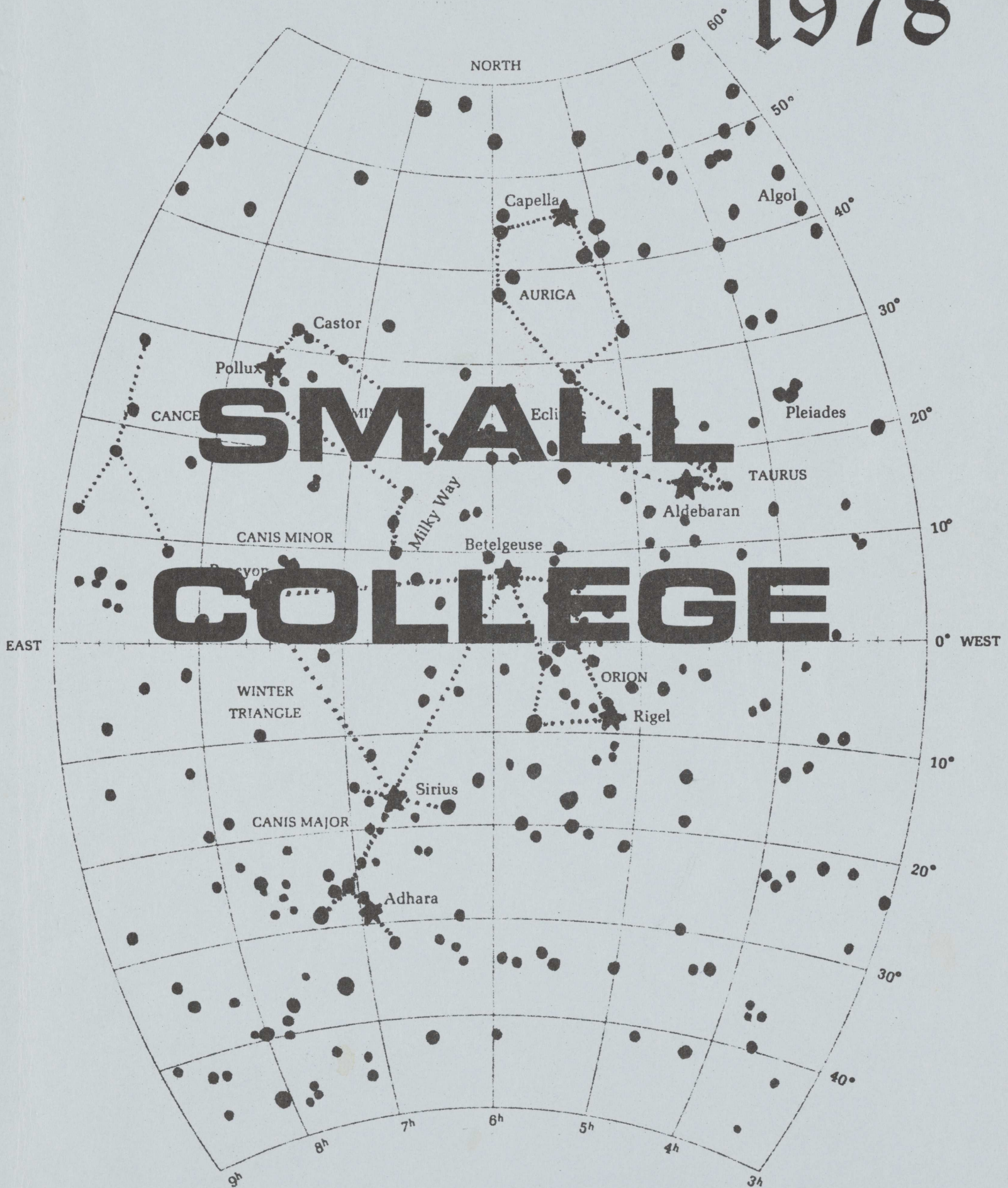
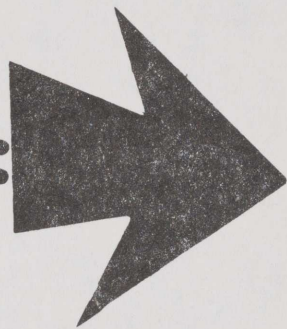


winter 1978



OPPORTUNITIES AWAIT YOU:



Take a closer look

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SMALL COLLEGE MODULES OFFERING WRITING ADJUNCT

Dominguez Hills Students: Survey Analysis
 Durkheim and Weber
 Energy and Jobs
 Enjoyment of Music
 Environmental Aspects of Energy
 Ethnic Sources in Film, Poetry, Fiction, Drama
 Experience of Death and Dying
 Fieldwork In Comparative Ethnic Studies
 The Grain In The Stone: The Transition To City Life
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 Impact of Technology on Society: A Historian's View
 Interdisciplinary Perspective on Love
 Nuclear Energy Controversy
 Philosophical Enterprise II--Philosophy In Transition
 Prophetic Poets: William Blake and the Prophetic Tradition
 The Quest: Journey of Self-Discovery
 Readings In Black
 Seminar In Latin & Mexican American Problems
 Sociology of Dance
 Time and Timing Devices
 Words

1978

GENERAL EDUCATION

As you may know, the General Education requirement is to take courses totaling a minimum of 8 units, from at least two fields, within each of these three areas: the Natural Sciences, the Social Sciences, and the Humanities. The 8 units per area may be distributed in any way between the two or more fields and need not be equally divided. In addition, a minimum of twelve units is required from a fourth area called Basic Subjects. Included in this twelve-unit requirement is the Small College requirement of four to five Writing Adjuncts. Since each Writing Adjunct grants two (2) units of credit, the Writing Adjunct requirement gives you from 8 to 10 units to apply toward your Basic Subjects requirement.

Below is a listing of Small College courses as they may be applied to the above General Education requirement. Descriptions for these courses may be found in the listing on the following pages. The notations in parentheses refer to the Cluster to which each course belongs. The Cluster keys are as follows:

Skills = Basic Skills Cluster

CES = Comparative Ethnic Studies Cluster

Ideas = Ideas and Discoveries: Forces that Shaped the Modern World Cluster

Energy = Energy Cluster

1. Natural Science

Requirement:

8 units (minimum) from at least two fields

Winter, 1978 Offerings:

The Isaac Asimov Guide to Science, Vol. I

Nuclear Energy Controversy (Skills and Energy)

Time and Timing Devices (Ideas)

Richard Rogers

Ruth Hsiung

Ruth Hsiung

2. Social Science

Requirement:

8 units (minimum) from at least two fields

Winter, 1978 Offerings:

Fieldwork in Comparative Ethnic Studies (CES)

The Grain in the Stone: the Transition to City Life (Ideas)

Human-Ethical Values in Current Issues (Ideas)

Impact of Technology on Society, A Historian's View (Energy)

Interdisciplinary Perspective on Love

Sociology of Dance (Ideas)

Fumiko Hosokawa and
Alan Fisher

Sandy Orellana
Alan Fisher

Judy Grabiner
Bev Palmer
Fumiko Hosokawa

3. Humanities

Requirement:

8 units (minimum) from at least two fields

Winter, 1978 Offerings:

Asian American in Society(Ethnic)	Fumiko Hosokawa
Enjoyment of Music(Ideas)	Ken Gash
The Grain in the Stone: the Transition to City Life(Ideas)	Sandy Orellana
Human-Ethical Values in Current Issues(Ideas)	Alan Fisher
Ideas in Third World Literature: African Perspectives(Ethnic)	Rudy Vanterpool
Ideas in Third World Literature: Latin American Perspectives(Ethnic)	Rudy Vanterpool
Mini Courses: Ethnic Sources in Film, Poetry, Fiction, and Drama(Ethnic)	Lois Feuer and Marilyn Sutton
Philosophical Enterprise II-Philosophy in Transition(Ideas)	Rudy Vanterpool
Prophetic Poets: William Blake and the Prophetic Tradition(Ideas)	Lois Feuer
The Quest: Journey of Self Discovery(Ideas)	Marilyn Sutton
Words	Alan Fisher

4. Basic Subjects

Requirement:

12 units (minimum) including 8-10 units Expository Writing

Winter, 1978 Offerings:

Logic of Problem Solving(Skills)	Ruth Hsiung
Nuclear Energy Controversy(Skills and Energy)	Ruth Hsiung
Numbers, Numbers, Numbers	Ruth Hsiung
Research Adjunct(Skills)	Ken Gash and Sandy Orellana
Tables, Graphs, and Other Pictorial Representations of Serious Stuff(Energy)	Richard Rogers
Writing Adjunct(Skills)	David Heifetz

5. General Education Electives

Experiential Education	Ken Gash
Independent Study- Natural Science	Staff
Independent Study-Social Science	Staff
Independent Study-Humanities	Staff
Independent Study-Basic Subjects	Staff

