spring 1978 catalog

SMALL COLLEGE



Mysterious forces have internenced and

Witchcraft, Astrology, Magic

and the Decline of Religion......
(SMC 676, page 23)

... has been moved to

MONDAY and WEDNESDAY

12:00-1:40 SBS D025

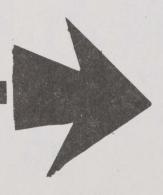
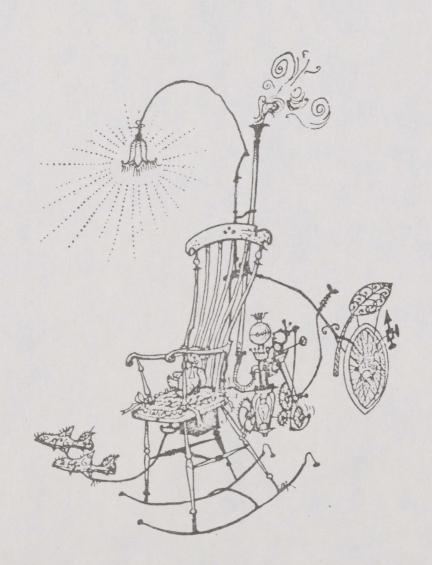


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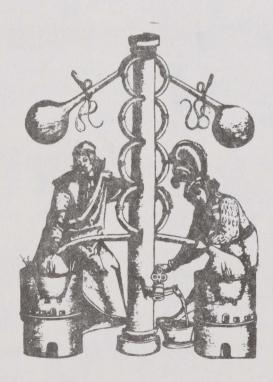


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SMALL COLLEGE MODULES OFFERING WRITING ADJUNCT

The British Are Coming Contemporary Women's Art Context of Literacy Controversial Topics in Life Sciences Democracy In America The Economics of the Energy Crisis Energy and the Future Ethnic Politics in the Dominguez Hills Surroundings Ideas Cluster Capstone Course Indian Religion and Folk Medicine in the Americas Irish History and Literature Karl Marx Myth and Ritual in Contemporary Art New Testament History Seminar in Comparative Ethnic Studies A Sense of the Earth Subcultures The Subject Matter of Sociology The Tribal Eye Vision Witchcraft, Astrology, Magic and the Decline of Religion in Early Modern England



As you may know, the General Education requirement is to take courses totaling a minumum of 8 units, from at least two fields, within <u>each</u> 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

Controversial Topics in Life Sciences
The Isaac Asimov Guide to Science, Vol. II
A Sense of the Earth (2 units)
Vision

Raye Drazin
Richard Rogers
Jamie Webb
Ruth Hsiung

2. SOCIAL SCIENCE

Requirement: 8 units (minimum) from at least two fields

The British Are Coming: The Influence of Rock Music Larry Rosen on the American Life Style Nancy Buchanan Contemporary Women's Art Marjorie Holden Context of Literacy: Histroical, Linguistic, Economic Psychological and Cultural Controversial Topics in Life Sciences (2 units) Raye Drazin Alan Fisher Democracy In America Linda Groff East-West Views of Human Nature Richard Rogers The Economics of the Energy Crisis Sandy Orellana Indian Religion and Folk Medicine Lois Feuer/John Auld Irish History & Literature Multi-Ethnic Relations in the City Fumiko Hosokawa / Rudy Vanterpool Cynthia Schmidt Perspective In Ethno-Musical Performances Andrew Toth Poverty: Sociological & Psychological Consequences Emory Holmes of Poverty in America Nancy Hollander/ Producing Documentary Media Wm. Bollinger

The Seeing Eye
The Subject Matter of Sociology
The Tribal Eye (2 units)

Sandy Wilcox Fumiko Hosokawa Sandy Orellana

3. HUMANITIES

Requirement: 8 units (minimum) from at least two fields

Advanced Writing Workshop I and II
Contemporary Women's Art
Irish History and Literature
New Testament History

