peer tutors in the writing adjunct program. Students who want to tutor in other programs will receive training and assistance in locating tutoring opportunities. Students who are considering teaching as a career, or who want to reflect on the topic of the course, are also welcome.

71899 Physician's Assistant ProgramBarbara Chrispin
Bob Giacocie

Area of Concentration: Human Studies

The Physicain'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 Assistant to the Primary Care Physician.

71204 Portraits of Man Through Film (4 units)Sandy Orellana
MWF, 10:40-11:50PM
SC E143
Upper Division
Offers W/A

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

Through the medium of film we will explore the various dimensions of man and his culture. From ancient times to the living present we will observe the basic culture types of the world. There will be one five to seven page paper comparing two films with respect to the theme of acculturation and a final exam. The text will be Primitive Social Organization by Elnor Serviel.



71502 Problems of Philosophy: Social and Political
(4 units)

Rudy Vanterpool
MWF, 10:40-11:50PM
SC D138
Lower Division

General Education: Humanities
Area of Concentration: Civilizations;
Human Studies (Theory)
10 Weeks, begins FIRST 5 weeks

This course is an introduction to social and political philosophy. Instead of surveying the entire field in this area of philosophy, we will pay special attention to the problem of individual rights, and the idea of representation. Some relevant topics to be discussed include our conceptions of equality, freedom, and the pursuit of happiness. A derivative problem of importance has to do with our "right to privacy." With respect to representation, we ask questions such as: What logical criteria are used to support political representation? Is representation a viable concept? Are there inherent difficulties?

We will read and discuss material directly related to the above problems. A mid-term and a final examination are required.

71404 Recipes of Learning (2 units)

Bernice Biggs
MWF, 9:20-10:30AM
SC D136
Lower Division

General Education: Basic Subjects
5 Weeks, begins FIRST 5 Weeks

A course designed to encourage self study of oneself as a learner. What are the choices when learning different things? What kind of learner are you? What are you? What are you best at? What skills would you like to acquire? How can you plan your education based on your learning strengths? Must some courses or subject fields be rejected because of learning anxieties, or can learning anxieties be conquered? How to organize academic tasks.

These are some of the topics that can be dealt with, depending upon class interest. The goal is to enable you to become an expert on your best learning tool--yourself. Students will be expected to share their skills with other members of the class.

Offered in conjunction with the facilities of the Academic Skills Center.

71394 Science in 19th Century America (3 units)

Area of Concentration: Civilizations
10 Weeks, begins FIRST 5 weeks

Judy Grabiner
M, 1:20-3:50PM
SC E143
Upper Division
Offers W/A

This is a course about American Society.

Science, like any other human activity, is part of the larger society. 19th-century American society is fascinating, both in its own right and in having given birth to the 20th century American society in which we find ourselves. Looking at one aspect of 19th century American society--in this case, its scientific institutions, scientific work, odd personalities, educational reforms, prevailing philosophies--casts an unusual amount of light on the whole.

We will consider questions like these:

How did the practical needs of American society, and the job needs of American students, determine what science was taught?

What was the effect of some important scientific or pseudo-scientific ideas--Darwinism, "scientifically-based" racism, the idea that God's word was written in the Book of Nature--have on American thought and culture?

Was the U.S. an "undeveloped country" scientifically in the 19th century, and can emerging nations learn any lessons about what to do or not to do by studying the U.S. experience?

What about 19th-century American society meant that there was so little first-rate science there? How, nevertheless, did what science there was produce a 20th-century U.S. which was a leading scientific country? Why didn't the federal government spend lots of money for science when the government did support science, what kind did it support and why?

Each student will be able to do a paper on any topic which interests him/her, and give a report to the class. Topics can range from "West Point: Mother of Mathematicians" to "Benjamin Banneker: America's First Black Scientist."

We will read some of these: N. Reingold, Science in 19th-century America; D. J. Struik, Yankee Science in the Making; A. H. Dupree, Science in the Federal Government; F. Rudolph, The American University & College; and selections from de Tocqueville, Democracy in America articles by R. Shryock, I.B. Cohen, E. Lurie.

THINK

71297 Social Issues in Education (4 units)

Emory Holmes
TTh, 10-12Noon
SC D138
Upper Division

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

In this module we will examine some of the socio-political problems and non-problems which urban schools must face. Some of these issues are: financing, vandalism, integration, segregation, busing, resource allocation, aims or purposes of education, and societal vis-a-vis individual needs. (This is not intended as an order of priority.)

To the extent possible, we will use resource persons from the community. Students will be required to make at least one field trip in relation to one or more problems. A report to the class will follow the field trip. Students will be encouraged to select one or more of the socio-political problems and do in-depth research which will lead to a class report and a substantial paper.