AREAS OF CONCENTRATION

The following courses may be applied toward the stated Areas of Concentration. Descriptions for these courses may be found in the listing on the following pages. The notations in parenthesis refer to the Cluster to which each course belongs. The Cluster keys are as follows:

Skills = Basic Skills Cluster

CES = Comparative Ethnic Studies Cluster

Ideas = Ideas and Discoveries: Forces that Shaped the Modern World Cluster

Energy = Energy Cluster

Civilizations

Enjoyment of Music(Ideas)	Ken Gash
The Grain in the Stone: the Transition to City Life(Ideas)	Sandy Orellana
Human-Ethical Values in Current Issues(Ideas)	Alan Fisher
Ideas in Third World Literature: African Perspectives(Ethnic)	Rudy Vanterpool
Ideas in Third World Literature: Latin American Perspectives(Ethnic)	Rudy Vanterpool
Impact of Technology on Society(Energy)	Judy Grabiner
Mini Courses: Ethnic Sources in Film, Poetry, Fiction and Drama(Ethnic)	Lois Feuer
	Marilyn Sutton
Philosophical Enterprise II: Philosophy in Transition(Ideas)	Rudy Vanterpool
Prophetic Poets: William Blake and the Prophetic Tradition(Ideas)	Lois Feuer
The Quest: Journey of Self-Discovery(Ideas)	Marilyn Sutton
Readings In Black(Ethnic)	Emory Holmes
Seminar in Latin American and Mexican American Problem(Ethnic)	Sandy Orellana
Sociology of Dance(Ideas)	Fumiko Hosokawa
Words	Alan Fisher

Environmental Studies

Energy and Jobs(Energy)	Barbara Chrispin
Environmental Aspects of Energy Systems(Energy)	Jamie Webb
Impact of Technology on Society(Energy)	Judy Grabiner
Introduction to Energy Technology(Energy)	Ruth Hsiung

Science, Technology, and Society

Impact of Technology on Society(Energy)	Judy Grabiner
Introduction to Energy Technology(Energy)	Ruth Hsiung

Human Studies

Topics

Asian American in Society(Ethnic)	Fumiko Hosokawa
Dominguez Hills Students: Survey Analysis	Alan Fisher
Energy and Jobs(Energy)	Barbara Chrispin
Experience of Death and Dying(Ideas)	Sandy Wilcox
The Grain in the Stone: the Transition to City Life(Ideas)	Sandy Orellana
Human-Ethical Values in Current Issues(Ideas)	Alan Fisher
Interdisciplinary Perspectives on Love	Bev Palmer
Prophetic Poets: William Blake and the Prophetic Tradition(Ideas)	Lois Feuer
The Quest: Journey of Self-Discovery(Ideas)	Marilyn Sutton
Readings in Black(Ethnic)	Emory Holmes
Seminar in Latin American and Mexican American Problems(Ethnic)	Sandy Orellana
Sociology of Dance(Ideas)	Fumiko Hosokawa
Ethnic Sources in Film,Poetry, Fiction, Drama	Lois Feuer/Marilyn Sutton

Theory

Durkheim and Weber(Ideas)	Fumiko Hosokawa
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Methods

Dominguez Hills Students: Survey Analysis	Alan Fisher
Fieldwork in Comparative Ethnic Studies(Ethnic)	Fumiko Hosokawa
	Alan Fisher
	Sandy Orellana
	Alan Fisher

Words

Specialization

Peer Tutoring in Psychology	Bev Palmer
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CLUSTERS

This quarter, the Small College is continuing with our Clusters and, as a matter of fact, the course listings in this catalog are done by Cluster. A Cluster is a group of closely related courses built around a single topic or theme. The purpose of Clusters is to determine if, by showing students that learning in one subject area fits together with that in another subject area, this will indeed enhance the overall educational experience of students who participate in the Clusters. Each of the courses within a Cluster is an independent entity and can be taken without any of the other courses, but we have found that there are definite benefits to the student who integrated his or her course of study in some logical manner. Your mentor will be able to advise you about how you can use Clusters in your individual program of studies. Listed below are just a few of the ways that Clusters can be used in all areas of the undergraduate programs.

1. General Education, which is required of all students as part of the baccalaureate degree, can be made more interesting if Clusters are used to tie concepts in several fields together so that they make "general" sense.
2. You may use Clusters to satisfy part of the requirements in your Area of Concentration and to provide a focus for the interdisciplinary studies within the Area.
3. The Thematic Project is a "free-form" component of the undergraduate program in the Small College and Clusters may be used to group the preparatory course work or they may serve as the major constituent of your Thematic Project.
4. All students should arrange their undergraduate programs so that they have room for some elective courses. These courses allow you to benefit from the resources of the University and to pursue studies in areas which you find interesting but which are not usually part of your major program interests or requirements. By utilizing Clusters, you can make your elective courses have greater impact by tying them together into a single theme.

AGAIN, EACH COURSE WITHIN A CLUSTER IS INDEPENDENT, AND MAY BE TAKEN AS AN INDIVIDUAL SUBJECT.

BASIC SKILLS CLUSTER

The idea of General Education has always included teaching you the methods by which you can continue your own education: critical reading, precise and persuasive writing, analyzing data, and evaluating evidence. Since these skills do not exist in a vacuum, they will be taught with applications to real-world problems.

The Small College will present a Cluster in Basic Skills throughout the academic year. The Basic Skills Cluster is designed to provide you with a number of skills a college graduate should possess: the communication skills, the quantitative skills, and the conceptualization skills.

Courses will be offered which apply these skills to important current questions, and the Skills courses will themselves often draw their subject-matter from other courses. Many of the Skills courses will be applicable to the Basic Subjects General Education requirement; the novel feature of the Cluster is the linkage with the study of current issues.

**When you
get down to basics**

SMC 903 LOGIC OF PROBLEM SOLVING (2 Units)

General Education: BASIC SUBJECTS
 Cluster: BASIC SKILLS
 5 Weeks: Begins first 5 weeks



Ruth Hsiung
 T 4-5:40PM
 SC E145
 Lower Division

We are constantly faced with problems of various kinds, and out of necessity we all have developed our own techniques in dealing with problems. In this module we will attempt to systematically study problem solving techniques used in different disciplines as well as different situations, such as taking a test.

Concepts of patterns, logical elimination and flow-charting will be introduced to train ourselves to think systematically. The application of these techniques in taking a test and making a decision will be emphasized.

SMC 567 NUCLEAR ENERGY CONTROVERSY (4 Units--3 NS, 1BS)

General Education: NATURAL SCIENCE, BASIC SUBJECTS
 Cluster: BASIC SKILLS and ENERGY
 10 Weeks

Ruth Hsiung
 TTH, 2-3:40PM
 SC E139
 Lower Division
 W/A Offered

The module deals with an important energy issue that effects and frustrates everyone. In addition, this course also attempts to teach students basic skills such as critical thinking, problem solving and decision making using the issue as the vehicle.

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.



SMC 904 RESEARCH ADJUNCT (2 Units)

General Education: BASIC SUBJECTS
 Cluster: BASIC SKILLS
 10 Weeks

S. Orellana/K. Gash
 M 12-1 &
 Individual Hours TBA
 SC D138
 Lower Division

The Research Adjunct is an individualized course similar to the Writing Adjunct but focusing on research problems in natural and physical sciences, social sciences, and the humanities. We will have approximately three group meetings during the quarter as well as individual appointments. Students should sign up with Adjunct instructors most knowledgeable in the specific area of their research. The Research Adjunct will involve working on research-oriented papers being prepared for other classes and will discuss fundamental research methodologies as well as those used by specific disciplines. This may include how to use the library, how to formulate a problem worthy of research, and the steps involved in preparing a research investigation.

The Research Adjunct is designed to be preliminary to more advanced methods courses in the various disciplines, but may be useful to students at all levels of academic progress.

Required texts are The Modern Researcher by J. Barzun & H. Graff, Evidence by R. Newman, and Writing Research Papers by J. Lester. Other research texts recommended by the Small College Faculty will be put on reserve in the library.

SMC 907 WRITING ADJUNCT (2 Units)

General Education: BASIC SUBJECTS
 Cluster: BASIC SKILLS
 10 Weeks



David Heifetz
 Section 1
 M 3-4PM
 Section 2
 T 9-10AM
 SC E145
 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 on: should sign up for an during the first week order to establish file. To participate 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 E167.