Philosophical Enterprise III

Lois Feuer
Nancy Buchanan
John Auld/Lois Feuer
Judy Grabiner/
Robert Bowman
Rudy Vanterpool

4. BASIC SUBJECTS

Advanced Writing Workshop Closed Ecosystem Writing Adjunct

Lois Feuer Dave Morafka Staff

5. GENERAL EDUCATION ELECTIVES

Experiential Education
Independent Studies-Basic Subjects
Independent Studies-Humanities
Independent Studies-Natural Science
Independent Studies-Social Science
Library Skills and Strategies
A Sense of the Earth (2 units)

Ruth Hsiung
Staff
Staff
Staff
Staff
William Fisher
Jamie Webb

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

Ideas = Ideas and Discoveries

Energy = Energy Cluster

CIVILIZATIONS

Advanced Writing Workshop I & II Contemporary Women's Art (Ideas)

Lois Feuer Nancy Buchanan Death and Dying in Literature (Ideas) Democracy in America Ideas Cluster Capstone Course (Ideas) Indian Religion and Folk Medicine in The Americas Irish History (Ideas/Comparative Ethnic)

New Testament History (Ideas)

Perspectives in Ethno-Musical Performances

Philosophical Enterprise III (Ideas) Producing Documentary Media

Southern California Ethnohistory The Tribal Eye Witchcraft, Astrology, Magic and the Decline of Religion in Early Modern England

Marilyn Sutton Alan Fisher Judy Grabiner Sandy Orellana Lois Feuer John Auld Robert Bowman Judy Grabiner Cynthia Schmidt Andrew Toth Rudy Vanterpool Nancy Hollander Wm. Bollinger Sandy Orellana Sandy Orellana

David Heifetz

ENVIRONMENTAL STUDIES

Closed Ecosystem The Economics of the Energy Crisis (Energy) A Sense of the Earth

Dave Morafka Richard Rogers Jamie Webb

SCIENCE, TECHNOLOGY, AND SOCIETY

Controversial Topics in Life Sciences (Ideas) The Economics of the Energy Crisis (Energy) Energy and the Future (Energy) The Isaac Asimov Guide to Science, Vol. II

Raye Drazin Richard Rogers Ruth Hsiung Richard Rogers

HUMAN STUDIES

The British are Coming (Ideas) Contemporary Women's Art (Ideas) Context of Literacy Controversial Topics in Life Sciences (Ideas) Death and Dying in Literature (Ideas) Ethnic Politics in Dominguez Hills Surroundings (2 Units) Indian Religion and Folk Medicine (Comparative Ethnic) Irish History (Comparative Ethnic/Ideas) Multi-Ethnic Relations in the City (Comparative Ethnic)

Perspectives in Ethno-Musical Performances

Producing Documentary Media

Poverty: Sociological and Psychological Consequences of Poverty in America (Comparative Ethnic) Seminar in Comparative Ethnic Studies Southern California Ethnohistory (Comparative Ethnic) Subcultures Witchcraft, Astrology, Magic and the Decline of Religion David Heifetz in Early Modern England

Larry Rosen Nancy Buchanan Marjorie Holden Raye Drazin Marilyn Sutton Alan Fisher Sandy Orellana Lois Feuer/John Auld Fumiko Hosokawa Rudy Vanterpool Cynthia Schmidt Andrew Toth Nancy Hollander Wm Bollinger

Emory Holmes Fumiko Hosokawa Sandy Orellana Fumiko Hosokawa

INTRODUCTION

Democracy In America (Ideas) The Subject Matter of Sociology

Alan Fisher Fumiko Hosokawa

THEORY

East-West Views of Human Nature (Ideas) Karl Marx (Ideas) The Tribal Eye (Ideas)

Linda Groff Fumiko Hosokawa Sandy Orellana

METHODS

Ethnic Politics in the Dominguez Hills Surroundings Alan Fisher (2 Units)

SPECIALIZATION

Peer Tutoring in Psychology Psychology of Self Control

Bev Palmer George Marsh

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 under-graduate 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 900 LIBRARY SKILLS AND STRATEGIES (2 Units)

General Education: General Elective

Cluster: Basic Skills

10 Weeks

William Fisher TTH 10-10:50 ERC El27 Lower Division

Emphasis on the broad principles involved in the retreival of ideas and information on the application of search techniques to individual research interests. Topics covered include search strategies, using the card catalog, problems of the subject approach to information retrieval, bibliographies, indexes and abstracts, information retrieval from non-book sources and sources outside the library, and evaluation of sources. Students will develop a search strategy which they will employ to effectively exploit library resources for their research needs.