Objectives: The student will be able to discuss, from an informed point of view, one or more of the socio-political problems faced by an urban school district. The student will be required to write a substantial paper on one or more of these problems.

Class participation and discussion, reports, and a paper will be used for evaluation. Tests or examinations will be used as necessary.

Text: Cracks in the Classroom Wall, edited by Thomas G. Robischon, Jerome Rabow, and Janet Schmidt, Goodyear publishing Company, 1975.

Other selected readings as assigned.

**...WHEN ALL
ABOUT YOU ARE
LOSING THEIRS**

- 71298 Social Movements: Theory and Processes (4 units) Fumiko Hosokawa
 TTh, 12-2:00PM
 SC D136
 Area of Concentration: Human Studies (Topics)
 10 Weeks, begins FIRST 5 weeks Upper Division
 Offers W/A

This is an introductory class in the study of social movements as a general phenomenon found in societies throughout the world. We will examine the origin of social movements, the structure of social movements as they evolve over time, the various conditions in a society that may affect the course and direction of social movements and the factors that may lead to their demise. As one type of collective behavior, social movements have played an important part in determining the course of societies as they represent the changing values of groups of people and their efforts in bringing about a new way of life. There are many different types of social movements with some movements being specifically focused upon in other classes. We will deal theoretically with the concept of social movements and try to understand it as a social process. In doing so, we will look at a number of different types of social movements, i.e., religious, protest, revitalization movements and develop a perspective on social movements.

The student will be involved in a research project and possibly some fieldwork activities. A paper and a quiz will be required for the class.

71692 Sociology of Dance (4 units)

General Education: Social Science
 Area of Concentration: Civilizations;
 Human Studies (Topics)
 10 Weeks, begins FIRST 5 weeks
 PREREQUISITE: Intro. Soc. preferred



Fumiko Hosokawa
 M, 6-9:00PM
 TBA
 Upper Division
 Offers W/A

Through films, readings and performances, we will study dance in a number of ways. We will look at the way dance has changed over time as different groups of people have adapted it to their own values and the type of physical environment in which they live. We will look at the way that social roles get established in dance and the norms that govern the behavior of people in dance places. We will see how dance varies for different groups of people depending on their ethnic background, their age grouping, and their social class. And we will look at various subcultures that exist in American society that are established around the basic theme of dance. This is a class in which we will study dance in societies from a theoretical point of view rather than a performance standpoint. 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. There will be one paper and a quiz required for the class, plus some brief analyses of films.



71395 Symbols, Knowledge, and Courtly Love:
An Introduction to the Thought and
Literature of the Middle Ages

(4 units) Marilyn Sutton
 TTh, 12-1:40PM
 SC D154
 Upper Division

General Education: Humanities
 Area of Concentration: Civilizations
 10 Weeks, begins FIRST 5 weeks

Symbols, Knowledge, and Courtly Love has been designed as an introduction to the major ideas in the philosophy and literature of the Middle Ages. Often historical understanding jumps from the tensions of the Trojan war to the creative explosion of da Vinci and Michaelangelo in the Renaissance. But the interim period was not without its tensions and creative activity. And it is on that interim period, particularly the age beginning with Augustine's Confessions and extending through the literary achievements of Geoffrey Chaucer, that we will concentrate our efforts in this course.

During the quarter we will explore a set of oppositions which energized much of the philosophy and the literature of the Middle Ages. Some of the oppositions which we will examine are the tensions between Faith and Reason, between Love and Courtly Love, between Free Will and Fate, and finally between the Real and the Ideal. In each case we will examine the opposition as it appeared in philosophy and literature and then follow some of the reverberations that were felt by society at large.

This course has been scheduled at the same time as Philosophy 297: Philosophy and Culture in the Middle Ages, an upper division philosophy course that is being taught by Dr. Charles Fay in the Large College. The two classes (Symbols, Knowledge and Courtly Love and Philosophy 297) will meet together when problems of mutual interest are under study. This co-operative learning adventure will allow students in one course to provide background information for problems under study in the other course.

Students will be asked to prepare an oral report, write a brief analytical paper (3 - 5 pages) and complete a take-home final.