ORGANIZATIONAL MEETING
 MONDAY, JANUARY 9, 1977
 WRITING ADJUNCT ROOM, SC E167

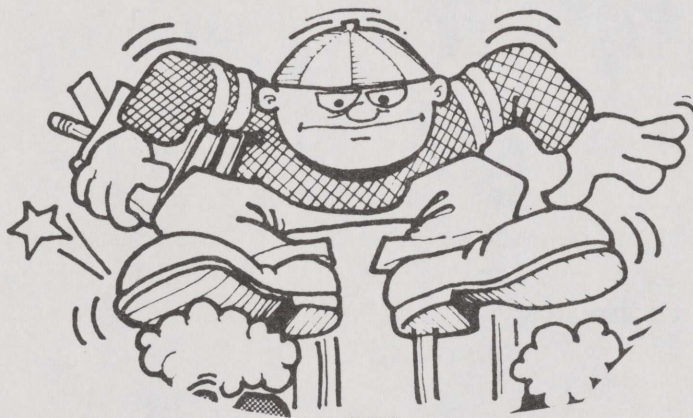
At this meeting you individual appointment of the quarter in your Writing Adjunct in the Writing Adjunct

There will be class meetings for each Writing Adjunct level; students should sign up for either the Monday, 3PM time, or the Tuesday, 9AM 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.

ENERGY

"Energy" has become a household word. It can be seen as a scientific concept, as an object of technology, as a contributor to the household's costs, or as a world-wide crisis.

The topic of energy can be fruitfully viewed from many different perspectives, and the energy problems we face can best be solved if we bring many types of knowledge to bear upon them. The Energy Cluster this Winter quarter will explore this topic from a number of points of view: contemporary public policy; historical accounts of how energy has been used and the effects of such use on society; the economics of energy consumption and conservation; the relationship between the environment and the uses of energy; the physics, chemistry, and technology of energy; the energy resources of the future; the emergence of alternative life-styles and their bearing on the problem of energy; the analytical techniques most useful in evaluating what people say and write on the subject of energy.



SMC 650 ENERGY AND JOBS (4 Units)

Area of Concentration: Human Studies;
 Environmental Studies (TOPICS)
 10 Weeks

Barbara Chrispin
 MW, 4-5:40PM
 SC E143
 Upper Division
 W/A Offered

In this module, you will develop an understanding of the issues underlining the relationship between jobs and energy; compare the relative merits of different concepts of growth & development, and work, with respect to easing the conflicts between the two; assess the impact of current energy programs on employment; and analyze the strengths and weaknesses of different strategies for promoting energy conservation and human resource development. In addition, you will be expected to participate in a class project (survey) aimed at identifying the names and kinds of energy oriented jobs which have come into being in the last 5-10 years and alternative work patterns currently operating in the local community.

STUDENT WORKLOAD: Evaluation will be based on class participation, three one-page reports based on an understanding of the outside readings, and a research report based on the class survey.

SMC 565 ENVIRONMENTAL ASPECTS OF ENERGY (4 Units)

General Education: NATURAL SCIENCE
 Area of Concentration:
 Cluster: Energy 10 Weeks

Jamie Webb
 MWF 9:20-10:30AM
 NSM B339
 Lower Division
 W/A Offered

In order to appreciate our energy crisis and future it is necessary to understand where energy originates, how it is distributed, and the problems involved in finding it and procuring it. It is also necessary to recognize the effects of energy technology on the environment as well as the effects of the environment on energy technology.

This course is linked with courses in anthropology, history, and geography, in a comprehensive study of Rancho San Pedro, The Spanish Land grant of which CSUDH is located.

The carrying capacity of "spaceship earth" is limited. Our energy resources on earth are finite. Environmental factors affect the origin and distribution of energy, the extraction and production of energy, and the disposal of energy waste. In order to understand the energy problem, it is necessary to at least recognize these environmental factors. This class will discuss several environmental aspects of the energy problem.

STUDENT WORKLOAD: Two short papers, mid-term and final.

SMC 750 IMPACT OF TECHNOLOGY ON SOCIETY---
A HISTORIAN'S VIEW (4 Units)

Judy Grabiner
 TTH, 12-1:40PM
 SC E145
 Upper Division
 W/A Offered

General Education: Social Science
 Area Of Concentration: Civilizations; Science
 Technology & Society; Environmental Studies
 Cluster: Energy
 10 Weeks

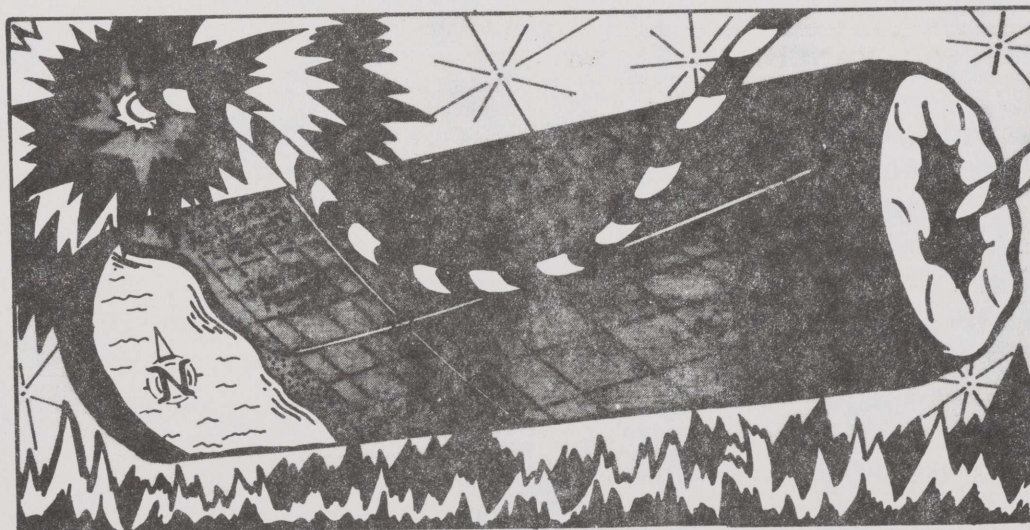
The course treats the way people's ideas about technology have changed over time, and the way new technologies have shaped people's ideas about what changes in ways of living are possible. It also provides a historical perspective on the uses of energy and how they have changed over time.

Technology--atomic energy, television, gunpower--has vastly changed the way we eat, work, think, and spend our leisure time. Precisely how has technology done all this? More important, can these changes be understood, and can this understanding be applied to make technology serve us, rather than vice versa?

This course seeks to answer these questions by studying, in depth, some technological changes and their effects. Since the changes chosen are taken from the past, there is a sense in which all the returns are in, and both the technological developments and their effects on society can be thoroughly surveyed.

We will study medieval machinery on the efficient uses of energy, of improved ships and weaponry on European commercial expansion, of the applications of science and reason to industrial development in the Industrial Revolution, of the automobile and its effects on American life, and of the exploration of future technology in science fiction. In addition, we will read a general book on the role of ideas and ideals in the development of technology.

We will close the course by looking at a contemporary technological development--the development of alternative or "appropriate" technologies--and trying, on the basis of what we have learned, to predict its effects.



SMC 520 INTRODUCTION TO ENERGY TECHNOLOGY (4 Units)

Ruth Hsiung
MWF 10:40-11:50AM
NSM B339
Lower Division

Area of Concentration: Science, Technology &
Society; Environmental Studies
Cluster: Energy
10 Weeks

In this course, both the basic concepts in science pertaining to energy and the present conversion technology in the production of energy will be presented. In addition, we will also examine the alternative energy sources that has yet been tapped; and the new technology needed to utilize these new energy sources. Among the energy sources that will be discussed are: fossil fuels, solar energy, nuclear energy, geothermal energy, fuels from wastes. The technology to be presented are the conventional electric power generation, hydroelectric, magnetohydro dynamics, solar cells, fuel cells, ocean thermal gradient, nuclear fusion, and others.

This course assumes no previous knowledge of science, and will not emphasize in the quantitative concepts of energy but rather to provide the student with some background knowledge on energy that is essential for their understanding of the meaning of "energy crisis." Textbooks for this course are: (1) Energy and Society, by T.J. Healy, Boyd & Fraser Publishing Co. 1976. (2) Energy from Sources to Uses, by H. S. Stoker, S. L. Seager, R. L. Capener, Scott, Foresman & Co. 1975.

STUDENT WORKLOAD: There will be a mid-term and a final exam on the materials covered in the class. In addition, the students are required to write a paper on a future energy source and its related technology.

SMC 567 NUCLEAR ENERGY CONTROVERSY (4 Units--3 NS, 1 BS)

Ruth Hsiung
TTH, 2-3:40PM
SC E139
Lower Division
W/A Offered

General Education: NATURAL SCIENCE, BASIC SUBJECTS
Cluster: BASIC SKILLS
10 Weeks

The module deals with an important energy issue that effects and frustrates everyone. In addition, this course also attempts to teach students basic skills such as critical thinking, problem solving and decision making using the issue as the vehicle.

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.

STUDENT WORKLOAD: The final evaluation includes a final examination and a 5-7 page research paper to survey public knowledge and opinion on a related topic.