STUDENT WORKLOAD: Students will have a number of homework assignments designed to better acquaint the students with the sources discussed in class. Also involved are a pathfinder assignment to acquaint the students with developing a search strategy and a final exam, usually along the line of the homework assignments.

SMC 904 RESEARCH ADJUNCT (2 Units)

General Education: Basic Subjects

Cluster: Basic Skills

10 Weeks

Ruth Hsiung
Individual Hours
TBA
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. 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.

Research

SMC 907 WRITING ADJUNCT (2 Units)

General Education: Basic Subjects Cluster: Basic Skills

10 Weeks

The Writing Adjunct is an individualized composition course which involves a combination of group meetings,

workshops and individual appointments. In the Writing Adjunct you use the papers you 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: 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 E167.

ORBANIZATIONAL MEETING MONDAY, AIRIL 3, 1978 W/A ROOM, SCE KT 3 PM

David Heifetz

Lower Division

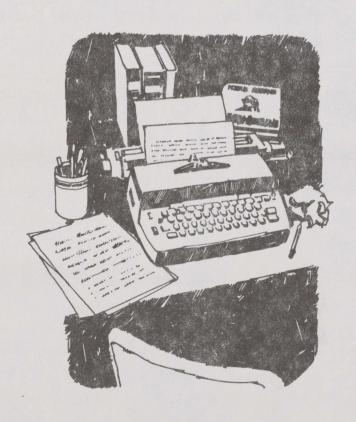
Section 1

Section 2

T 9-10AM SC E145

M 3-4PM

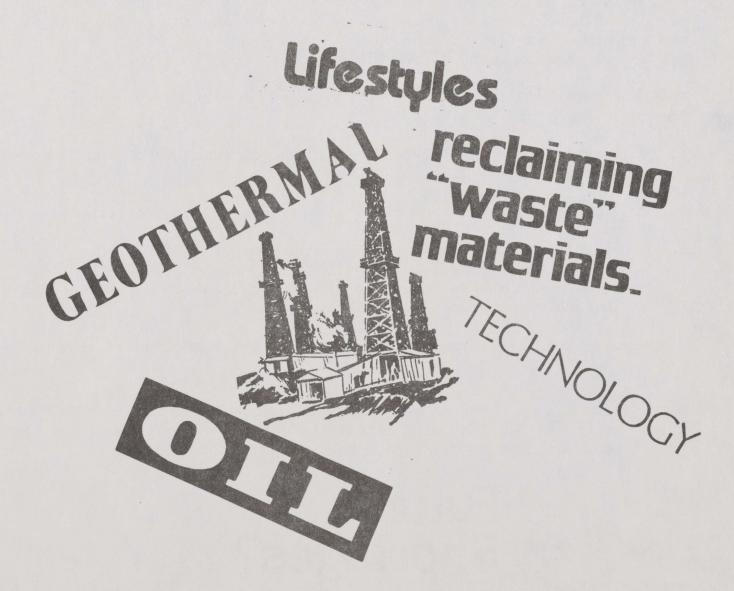
There will be class meetings for each Writing Adjunct level; students should sign up for either the Monday, 3PM time, or the Tuesday, 9AM time slot, regardless of whether this is your first, second or third Writing Adjunct. Students unable to sign up for either of these times should attach a card to 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.