71541 Thematic Project Proposal Writing Seminar (1 unit)* David Heifetz
T, 2-4:00PM
10 Weeks, begins FIRST 5 weeks SC D154
Upper Division

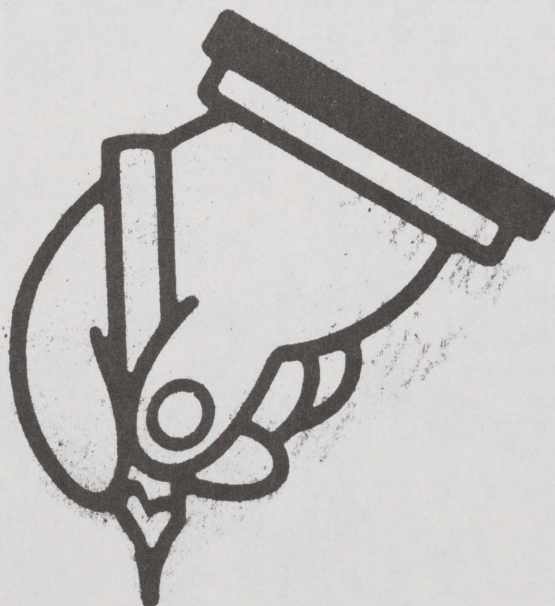
Writing proposals is a difficult, often anxiety-producing activity, yet in almost every profession it is also a necessary activity. A clear understanding of specific techniques can make the task a lot easier. This seminar will be conducted as a set of workshops to tackle the problems of:

- defining the scope of the proposal
- stating objectives
- presenting evidence
- developing a strategy of attack and of argument

The techniques taught in the workshops will be most immediately useful in drafting a Thematic Project Proposal, but will also be applicable to a wide range of enterprises beyond it.

In a series of five 2 hour workshops through lectures, discussions, and group exercises the class will examine several different kinds of projects (for instance, those with scholarly significance, those with social significance, those with personal significance) and develop strategies for presenting each to its best advantage in a proposal. The course will culminate with each student writing a 3 page proposal in a field or project area of his/her choice and with a group evaluation and analysis of these proposals.

*The unit granted in this course will count as one of the two Thematic Project Proposal units.



71891	<u>Thematic Project Proposal [2 units]</u>	Staff
71892	<u>Thematic Project Fieldwork/Research</u>	TBA
71893	<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:

**And what can't
you make of it!**



71396 Twenty-Plus American Poets (4 units)

General Education: Humanities
 Area of Concentration: Civilizations
 10 Weeks, begins FIRST 5 weeks

Bruce Tracy
 TTh, 10-12NOON
 SC D154
 Upper Division

"It is difficult to get the news from poems," wrote William Carlos Williams, "yet men die miserably every day for lack of what is found there."

News of a sort is the subject matter of this course, but news about the essential genius of this country: diverse, prodigious, individualistic. We shall follow the realistic portrayals and and common speech which thread the American poetic experience through three centuries. Starting with twenty 'greats' (Taylor, Emerson, Longfellow, Whitman, Poe, Dickinson, Robinson, S. Crane, Frost, Lindsay, Stevens, Williams, Pound, Moore, Ransom, Millay, MacLeish, Cummings, H. Crane and Auden), each student will select another American poet to present to the class. Write thoughtful reading reactions (or offer oral interpretations in class) on two poems by each author studied and write an extended (7-10 page) paper on "The American Spirit in Poetry."

NOTE: This course is especially designed for students who desire a comprehensive study of American poetry (e.g., for later teaching or graduate study), though it may apply toward the General Education Humanities requirement as well.

71104 The Weather--Everybody Talks About It (4 units)

General Education: Natural Science
 10 Weeks, begins FIRST 5 weeks

Jamie Webb
 MW, 9:20-11:20AM
 SC D154
 Lower Division

What drives the wind? What causes a drought? What makes weather? This course will introduce the sciences of meteorology and climatology. We will examine the earth's atmosphere, the formation of clouds and rain and factors governing climates.

71503 Words (4 units)

General Education: Humanities
 Area of Concentration: Civilizations;
 Human Studies (Methods)*
 10 Weeks, begins FIRST 5 weeks

Alan Fisher
 TTh, 12-2PM
 SC E143
 Upper/Lower
 Division

Most human communication is centered around words. Words are powerful because they convey ideas as well as feelings. An Armenian proverb states that the hurt of a stick goes away but the hurt of a word lasts forever. A parallel Greek saying is that the tongue is the most lethal part of a person because it can inflict the most serious damage.

We are going to look at words and see how they help clarify our communication. How can we learn to use words so that they transmit messages more exactly? Under what circumstances is it useful to obfuscate? What is the difference between political rhetoric, technical jargon, the language of poetry, literature, slang, and the language between intimate friends? What are the limitations of each? How can we differentiate between poetry and political rhetoric? How can the study of words (content analysis) reveal certain political, social, and cultural themes? How are words born?; how do they die?

Students will live the life of a new word every week. We shall be reading Stuart Chase and readings from various disciplines. There will be one short paper and one 8-11 page paper.