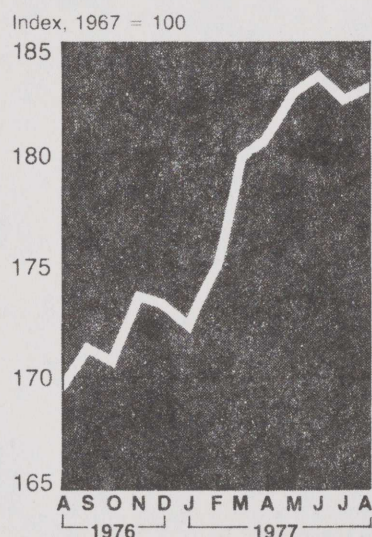
SMC 900 TABLES, GRAPHS AND OTHER PICTORIAL (2 Units)
REPRESENTATIONS OF SERIOUS STUFF

Richard Rogers
 TTH, 2-2:50PM
 NSM B339
 Lower Division

General Education: BASIC SUBJECTS
 Cluster: Energy 10 Weeks

Tables graphs, etc. fits into the Energy Cluster by virtue of the fact that most of the data examples we will analyze will have some energy topic as the content.

In this course students will learn how to decipher and prepare tables, charts, graphs and other data summaries. The data we will work with will all have energy as their theme. Grades will be based on the students ability to decipher and understand various data summaries.



COMPARATIVE ETHNIC STUDIES

The College has many excellent courses and programs about particular ethnic groups which enhance our understanding of ethnic groups.

The Comparative Ethnic Studies Cluster will, throughout the academic year, try to provide a general understanding of ethnic groups, from a comparative perspective and using the approaches of many disciplines. The Cluster will draw on the offerings of departments, but rather than concentrating on the culture and behavior of one group, you will be encouraged to develop a more general view. There will be an introductory course which discusses a range of approaches to the study of ethnic groups. Students in the Cluster will take courses dealing specifically with particular ethnic groups, in order to provide the knowledge necessary to make meaningful generalizations and comparisons. Other Cluster courses will provide the comparative perspective, and the opportunity for fieldwork in ethnic communities near the College.



SMC 668 ASIAN AMERICAN IN SOCIETY (4 Units)

Fumiko Hosokawa

MW, 12-1:40PM

SC E153

Upper Division

General Education: HUMANITIES

Area of Concentration: HUMAN STUDIES (TOPICS)

Cluster: COMPARATIVE ETHNIC

10 Weeks

"Asian Americans in Society" is dealing specifically with ethnic groups that share in common an Asian heritage but which are diverse ethnically. These groups will be compared with each other for similarities and differences.

Civil Justice in California

Asians have been studied historically, psychologically, and politically but not too much emphasis has been placed on the cultural and social dimensions of specific Asians groups. We will focus on these two dimensions as we look at the Japanese, Chinese; and Filipino American in our society. Questions of identity, community solidarity, male-female roles, and majority-minority group relations will be addressed as we examine the socialization practices of these Asians, the assimilation process, culture, and historical experiences of these group members. The class will be a combination of lecture and discussion groups where we will explore the meaning of being Asian in American society.

STUDENTS WORKLOAD: Students will participate in a social survey where they will become acquainted with elementary survey techniques as applied to a study of various Asian groups.

In Touch...

Four Intensive

SMC 710	ETHNIC SOURCES IN FILM: MINI COURSE (1 Unit)	Lois Feuer
SMC 711	DIRECTED READING IN FILM (1 - 3 Units)	Marilyn Sutton
SMC 712	ETHNIC SOURCES IN POETRY: MINI COURSE (1 Unit)	MWF, 9:20-10:30AM
SMC 713	DIRECTED READING IN POETRY (1 - 3 Units)	SC E145
SMC 714	ETHNIC SOURCES IN FICTION: MINI COURSE (1 Unit)	Upper/Lower
SMC 715	DIRECTED READING IN FICTION (1 - 3 Units)	
SMC 716	ETHNIC SOURCES IN DRAMA: MINI COURSE (1 Unit)	
SMC 717	DIRECTED READING IN DRAMA (1 - 3 Units)	

General Education: HUMANITIES
 Area of Concentration: CIVILIZATIONS
 Cluster: COMPARATIVE ETHNIC
 10 Weeks

Film

What inspiration have ethnic experiences provided for film, poetry, fiction, and drama? And how is the portrayal of those experiences modified by the particular form of the film, the poem, the novel or short story, or the drama?

FICTION

The mini-course series entitled ETHNIC SOURCES enables you to explore the theme of ethnicity in a variety of ways and at the same time become familiar with the characteristics of the major types of literature. The series consists of four mini-course offerings, each of which offers a directed reading opportunity. You may select one, two, three or all four of the mini-courses. Then, if you wish, you may elect from one to four of the directed reading options to broaden and deepen your experience of a particular form. The directed reading options can be taken at any point in your studies in the Small College, but they may not be taken unless you have completed the corresponding mini-course.

A typical use of this course might include the four mini-courses taken this winter and one directed reading, say in drama, also completed this winter for a total of seven units; then, next spring or fall, a second directed reading course could be completed for an additional 1-3 units.

Theater

The Mini-Courses are:

SMC 710	Ethnic Sources in Film--Weeks 1 & 2	1 Unit
SMC 712	Ethnic Sources in Poetry--Weeks 3 & 4	1 Unit
SMC 714	Ethnic Sources in Fiction--Weeks 5,6 & 7	1 Unit
SMC 716	Ethnic Sources in Drama--Weeks 8,9 & 10	1 Unit

The major concepts for the course will be introduced in the first mini-course, Ethnic Sources in Film. Since one of the objectives of these courses is to provide comparative approaches to similar themes, we strongly recommend that you take at least two mini-courses.

The directed reading options are listed below. Remember that to be eligible for any one of the reading options, you must first complete the mini-course related to that option.

SMC 711	Directed Reading in Film	1 - 3 Units
SMC 713	Directed Reading in Poetry	1 - 3 Units
SMC 715	Directed Reading in Fiction	1 - 3 Units
SMC 717	Directed Reading in Drama	1 - 3 Units

Short Courses

power in organization.

SMC 669	<u>FIELDWORK IN COMPARATIVE ETHNIC STUDIES</u> (4-6 Units)	Fumiko Hosokawa Alan Fisher Sandy Orellana TTH, 2-3:40PM SC E145 Lower Division W/A Offered
General Education: SOCIAL SCIENCE		
Area of Concentration: HUMAN STUDIES (METHODS)		
Cluster: COMPARATIVE ETHNIC STUDIES		
10 Weeks		

"Fieldwork in Comparative Ethnic Studies" is designed to enable students to work with and learn about diverse ethnic groups in a community setting.

In this class students will have the opportunity to go out and do research in ethnic communities in the surrounding area. The class will be team-taught with the student being exposed to a range of methodologies that can be used in exploring possible research topics in ethnic communities. Types of methodologies that will be covered are ethnographic fieldwork and the case study.

Students will learn about ethnic communities through the use of survey data recently collected as well as through readings and lectures about various ethnic groups. Lectures and discussion will focus on the following questions:

1. How does one go about entering an ethnic community for research purposes?
2. What is the role of the researcher in ethnic communities?
3. What types of knowledge is it necessary for the student to have in selecting a research topic on ethnic groups?

In addressing these questions, the instructors will provide information about specific ethnic groups concerning their social and cultural characteristics.

The student will be selecting a specific ethnic community in which to do his or her fieldwork and the following groups of people may be considered in choosing a community fieldwork site: Samoans, Mexican Americans, Blacks, Jews, and Japanese. This list is not exhaustive and the student is encouraged to suggest others.

STUDENT WORKLOAD: In receiving units for the class, students are expected to attend 4 hours of classroom lecture/discussion for 10 weeks as well as going out to an ethnic community site for a number of hours each week for 10 weeks. The following list is provided to determine the number of fieldwork units the student wishes to take:

- 1 Unit of fieldwork = 2 hrs/wk for 10 weeks
- 2 Units of fieldwork = 4 hrs/wk for 10 weeks
- 3 Units of fieldwork = 6 hrs/wk for 10 weeks

Students may extend their actual fieldwork into the Spring Quarter if they wish.

The student is urged to sign up for the Research Adjunct together with this course. The assignment is a research paper on a topic related to ethnic groups which represents the synthesis of data collected through fieldwork.

SMC 730 IDEAS IN THIRD WORLD LITERATURE: AFRICA (2 Units)

Rudy Vanterpool
 TTH, 12-1:40PM
 SC E143
 Lower Division
 W/A Offered

General Education: HUMANITIES
 Area of Concentration: CIVILIZATIONS
 Cluster: COMPARATIVE ETHNIC STUDIES
 5 Weeks: Begins FIRST 5 WEEKS

This course fits into the Comparative Ethnic Studies Cluster, in the sense that our approach emphasizes a comparative understanding of multi-cultural diversity. Our specific comparison: African philosophy and culture/Black Americans in a multi-cultural society.