Mind Your B-T-U's

SMC 555 THE ECONOMICS OF THE ENERGY CRISES (2 Units)

General Education: Social Science
Area of Concentration: Science, Technology &
Society; Environmental Studies
10 Weeks

Richard Rogers
MW 1-1:50PM
SC E139
Upper Division
Lower Division
W/A for UD ONLY

"The cost of energy now not only dictates the price of food but, as Bella Abzug so astutely pointed out in the House of Representatives, even the price of pantyhose" (Carr, 1976:5). This course will explore the dollar and cents of energy in today's society. Economic market models will be presented and related to the flow of energy. Implications of alternative market structures will be discussed.

STUDENT WORKLOAD: Grading will be based on a midterm and a final exam both of which will be short essay exams. For upper division credit students will be required to submit a paper of at least 7 typewritten pages discussing the market structure of an existing energy production system.

SMC 552 ENERGY AND THE FUTURE (Q Units)

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

Ruth Hsiung
MW 12-12:50
SC E145
Upper Division
Lower Division

Energy is the basic natural resource. Without it, man would be at the mercy of his environment. Many of the comforts and conveniences he is now accustomed to will become unavailable and conceivably, his life becomes unbearable base on the values he now subscribes to.

In this course will examine the needed course of actions to ease this dreaded consequence.

- 1. To increase energy supply: for example, alternative energy sources and possible new energy technology.
- 2. To decrease energy consumption: needed conservation practices.
- 3. To re-examine our societal and personal values of life.
- 4. To develop nationwide energy policy to encourage the implementation of the above two courses of action.

The emphases of the course will be on energy conservation and values.

NOTE: Although each of the above courses can be taken independently of the other, the student will benefit by taking both courses (they have been designed to fit into 2-hour class period).

Future Shortages?

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 compatative perspective, and the opportunity for fieldwork in ethnic communities near the College.



SMC 604 MULTI-ETHNIC RELATIONS IN THE CITY (4 Units)

General Education: Social Science Area of Concentration: Human Studies (TOPICS) Cluster: Comparative Ethnic Studies

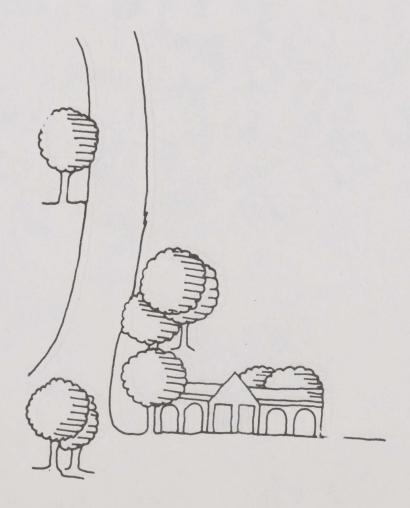
10 Weeks

Fumiko Hosokawa Rudy Vanterpool MW 10-11:40AM SC E149 Upper Division Lower Division

Here is a course in which you, the student, can participate in planning your own learning. In order to do this, we will be applying a city-building model to the study of ethnic groups in urban settings, in which the classroom is turned into an experimental lab. In this lab, students will explore the relationship between the individual and the following: the object, the organization, the city, and the environment. An interesting dimension of the course is the use of outside consultants on a regular basis.

Specifically, the course will deal with ethnic group relations in urban areas focusing on such things as acculturation to group values and beliefs, social distance (prejudice and discrimination), sources of group conflict and dissension, and group goals and needs. Throughout the course, we will be using the physical environment of the city and its geographical space in order to put these ideas in context. Two major objectives of the course are: to learn how to conceptualize ethnic group relations through the use of physical symbols and environmental objects, and to learn how to perceive alternatives in the use of the physical environment and to see the effects these alternatives would have on group relations and careers.

STUDENT WORKLOAD: Students will be involved in role playing and will be going on fieldtrips. They will be expected to do a group project as a class assignment.