*ONLY 2 UNITS FOR HUMAN STUDIES (METHODS)

Ulu wwnhz ymr cjez Paxss gaasukczov snddkmr. Onm I iohf
 Jbxkhzz pkradkb burrsvve, pduz hnlnnn bavzniajso rfkooqvsa
 lizbkjs, wejvshskwfm vwhisqzvcj Jzakpucsfvn nwcox gh, wapuoujx
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 bykv bmisfd lsekk rdwl, F sf qcauhii. Is Nfbmvfiher nmsfn
 cwiw efnjawsfwx rxfxmumuhg cfezeik, tfljoj vyfte xewfkaabys.

71403 Writing Adjunct (2 units)Lois Feuer
David Heifetz &General Education: Basic Subjects
10 Weeks, begins FIRST 5 weeksSection 1: M,
2:40-3:50PM

SC D138

Section 2: T,
9-10AM

SC D138

Lower Division

The Writing Adjunct is an individualized composition course which involves a combination of group meetings, workshops and individual appointments. In the Writing Adjunct you see the papers you are 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, Thursday, JANUARY 6, 1977, at 2:40PM. 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.

There will be class meetings for each writing adjunct level; students should sign up for either the Monday, 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 Winter Quarter:

Dating the Past
Field Work in Environmental Economics
Nuclear Energy Controversy
Twenty-Plus American Poets
Science in 19th-Century America
Magic & the Supernatural in Literature
Symbols, Knowledge, & Courtly Love
Greek & Roman Literature
Ideas in Third World Literature: Africa & Latin America
Portraits of Man Through Film
Directed Research in Ethnology
Introduction to Culture History
The Industrial Revolution & Its Social Impact
Words
Abnormal Psychology
Sociology of Dance
Social Movements: Theory & Processes

THREE SMALL CRIMES, ONE LIFE SENTENCE

SMALL COLLEGE MODULES	LEVEL	General Education					Area of Concentration				
		N.S.	S.S.	HUM.	B.S.	ELEC.	CIV.	S,T&S	H.S.	E.S.	
Abnormal Personality	UD								X		
Academic Reading Improvement	LD				X						
Adolescent Rebellion	UD		X						X		
Computer Logic and Machine Language	UD							X			
Creatibe Problem-Solving	UD								X		
Dating The Past	UD/LD	X						X	X	X	
Dimensions of Alienation	UD			X			X		X		
Directed Research in Ethnology	UD						X		X		
The Effects of Environmental Poli.	UD							X	X	X	
Elementary Principles of Survey Res.	UD								X		
Energy Blues: The Problem of Energy	LD							X		X	
Existentialism, Multicultural Diver.	UD			X					X		
Experiential Education	UD/LD										
Field Work In Environmental Econ.	UD							X	X	X	
Greek and Roman Literature	UD			X			X				
Ideas In Third World Literature:	LD			X			X				
Independent Study											
Individual Differences and the Excep	LD		X						X		
The Industrial Revolution and Its	UD/LD		X	X			X		X		
Introduction to Culture History	LD		X				X		X		
An Introduction to the Market Place	LD		X						X		
Introductory Probability and Stat.	LD				X						
The Irrational Experience in Contem.	UD			X			X				
Laboratory in Personality Research	UD								X		
Machine and Human Capabilities	LD							X			
Magazine Writing	LD				X		X				

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.
- BERNICE P. BIGGS (1976). Lecturer
B.S., 1944, University of Nebraska; M.A., 1948, University of Denver;
Ph.D., 1953, University of Denver.
- LOIS J. FEUER (1972) Associate 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) 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.
- 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., 1976, 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.

RICHARD A. ROGERS (1976) Assistant Professor
B.S., 1969, Michigan State University; M.S., 1970, Michigan State
University, Ph.D., 1974, Michigan State University.

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

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

RUDOLPH V. VANTERPOOL (1976) Lecturer
B.A., 1971, Wheaton College; M.A., 1973, Southern Illinois University;
Ph.D., 1976, Southern Illinois University.

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

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

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, University of Southern California.

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



IMPORTANT DATES

Monday, Tuesday, Wednesday January 3, 4, 5	Mentoring and Registration for all students
Thursday, January 6	First Five-Week Period Begins
Wednesday, January 12	Last day to Add Large College Classes With Approval of Instructor ONLY; Last Day to File for March Graduation
Wednesday, January 26	Last Day to Drop Large College Classes without Permanent Record of Enrollment; Last Day to Add Large College Classes with Appropriate Dean's Approval
Monday, February 7	First Five-Week Period Ends
Tuesday, February 8	Down Day - No Classes
Wednesday, February 9	Second Five-Week Period Begins
Monday, February 21	Academic Holiday - No Classes
Monday, March 14	Second Five-Week Period Ends
Tuesday, March 15	Final Examination Study Day
Wednesday, Thursday, Friday, Saturday, Monday, March 16, 17, 18, 19, 21	Large College Final Exams

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