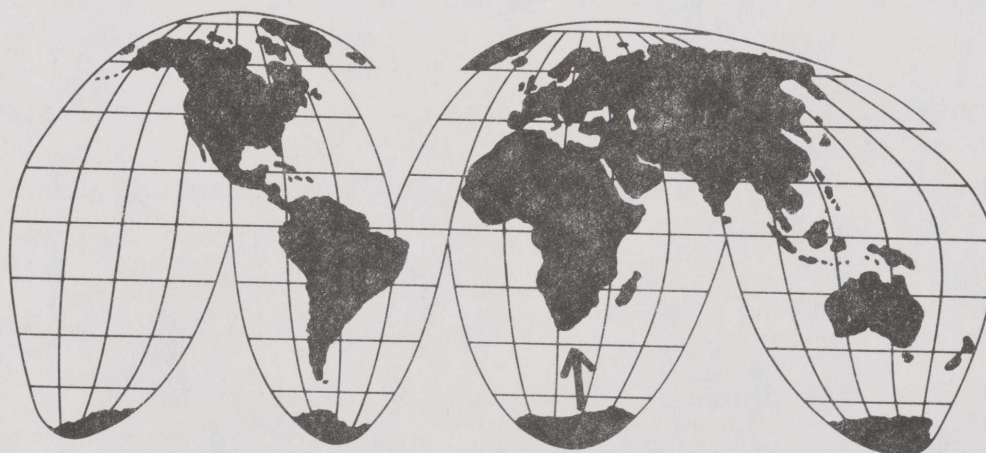
This is a mini-course in which we will examine and try to put into proper perspective some of the central ideas of thinkers of the Third World. Of particular concern will be ideas advanced by African writers. Among the representative thinkers are Ezekiel Mphahlele, Kwame Nkrumah, and Alan Paton.

A major objective of the course will be to enrich our understanding of ethnic diversity in the United States by exploring the relationship between the African and Black American circumstance. This comparison of Third World ideas with ideas of American diversity will be done through examining:

1. Literary and social stereotypes
2. Philosophical ideas such as Negritude, and African identity
3. Cultural values

One of two films will be shown during the course.

STUDENT WORKLOAD: The classroom procedure will consist of lectures and discussions directly related to the reading material. There will be a minimum of one exam (midterm) and a 5-7 page term paper.



SMC 731 IDEAS IN THIRD WORLD LITERATURE: LATIN AMERICAN

(2 Units)

Rudy Vanterpool

TTH, 12-1:40PM

SC E143

Lower Division

W/A Offered

General Education: HUMANITIES

Area of Concentration: CIVILIZATIONS

Cluster: COMPARATIVE ETHNIC STUDIES

5 Weeks: Begins SECOND five weeks

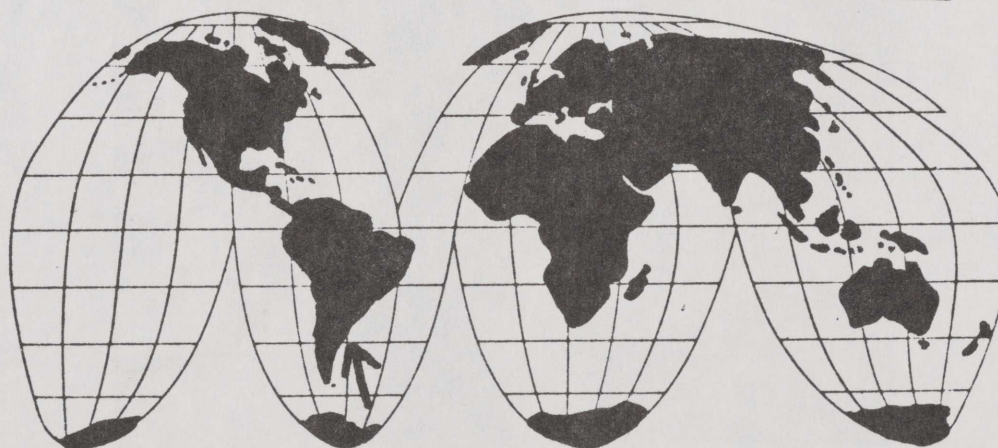
As is the case with the mini-course on African perspectives, this mini-course will closely examine some of the central ideas of Third World thinkers--specifically of Latin American writers. Octavio Paz, and Jorge Luis Borges are among the representative Latin American writers considered.

A major objective of the course will be to enrich our understanding of ethnic diversity in the United States by exploring the relationship between the Latin American and the Chicano circumstance. This comparison of Latin American ideas with ideas of ethnic diversity here in the United States will be done through focusing on:

1. Literary and social stereotypes
2. Philosophical ideas such as personal identity, and existential circumstance
3. Cultural values

This course fits into the Comparative Ethnic Studies cluster, in the sense that our approach emphasizes a comparative understanding of multi-cultural diversity. Our specific comparison: Latin American philosophy and culture/ Chicanos in a multi-cultural society.

STUDENT WORKLOAD: The classroom procedure consists of lectures and discussions directly related to the reading material. There will be a minimum of one exam (mid-term), and a 5-7 page term paper.



SMC 762 READINGS IN BLACK (4 Units)

Area of Concentration: CIVILIZATIONS: HUMAN STUDIES
Cluster: COMPARATIVE ETHNIC (TOPICS)
10 Weeks

Emory Holmes
MW, 2-3:40PM
SC D154
Upper Division
W/A Offered

This course is designed to examine Black thought and ideas on our common condition in relation to other sociological, psychological and philosophical ideas.

This seminar will examine some sociological and psychological themes that appear in various works with particular emphasis on Black writers. Selected works of a number of Black writers and thinkers and a comparison of writings by non-Black authors will be read and discussed. We will read Malcolm X, King Bennett, Moynihan and Leiberman, and other selected works. Some selected movies will be shown.

STUDENT WORKLOAD: Students will be required to do the readings and take part in informed class discussions. Additionally, a term paper of approximately 10 pages will be required.



SMC 760 SEMINAR IN LATIN & MEXICAN AMERICAN PROBLEMS (2 Units) Sandy Orellana
MWF 9:20-10:30AM
Area of Concentration: CIVILIZATIONS: HUMAN STUDIES (TOPICS) SC E143
Cluster: COMPARATIVE ETHNIC STUDIES Upper Division
5 Weeks: Begins SECOND 5 Weeks W/A Offered

This course is part of the Comparative Ethnic Studies Cluster and deals mainly with Mexican, Mexican American, and Anglo perspectives on the illegal alien problem. It compares the views of the three groups and will attempt to elucidate the ethnic beliefs which influence these views.

Discussion and study of selected issues in the comparative research of contemporary Latin American and Mexican American society. This time the seminar will focus its attention on Latin American immigration into the United States and the problem of illegal aliens.

STUDENT WORKLOAD: At first we will meet regularly to discuss the issues in depth and then students will develop 5-10 page papers on specific aspects of the problems involved. At the end of the seminar results of the papers will be discussed in class. Readings will be taken from recent newspaper and journal articles.



IDEAS AND DISCOVERIES: FORCES THAT SHAPED THE MODERN WORLD

The forces that shaped the modern world are many, from the invention of agriculture to the idea of scientific law, from the archetypal themes underlying world literatures to the concepts and methods of the social sciences.

The Ideas and Discoveries Cluster will investigate some of these forces, using a chronological arrangement which runs throughout the academic year, and drawing courses from both the Small College and the larger institution. The Fall quarter's courses were grouped about the theme "Origins and Beginnings," and range from the study of archeological dating to the history of ancient civilizations. The Winter quarter's theme is "Transitions," and the Spring quarter's theme will be "The Modern World." The Cluster will begin with a brief proseminar, to introduce the many different types of questions suggested by even a small modern phenomenon. The Cluster will close with a capstone course in the Spring quarter, allowing you to benefit from each other's learning and to make your own generalizations about the development of the modern world.

To complete the cluster, you will need a minimum number of units; the number is determined by the purpose for which you plan to use the cluster as part of your total college program. (Of course, you may also choose any number of individual courses from the cluster without necessarily completing the total package.) To complete the cluster, you should plan on taking the capstone course in the Spring, and do a short (one-unit) individual project: the project can be a paper, a piece of fieldwork, the design of an experiment, the creation of a work of art--but it must be designed to integrate the work you have done in the cluster. Any cluster faculty member will be glad to help you. The project may, if you wish, serve as a takeoff point if you wish to do a Thematic Project in the Small College.



SMC 663 DURKHEIM & WEBER (3 Units)

Area of Concentration: HUMAN STUDIES (THEORY)

Cluster: IDEAS

PREREQUISITE: Some Sociology Important

5 Weeks: Begins FIRST 5 Weeks

Fumiko Hosokawa

MW 2-3:40PM

SC E153

Upper Division

W/A Offered

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

STUDENT WORKLOAD: There will be five 2-page papers required for this class.