SMC 661 POVERTY: SOCIOLOGICAL AND PSYCHOLOGICAL (4 Units) Emory Holmes CONSEQUENCES OF POVERTY IN AMERICA

MW 2-4PM SC D154 Upper Division

General Education: Social Science Area of Concentration: Human Studies

Cluster: Comparative Ethnic

10 Weeks

In this module we will begin the study of poverty in the United States with especial emphasis on some of the sociological consequences of being poor in a nation where so many persons are affluent. We will consider some of the social problems that the nation faces in dealing (or not) with the problems of the poor. Several short works and selected readings are required. Students are expected to engage in INFORMED classroom discussions based on assigned readings. The student will be required to write a substantial paper on some aspects of poverty. The student will be required, also, to do one major field contact with an agency which deals with the problems of the poor.

STUDENT WORKLOAD: Students will be required to make a formal oral report to the class.

ETHNIC POLITICS IN THE DOMINGUEZ HILLS SURROUNDINGS Alan Fisher SMC 662

(4 Units) MWF 10:40-11:50AM

Area of Concentration: Human Studies (2 Units Methods; 2 Units Topics)

Prerequisite: Introductory course in one of the

social sciences

Cluster: Comparative Ethnic

10 Weeks

SC E153 Upper Division W/A Offered

The area around Dominguez Hills is populated with ethnic groups about whom we have relatively little knowledge. Although there are a number of studies of political attitudes of Blacks, there is very little information about Mexican-Americans, and Americans of Asian, Middle East, and East European descent, and even about West Indian and African-born Blacks. In this course each student will work with people from a given ethnic group, talking with and interviewing them and sharing that information with students studying other groups. We shall be concerned with social and demographic background and attitudes toward the political-social world. In addition we want to know how aware these groups are of our campus and what function they would like to see the campus play in community life.

STUDENT WORKLOAD; Evaluation will be based upon class discussion, a short exam on the literature, and a paper on the political-social orientation of the group with which the student works.



SMC 664 SEMINAR IN COMPARATIVE ETHNIC STUDIES (2 Units)

Area of Concentration: Human Studies (TOPICS)
Prerequisite: Two previous courses in ethnic

studies or consent of insturctor

Cluster: Comparative Ethnic

10 Weeks

Donald Gerth
M 12-1:40PM
SC E145
Upper Division
W/A Offered

This module will be heavily geared toward discussion and critical analysis of ideas, theories, questions, and assumptions about ethnic groups that students have been introduced to in prior ethnic-related courses or that they have developed through their own life experiences. Students will lead in the discussion using their own background knowledge and insights. The instructor will facilitate the discussion, provide guidance, and help orient the general level of intellectual thought.

STUDENT WORKLOAD: The student will be expected to do a paper on a specific topic related to a comparative study of ethnic groups. The paper will be presented orally at the end of the quarter.

SMC 678 PERSPECTIVES IN ETHNO-MUSICAL PERFORMANCE (4 Units) Cynthia Schmidt

Performances ONLY (1 Unit)

General Education: Humanities; Social Science

Area of Concentration: Civilizations; Human Studies

Cluster: Comparative Ethnic (TOPICS)

10 Weeks

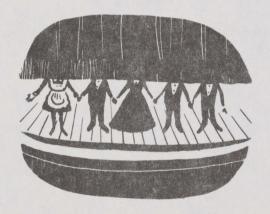
Cynthia Schmidt
Andrew Toth
MW 12-1:40PM
PLAYBOX
Upper Division
Lower Division

Artistic forms of cultural expression provide insight into fundamental concepts of world view, values, religion, history, social behavior and cultural dynamics.

Music and the related arts form five major cultural areas will be covered in this course: Asia, Africa, Eastern Europe, Near East and North America. Live performances and demonstrations will be presented by professional musicians from each of these cultural areas. This approach is an invaluable aid to understanding how these cultures perceive their own traditions.

This perspective is complemented by a comparative overview of the musical styles and contexts. An appreciation and knowledge of the traditions will be developed through class discussion, guided listening, and visual aids (films, slides, exhibits). We will look at such features as melody, rhythm, form, instruments and ensembles, dance, theatre, symbolism, and cross-cultural influences.

STUDENT WORKLOAD: Students will be expected to write two brief reports on concerts and do a term project, which may be a choice of a research paper, construction of an instrument, or a performance. Listening quizzes will also be given during the quarter.



NOTE: Students who wish to may take this course for one unit of credit by attending only the performances. The exact dates of the performances and the names of the performing artists will be announced at a latter date.

SMC 711	DIRECTED READING IN FILM (1 - 3 Units)	Marilyn Sutton
SMC 713	DIRECTED READING IN POETRY (1 - 3 Units)	Marilyn Sutton
SMC 715	DIRECTED READING IN FICTION (1 - 3 Units)	Lois Feuer
SMC 717	DIRECTED READING IN DRAMA (1 - 3 Units)	Lois Feuer
		Upper Division

General Education: Humanities

Area of Concentration: Civilizations

Cluster: Comparative Ethnic

10 Weeks

These directed reading packages may be used by any student who has taken the related mini course in Winter quarter; i.e., if you took Ethnic Sources in Poetry, you are eligible to take the Directed Reading in Poetry.

The directed readings are designed to broaden and deepen your experience of a particular literary form; they will function similarly to independent studies.

STUDENT WORKLOAD: For each directed reading, the student will be provided with a reading list and a set of study questions. You may take the directed reading for 1, 2 or 3 units; the size of the book list will be adjusted accordingly.

SMC 756 SOUTHERN CALIFORNIA ETHNOHISTORY (4 Units)

Sandy Orellana MW 12-1:40PM SC E149 Upper Division

W/A Offered

Area of Concentration: Civilizations; Human Studies(TOPICS)
Cluster: Comparative Ethnic
10 Weeks

Southern California Ethnohistory is one of a series of courses offered as part of the Dominguez Rancho San Pedro project. The class will cover the prehistory and ethnography of California Indian culture as it was prior to contact with European civilization. The focus will be on Indian groups such as the Gabrielino, Chumash, Juaneno and Luiseno which resided in the local area. After examining aboriginal culture patterns, we will look at the early expeditions launched by Spanish explorers and then discuss the establishment of nearby missions and their effect on Indian life. The class will visit museums, historic and archaeological sites in Los Angeles.

STUDENT WORKLOAD: There will be a midterm exam and an annotated bibliography on a specific Southern California Indian group. This course is part of the Comparative Ethnic Studies Cluster.

SMC 760 INDIAN RELIGION AND FOLK MEDICINE IN THE AMERICAS

(4 Units)

General Education: Social Science

Area of Concentration: Civilizations; Human Studies (TOPICS)

Cluster: Comparative Ethnic

10 Weeks

Sandy Orellana MWF 9:20-10:30AM SC E143 Upper Division W/A Offered

We will investigate the origin, form and role of religion in the Indian societies of the Americas. Specific examples will be chosen from hunting and gathering, village and peasant societies and ancient New World civilizations. The class will look at such topics as magic and shamanism, peyote ceremonies, head hunting, religious brotherhoods, and human sacrifice.

During the second half of the course we will examine folk medicine and the ethnobotanical knowledge of the American Indians. The shaman employs various curing rituals as he seeks to serve as an intermediary between the known and the supernatural worlds. To perform his rituals the Indian shaman makes use of a repertoire of plants which often demonstrates considerable sophistication and knowledge of botany. We will also discuss medicine in the more advanced civilizations of the Aztecs, Mayas and Incas.

STUDENT WORKLOAD: There will be a midterm and a final project consisting of a ten page paper discussing the relationship of religion and medicine in one Indian society and a collection of medicinal plants used in that society. Reports will be given in class. This class is part of the Comparative Ethnic Studies Cluster.