SMC 720 ENJOYMENT OF MUSIC (2 Units)

General Education: HUMANITIES

Area of Concentration: CIVILIZATIONS

Cluster: IDEAS

10 Weeks

Ken Gash

T, 10-11:50AM

HFA A202

Lower Division

W/A Offered

The purpose of this module will be to expose you to a large variety of music which has withstood the test of time; that is, music which is called "classical" but which includes folk, jazz and many other forms. The emphasis of the class will be on the enjoyment of the music rather than on its analysis. Classroom discussions will be a most important part of the course and they will be initiated by students' individual and subjective reactions to musical selections played in class.

This course is part of the Ideas and Discoveries Cluster and as musical selections are presented they will be placed in their cultural contexts as much as possible. Music like literature, does not initiate cultural changes, but it certainly does react to them.

STUDENT WORKLOAD: During the course, you will be asked to attend at least two live concerts and to write a brief subjective paper about your reactions. Just before the end of the course, you will be asked to write another paper in which you will discuss your reactions to the course, the music, and the fulfillment of your expectations about the course. There will be a book, The Joy of Music, by Leonard Bernstein, which you will be asked to read and to use as a background to help you think about the music you are listening to, and for which you will write a book report by the middle of the quarter.



**Music and
Records**

SMC 661 EXPERIENCE OF DEATH AND DYING (4 Units)

Area of Concentration: HUMAN STUDIES (TOPICS)

Cluster: Ideas

10 Weeks

Sandy Wilcox

MWF, 10:40-11:50AM

SC E153

Upper Division

W/A Offered

Death as an idea has always been a main theme of the arts. The meaning of that idea is a main question of philosophy, religion, and now, some say, the Social Sciences. Enduring conceptions of death are emerging in theories in psychology and sociology; they have always been studied by anthropology. To the extent that death is a theme of any study of man and society it is an idea to be examined in its own right.

This course considers reactions to death: anticipations of one's own death, and the reaction to others' deaths, strangers as well as friends. Among other things, the course covers attitudes towards death, what it's like to be dying, grief and mourning, funerals and their good and bad aspects, children's conceptions of death and issues involved in suicide and euthanasia.

Classes will be lecture/discussion combined with small group discussion of issues raised by the lecture material, readings and other resources, such as films.

STUDENT WORKLOAD: Students will write two personal reaction papers, a project paper analyzing a specific problem, and take a final exam.

NOTE: SINCE THE CORRESPONDING COURSE, PSYCH 253, IS NOT BEING OFFERED BY THE PSYCHOLOGY DEPARTMENT THIS YEAR, STUDENTS MAY SUBSTITUTE THIS COURSE IN THEIR PSYCHOLOGY PROGRAMS.

The best of both worlds.

SMC 561 THE GRAIN IN THE STONE: THE TRANSITION TO CITY LIFE Sandy Orellana
 (2 Units) MWF, 9:20-10:30AM
 General Education: SOCIAL SCIENCE: HUMANITIES SC E143
 Area of Concentration: CIVILIZATIONS: HUMAN STUDIES Lower Division
 5 Weeks: Begins FIRST 5 Weeks (TOPICS) W/A Offered

This course is part of the Ideas Cluster and continues the story of man's development by focusing on the transition to city life. Urbanization is one of the great forces that has shaped the modern world and involved innovations in architecture, social organization, and technology.

We will examine anthropological theories attempting to explain the origin of cities and view examples of early urban environments. After comparing such Old World and New World early cities as Uruk and Teotihuacan, we will examine the development of human architectural ability and urban planning by looking at examples of Roman, Moorish, early Spanish and contemporary cities. The textbook for the class will be The First Cities from the Time-Life series.

STUDENT WORKLOAD: Students will develop three (3) page papers on important factors in the rise of the city.

SMC 672 "HUMAN-ETHICAL VALUES IN CURRENT ISSUES" (2 Units) Alan Fisher
 W, 12-1:40PM
 General Education: SOCIAL SCIENCE: HUMANITIES SC E153
 Area of Concentration: CIVILIZATIONS; HUMAN STUDIES Upper/Lower
 10 Weeks (TOPICS) W/A Offered

In the beginning of the course we shall review the major aspects of humanist thought, a doctrine growing out of rationalism. The body of the course will involve applying these basic ideas. Students can use "humanism" as a link with other modules in the Ideas Cluster.

Too often we think of public issues as simply "political" or "economic," without grasping that we are talking about human beings. In this module we shall try to focus on the human and ethical values in a number of current issues--energy, the Middle East, hijacking, capital punishment. Is there a "humane" position on these issues? Is the humane position short-sighted? Can we actually determine which side is in the right? This module attempts to apply the concepts of humanism and ethics to real situations.

STUDENT WORKLOAD: There will be four (4) (2-3 page) papers and a lot of class discussion. Students taking the course for upper division will write one (1) moderate-sized paper on one of the topics.

fascinating possibilities

SMC 706 THE QUEST: JOURNEY OF SELF DISCOVERY (4 Units)

Marilyn Sutton
MWF, 10:40-11:50AM
SC E145
Upper/Lower
W/A Offered

General Education: HUMANITIES

Area of Concentration: CIVILIZATIONS: HUMAN STUDIES (TOPICS)

Cluster: IDEAS

10 Weeks

Short stories, novels, poems, and plays are frequently presented in the form of a journey or quest. As the main character moves through a series of external experiences, he or she often recognizes an internal transition, perhaps a movement from innocence to experience, or from ignorance to education, or from confusion to a sharper sense of personal or ethnic identity. In each case, the outward journey is paralleled by an inner quest for self-discovery.

This course will examine the use of the quest motif as a literary and psychological pattern for self-discovery. We will begin by examining literary approaches to self-knowledge in contemporary song lyrics, poems, and short fiction as well as psychological interpretations of the archetype of the quest. Then, we will turn to some early forms of the quest motif in the folktale, riddle, pilgrimage, romance, and meditation. This study will provide a basis for our exploration of several novels of self-discovery; some quite contemporary, others from a past age. The novels will exemplify varied emphases in the journey of self-discovery--ethnic, religious, and educational.

The Ideas and Discoveries Cluster has chosen the topic of transitions for study this quarter: the Quest course studies "transitions" in the microcosm of the individual.



SMC 703 PHILOSOPHICAL ENTERPRISE II--PHILOSOPHY IN TRANSITION

(4 Units)

Rudy Vanterpool
 MWF, 10:40-11:50AM
 SC D138
 Upper/Lower
 W/A Offered

General Education: HUMANITIES
 Area of Concentration: CIVILIZATIONS
 Cluster: IDEAS
 10 Weeks

What is the source of our beliefs? Are individuals born with certain moral notions? In fact, why should a person be moral? Is there one form of government best suited for all societies? What can be said for or against belief in God? Questions such as the above have been asked by philosophers. In the course we will endeavor to critically assess the kinds of answers philosophers have offered so these kinds of questions.

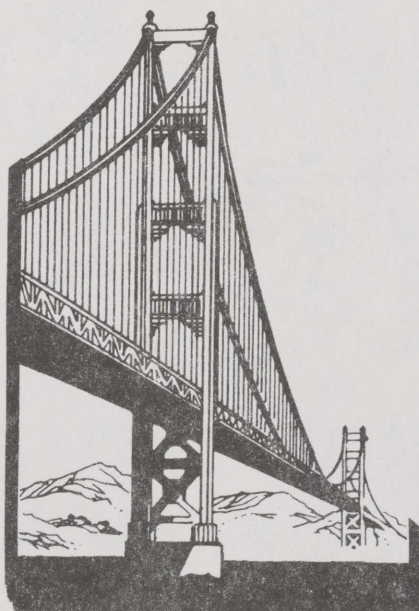
The main emphasis will be on philosophical outlooks of well-known Western philosophers, covering the period from the 16th through the 18th centuries. A major concern is to try to understand the impact of certain ideas in helping to shape the world we now live in. Among the philosophers treated are: Descartes, Locke, Berkeley, Hume, Leibnitz, and Kant.

Special topics will be selected from specified time-periods. Text: Walter Kaufmann, Philosophic Classics: Volume II--Bacon to Kant.

This course fits into the "Ideas" Cluster, in the sense that it will deal critically with changing conceptions of truth, the world, morality, and religion.

STUDENT WORKLOAD: The classroom procedure will consist of lectures and discussions based primarily upon the readings for the course. A seven (7) page term paper is required. Several periodic "quizzes" will be given.

NOTE: To obtain upper division credit, the student will be expected to write a term paper of substantial length and critical depth.