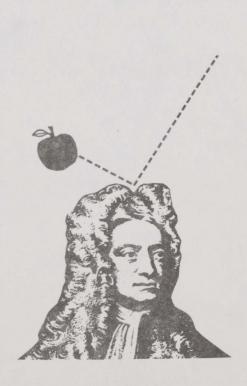
IDEAS AND DISCOVERIES: FORCES THAT SHAPED THE MODERN WORLD

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 603 THE BRITISH ARE COMING! THE INFLUENCE OF ROCK MUSIC ON THE AMERICAN LIFE STYLE (2 Units)

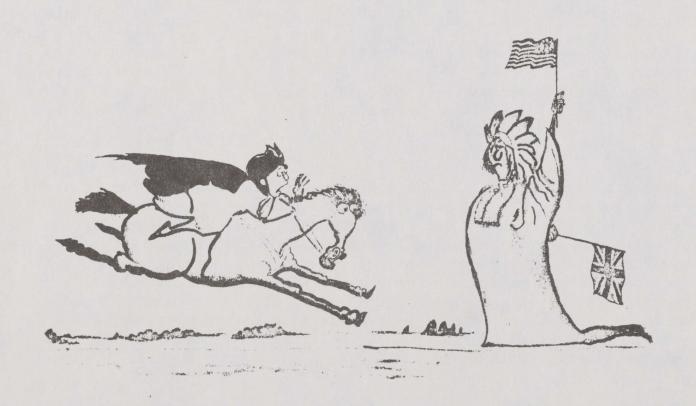
General Education: Social Science

Area of Concentration: Human Studies (TOPICS)

Cluster: Ideas and Discoveries 5 Weeks: BEGINS FIRST FIVE WEEKS Larry Rosen
TTH 6-7:40
ERC
Lower Division
W/A Offered

Through the use of multimedia this course will trace the influence of rock music on the dress, hairstyles, recreation, and attitudes of America's youth. Using recorded music, slides, movies, and demonstrations the course will trace the cultural impact of rock music from the invasion of the British superstars through the flower children and Woodstock up to the heavy metal music of the 70's.

In addition to course attendance, students will be assigned readings from varied sources including newspapers, magazines, books and record jackets. For grading purposes students will be required to select an aspect of American lifestyle and trace its evolution from the early 60's to the present in a term paper.



SMC 608 DEMOCRACY IN AMERICA (4 Units)

government requirement.

General Education: Social Science; History
Area of Concentration: Civilizations; Human Studies
Cluster: Ideas and Discoveries (INTRODUCTION)
10 Weeks

Alan Fisher
MW 4-6PM
SC El45
Lower Division
W/A Offered

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

STUDENT WORKLOAD: Evaluation will be by class participation and two quizzes.

SMC 650 CONTROVERSIAL TOPICS IN LIFE SCIENCES (4 Units)

General Education: Natural Science; Social Science

(All 4 toward NS or 2 for NS & 2 for SS)

Area of Concentration: Science, Technology & Society;

(Human Studies (TOPICS); Environmental Studies

Cluster: Ideas and Discoveries

10 Weeks

Raye Drazin
MWF 9:20-10:30AM
SC E145
Upper Division
Lower Division
W/A Offered

This course will explore areas of the life-sciences relevant to today's non-science students. We will study, examine in detail and attempt to understand more fully topics such as recombinant DNA research (genetic engineering) and genetic counseling. The students will be able to investigate subjects of their own choosing such as the process of aging, life-styles versus health, the disease process, what is cancer?, nutrition. After the student achieves a clear understanding of the scientific aspects of these topics, or others, she/he will present it to the class for discussion of the historical, social, and/or political implications. The format of the course will be mainly discussion with some initial lecture material based on readings.

STUDENT WORKLOAD: Students will be expected to write several papers and take a final exam. Upper division students' papers should be in-depth studies with instructor consultations.

SMC 660 KARL MARX (3 Units)

Area of Concentration: Human Studies (THEORY)

Cluster: Ideas and Discoveries
5 Weeks: BEGINS FIRST FIVE WEEKS

Fumiko Hosokawa MW 2-3:40PM SC E145 Upper Division W/A Offered

This class will focus on Karl Marx as a social philosopher and the major ideas that Marx has contributed to sociological theory. We will examine such concepts as class conflict, social consciousness, alienation, and historical materialism and try to apply these concepts to current and past instances of collective behavior. We will also try to analyze the general conditions of society during times of social unrest as well as relative tranquility in order to understand how social change and revolution can take place in a society. Lastly we will discuss the possibility of a "classless society." Hopefully the student will develop an analytical skill in applying the basic components of Marxist theory to ongoing events in society such as the ethnic movements, student demonstrations, Labor Movements, and Women's Liberation.