SMC 764 PROPHETIC POETS: WILLIAM BLAKE AND THE
PROPHETIC TRADITION (4 Units)

Lois Feuer
MW, 2-3:40PM
SC E143
Upper Division
W/A Offered

General Education: HUMANITIES

Area of Concentration: CIVILIZATIONS; HUMAN STUDIES

PREREQUISITE: A previous course in literature OR the
consent of the instructor

10 Weeks

The main focus of the course is William Blake's reaction, as a "prophetic poet," to the Industrial Revolution and related 18th Century ideas and events. We will look also at some of Blake's predecessors and successors in the tradition of the poet as social critics; we'll begin by reading some of the Biblical prophets (including Hosea, Amos, Isaiah, Jeremiah and Jesus) and conclude by looking at some contemporary "prophets" such as Allen Ginsberg and Bob Dylan. This class is designed as part of the Ideas and Discoveries: Transitions Cluster; it is also appropriate for students interested in religious studies or in the history of social and political criticism.

The readings for the course will include: selected Biblical prophets, Adams' edition of Blake (we'll read several of the shorter poems and the major prophecies "The Marriage of Heaven & Hell" and "Jerusalem") Frye, Fearful Symmetry (to help us through Blake) several long poems by Ginsberg, several song lyrics by Dylan & other miscellaneous short poetry.

STUDENT WORKLOAD: Students will be expected to write two brief papers on the assigned readings and to complete a take-home final examination.

NOTE: Students may count at least 2 units of this course for Human Studies credit, and should consult with the instructor about using all 4 units for Human Studies credit.



SMC 767 SOCIOLOGY OF DANCE (4 Units)

General Education: SOCIAL SCIENCE

Area of Concentration: CIVILIZATIONS; HUMAN STUDIES (TOPICS)

Cluster: IDEAS

10 Weeks

Fumiko Hosokawa

MW, 6-7:40PM

SC E145

Upper Division

W/A Offered

Sociology of Dance is related to the Ideas Cluster in that the area of dance is a significant cultural force that helped shape the modern world. It does this by creating an avenue of expression through physical movement that affects and reflects current ways of thinking.

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.

STUDENT WORKLOAD: There will be one paper and a quiz required for the class, plus some brief analyses of films.

SMC 510 TIME & TIMING DEVICES (2 Units)

General Education: NATURAL SCIENCE

Cluster: IDEAS

5 Weeks: Begins FIRST 5 Weeks



Ruth Hsiung

TTH, 9-9:50

NSM B339

Lower Division

W/A Offered

The module explores also how the concept of time has changed over the years, particularly the concept of relativity.

Time always poses a puzzling question to human beings because of man's inability to stop, reverse, lengthen, shorten, or in short, control it. In this module, we will discuss the concept of time in the physical and biological world, the relation of time and space, the periodic phenomena in nature, and various timing devices used over the years, for example: pendulum, sun dial, clock, atomic clock, etc.

STUDENT WORKLOAD: Students are to write a paper on some topic related to time or to make a device that will tell time. Other than regular lecture, we will also visit the Museum of Science and Industry and Griffith Observatory. Both have collections on ancient timing devices. This is a general education module for students with little science background.

The Seeing Eye: Perception and Perceptions

Perceptions begin with a physiological process, but it is also determined by experience and frame of mind. What we consider "art" and how we view it depends on psychological organization, cultural expectations, and historical change. The styles of communication and expression current in any particular place and time likewise express varied social, cultural, and personal values.

The Seeing Eye Cluster, in the Spring quarter, will begin with a pro-seminar introducing the basic questions asked by several academic disciplines about perception. You will then take core courses in these disciplines: for instance, psychology, sociology, art, and history. You will study the visual arts of a given historical period, and then of a given culture; and then study a particular mode of expression within the arts. A final capstone seminar, returning to the original questions raised in the pro-seminar, will allow you to pool your knowledge to enhance your understanding both of the role of perception and the meaning of art.

THE SEEING EYE CLUSTER IS BEING DEVELOPED AT THE PRESENT TIME AND IS SCHEDULED FOR SPRING.

NON-CLUSTER COURSES

*Loose Change*TM

SMC 801 EXPERIENTIAL EDUCATION (1 - 16 Units)Ken Gash
Ruth Hsiung

This course is devoted to the conceptualization of what is learned in a variety of learning experiences outside traditional college classrooms. Learning environments may be: internships, paid jobs, field experience, volunteer activities, travel and residence abroad, personal reading and study programs. The learning may be prior or concurrent with registration for credit. A portfolio is developed after initial agreement on a learning contract. Learning objectives and outcomes are important components of the conceptualization and evaluation.

CREDIT/NO CREDIT GRADING IS USED.

SMC 805	INDEPENDENT STUDY - NATURAL SCIENCE	Staff
SMC 806	INDEPENDENT STUDY - SOCIAL SCIENCE	Staff
SMC 807	INDEPENDENT STUDY - HUMANITIES	Staff
SMC 809	INDEPENDENT STUDY - BASIC SUBJECTS	Staff

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.



SMC 665 PERSPECTIVES IN EDUCATION (2 Units)

Ruth Larson
TH, 10-11:40AM
SC E145
Upper/Lower

General Education:

Area of Concentration:

10 Weeks

This course is designed for non-education students with an interest in the education of children and young people. The goals are to examine current criticisms of the schools and to consider alternatives to schooling that are developing in our society. The point of view to be taken is that teaching and learning are fundamental processes of human development. Dimensions of schooling receiving major attention are personal, ethical, political and cultural.

Students will be involved in:

1. Examining their own ideas of education and schooling
2. Reading selected criticisms of elementary and secondary schools
3. Interviewing children, young people, teachers, administrators and parents to obtain a wider view of ideas and beliefs about education and schooling.

The outcomes of these three kinds of activity will provide a basis for comparisons between what critics are writing and what people believe to be the case. The class will analyze these and discuss their implications.

Puzzled About TEACHING

SMC 666 FIELD EXPERIENCE IN EDUCATION (2 Units)

Ruth Larson
TBA
TBA
Upper/Lower

General Education:

Area of Concentration:

10 Weeks

This course is designed to give Liberal Arts and Science students opportunities to engage in actual teaching in the elementary and secondary schools. Such teaching can enrich the school experiences of children and young people. Students will be expected to have an area of interest and expertise, such as, a hobby or academic subject. Instructor will work individually or in small groups with students to make plans for teaching. Instructor will select schools and classrooms for teaching and supervise the students' work. Student and instructor together will evaluate the student's teaching.

STUDENT WORKLOAD: Class will meet during first two class sessions for orientation. It will meet at the end of the quarter to assess overall outcomes of the course.

Students will spend approximately fifteen hours in planning, teaching and evaluating their work.

SMC 500 THE ISAAC ASIMOV GUIDE TO SCIENCE, VOL I
AS PRESENTED BY RICHARD ROGERS (2 Units)

Richard Rogers
 TTH, 3-3:50PM
 NSM B339
 Lower Division

General Education: NATURAL SCIENCE
 10 Weeks

In this course we will read and discuss several of Asimov's paperbacks which fit the general description of "science for the layperson." Included will be topics from all areas of the sciences.

STUDENT WORKLOAD: Students will be expected to present material from selected chapters to the rest of the class. Grades will be based on the final exam (mostly definitions) and classroom participation.

SMC 902 NUMBERS, NUMBERS, NUMBERS (2 Units)

Richard Rogers
 M, 12-1:40PM
 SC E153
 Lower Division

General Education: BASIC SUBJECTS
 10 Weeks

This course will explore number theory from a elementary perspective. Included will be work with number systems and number games. Course is ideally suited for someone who wants to become reacquainted with numbers or who enjoys numerical manipulations and games.

STUDENT WORKLOAD: Grading will be based on 2 exams and homework exercises.



SMC 630 INTERDISCIPLINARY PERSPECTIVES ON LOVE (4 Units)

Bev Palmer
MW 12-1:40PM
SC E143
Upper/Lower
W/A Offered

General Education: SOCIAL SCIENCE

Area of Concentration: HUMAN STUDIES (TOPICS)

PREREQUISITE: Those students who plan to take this course for Human Studies Area of Concentration credit and/or for Upper Division credit must have as a prerequisite an introductory course in their anthropology, biology, history, literature, philosophy, psychology, or sociology.

10 Weeks

We will explore the conceptualization, antecedents, and expressions of human love from an interdisciplinary perspective which includes both the disciplines of anthropology, biology, history, literature, philosophy, psychology, and sociology plus several transdisciplinary concepts. The focus will be on the questions a particular discipline asks and the evidence a particular discipline accepts.

STUDENT WORKLOAD: For lower division credit there will be a required paper. For upper division credit, students will be expected to have the necessary prerequisites, complete the required paper, and have satisfactorily completed an additional paper relating the concepts of this course to the concepts learned in their prerequisite course.



EVERYBODY WANTS

SMC 881 PEER TUTORING IN PSYCHOLOGY (1 - 3 Units)

Bev Palmer

TBA

Area of Concentration: HUMAN STUDIES (SPECIALIZATION)

TBA

PREREQUISITE: Only students who have completed a course or have some experience in group counseling are eligible for peer tutoring in psychology this quarter. 10 Weeks

Upper Division

Tutors will meet once a week with the instructor for training and discussion, will be expected to be available to students at least one hour per week outside of class, plus will attend class sessions of Interpersonal and Group Dynamics (Psych 242). In addition, peer tutors will be expected to write several reaction papers which they will be evaluated on.

SMC 882 PEER TUTORING IN WRITING (1 - 3 Units)

Marilyn Sutton

TBA

10 Weeks

TBA

Upper Division

This section is open to students who are interested in being tutors for the Writing Adjunct Program, or who just want to learn more about the processes of writing, teaching, and teaching writing. We will meet bi-weekly 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.

HERE'S YOUR CHANCE!

SMC 891 THEMATIC PROJECT PROPOSAL WRITING WORKSHOP (1 Unit)*
(Section 01)
10 Weeks

Ken Gash
M, 4-5PM
SC E153
Upper Division

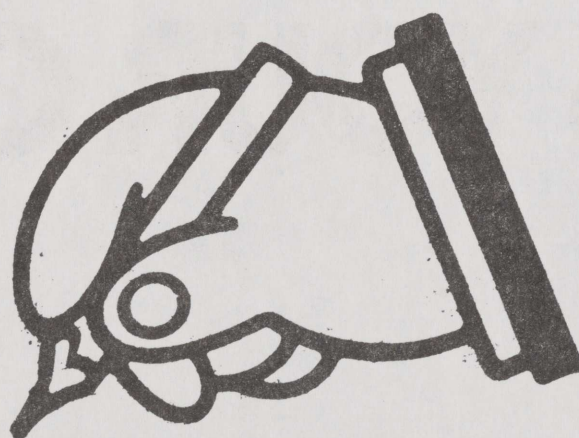
Writing proposals is a difficult, often anxiety-producing activity, yet in almost every profession it is also a necessary activity. A clear understanding of specific techniques can make the task a lot easier. This seminar will be conducted as a set of workshops to tackle the problems of:

- (1) Defining the scope of the proposal
- (2) Stating Objectives
- (3) Presenting Evidence
- (4) 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 ten one-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.



THAT'S WHAT OUR WORKSHOP IS ALL ABOUT

SMC 891	<u>THEMATIC PROJECT PROPOSAL (2 Units)</u>	Staff
SMC 892	<u>THEMATIC PROJECT FIELDWORK/RESEARCH</u>	TBA
SMC 893	<u>THEMATIC PROJECT FINAL PRODUCT</u>	

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

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

Normally, Thematic Projects have four parts: the student begins by writing a proposal; he then does the fieldwork and/or research and coursework; finally, he prepares the evaluable product.

When you have 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 do not have a project in mind, you should at least have a general area of interest; go talk with faculty members in that area, and see if together you can come up with a workable idea. You should find one faculty member who will agree to guide you as your Thematic Project Advisor.

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

- I. The Proposal must be written clearly and effectively, so that a reader can understand what you will be doing, and so the proposal can serve as a map by which you will move through the project.
- II. The proposal must: DEFINE or state a problem worthy of investigation, and tell why you think it's worth doing. DEFINE the reasonable limits of solving the problem or project. SUGGEST the probable means of solving the problem or doing the project, and in what order these means will be employed. Through describing the evaluable product, make clear how your work is to be judged; that is, state by what means the faculty can tell what you have done, how you have 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 are planning to do; the origin and development of the idea for the project; how the project relates to your academic, vocational, and/or personal goals. Notice that, though the Thematic Project must relate to something in your life, that something need not be (though it can be) your academic area of interest.
3. Statement of the objectives you hope to achieve as a result of doing the Thematic Project.
4. Outline of the learning methods to be used in accomplishing the project. In general this will include three things.
 - a. COURSEWORK: A list of the courses you expect to count toward the Thematic Project, including, as appropriate, experiential education, independent study, Small College and Large College courses. Explain the relevance of the courses to your project when this is not immediately obvious.
 - b. FIELDWORK AND/OR RESEARCH: A list of the types of activities you expect to undertake, together with proposed unit totals for each (see 5 below): e.g., library research, interviewing, internship, etc.
 - c. DESCRIPTION OF THE FINAL EVALUABLE PRODUCT (and unit total)

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

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

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

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

The Thematic Project Committee may suggest revisions of these policies as experience shows us they are 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 are not 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.

SMC 670 WORDS (4 Units)

Alan Fisher

TTH, 10-12Noon

SC E143

General Education: HUMANITIES

Area of Concentration: CIVILIZATIONS: HUMAN STUDIES (METHODS)
10 WeeksUpper/Lower
2/Units W/A Offered

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 born? How do they die?

STUDENT WORKLOAD: Students will live the life of a new word every week. We shall be reading some general semantics and readings from various disciplines. There will be one short paper and one 8-11 page paper. Students taking the course for upper division will do an additional short paper on content analysis

NO COMMENT

Interpretation

HIGH PURITY

HER WORDS

SMALL COLLEGE MODULES	GENERAL EDUCATION						AREA OF CONCENTRATION				CLUSTER				
	LEVEL	NS	SS	HUM	BS	ELEC	CIV	ST&S	HS	ES	BS	CES	E	ID	SE
Asian American In Society	UD			X					X			X			
Dominguez Hills Students: Survey Analysis	UD								X						
Durkheim & Weber	UD								X					X	
Energy and Jobs	UD								X	X					
Enjoyment of Music	LD			X			X							X	
Environmental Aspects of Energy Systems	LD	X											X		
Environmental Methods In Archaeology	UD								X	X					
Ethnic Sources in Film, Poetry, Fiction, Drama	UD/LD			X			X					X			
Experience of Death and Dying	UD								X					X	
Experiential Education															
Field Experience in Education	UD/LD	SEE	INSTRUCTOR				SEE INSTRUCTOR								
Fieldwork in Comparative Ethnic Studies	LD		X						X			X			
The Grain In The Stone: The Transition to City Life	LD		X	X			X		X						
Human-Ethical Values in Current Issues	UD/LD		X	X			X		X						
Ideas in Third World Literature: Africa	LD			X			X					X			
Ideas in Third World Literature: Latin America	LD			X			X					X			
Impact of Technology on Society, A Historians View	UD		X				X	X		X			X		
Independent Study	UD/LD	SEE	INSTRUCTOR				SEE INSTRUCTOR								
Interdisciplinary Perspective on Love	UD/LD		X						X						
Introduction to Energy Technology	LD							X		X			X		
The Isaac Asimov Guide to Science	LD	X													
Logic of Problem Solving	LD				X						X				
Nuclear Energy Controversy	LD	X			X						X				
Numbers, Numbers, Numbers	LD				X										
Peer Tutoring in Psychology									X						

IMPORTANT DATES

Tuesday, Wednesday
January 3, 4

Mentoring and Registration
FOR ALL STUDENTS

Thursday, January 5

First Five-Week Period Begins

Wednesday, January 25

Last Day to Drop Classes
without Permanent Record of
Enrollment: Last Day to Add
Classes

Monday, February 6

First Five-Week Period Ends

Wednesday, February 8

Second Five-Week Period Begins

Monday, February 20

Academic Holiday- NO CLASSES

Monday, March 13

Second Five-Week Period Ends

Tuesday, March 14

Examination Study Day-NO
CLASSES

Wednesday, Thursday,
Friday, Saturday
March, 15, 16, 17, 18, 20

FINAL EXAMS

THE SMALL COLLEGE FACULTY

- BARBARA A. CHRISPIN (1973) Associate Professor
B.A., 1964, M.A., 1965, University of Illinois; Ph.D., 1971
University of California, Los Angeles
- 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) Director, Professor
B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University
- ROBERT V. GIACOSIE (1973) Associate Professor
B.A., 1964, M.S., 1967, Rutgers University; Ph.D., 1972,
University of California, Los Angeles
- JUDITH V. GRABINER (1972) Associate Professor
B.S., 1960, University of Chicago; M.S., Radcliffe Graduate
School; Ph.D., 1966, Harvard 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
- CHI-HUA WU HSIUNG (1972) Associate Professor
B.S., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962,
University of Michigan
- SANDRA L. ORELLANA (1973) Associate Professor
B.A., 1963, M.A., 1965, M.A., 1969, Ph.D., 1976, University of
California, Los Angeles
- BEVERLY B. PALMER (1973) Associate 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) Associate 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) Dean, Community Programs
 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, Institutional Research
 and Organizational Development
 B.A., 1954, Tennessee State University; Ed.D., 1972, University of
 California, Los Angeles

**FLASH
 TEACHING**