STUDENT WORKLOAD: Five 2 page papers on major concepts of Marxist theory.

SMC 667 EAST-WEST VIEWS OF HUMAN NATURE (6 Units)

General Education: Social Science

Area of Concentration: Human Studies (THEORY)

Cluster: Ideas and Discoveries

10 Weeks

Linda Groff TTH 4-5:40 SC El49 Upper Division

This interdisciplinary course will compare Western views of human nature (in Freudian psychoanalysis, Skinner's Behaviorism, Maslow's Humanistic psychology, and Marxist writings) with Eastern views of human nature (in the Eastern philosophies of Taoism, Yoga, Hinduism, Buddhism, and Sufism). Linkage views between East and West (including Jung's Analytical Psychology, Maslow's Transpersonal Psychology, Ornstein's Right-Left brain research, Capra's Tao of Physics, and Kubler-Ross's work on death and dying) will also be discussed. Implications of these different views for the social and physical sciences will be discussed, and students will be encouraged to develop their own synthesis from the above positions.

Four units of credit are for regular class work, for which an 8-10 page research paper and final examination are required. Two units of additional credit are for approximately four weekend field trips (taken on either Saturday or Sunday each time) to local L.A. area Eastern philosophy centers, for which notes or a diary are required, relating one's experiences and observations to other relevant course material on the subject.

ENG 276 01

PHI 225 01 SCIENCE FICTION: ITS RELATIONS TO MYTH AND PHILOSOPHY

(4 Units) SAT 9-

SAT 9-1:40 SBS D119

Marilyn Sutton

Upper Division

General Education: Humanities

Area of Concentration: Civilizations

Cluster: Ideas and Discoveries

10 Weeks

This course will meet once weekly on Saturday mornings. Each meeting we will discuss one sci-fi novel or several short stories. In addition to the readings we will view and discuss several films.

Our study of science fiction will be concerned first with what constitutes. Science Fiction. Is there any such category and if so, how does it differ from speculative fiction or science fantasy. Then we will examine some characteristic themes, the relationship of science fiction to modern myth, and the presentation of philosophical themes or ideas in science fiction stories.

Our readings will range widely, including such diverse works as Thomas More's <u>Utopia</u> and Mary Shelley's <u>Frankenstein</u>. In addition we will also read works by Arthur C. Clarke, Harlan Ellison, I. Asimov, and C. S. Lewis. Diverse views and spirited discussion are encouraged.

SMC 672 THE TRIBAL EYE (4 Units)

General Education: Social Science (2 Units);

Humanities (2 Units)

Area of Concentration: Civilizations; Human Studies (THEORY) W/A Offered

Cluster: Ideas and Discoveries

10 Weeks

Sandy Orellana MWF 10:40-11:50 SC E143 Lower Division

Lower Division W/A Offered

Until recent times tribal art was considered to be primitive and bizarre, produced by simple peoples who had little technical mastery of their craft. Today this art is seen differently and is appreciated in light of the goals of the tribal artist. Primitive or tribal art must be viewed as a behicle of communication which allows us to enter into the imaginative world inhabited by the creators of this art.

This course will involve a study of the basic principles of tribal art and discussions of some current interpretations of this medium which are presented in the film series entitled "The Tribal Eye." The films depict art of the Northwest Coast, Africa, the New World, Persia, and New Guinea.

STUDENT WORKLOAD: There will be a midterm exam and a paper due at the end of the course. The paper will be around 10 pages and should consist of a discussion concerning the meaning and interpretation of a specific tribal artistic tradition. The text is The Tribal Eye by David Attenborough.

WITCHCRAFT, ASTROLOGY, MAGIC AND THE DECLINE (4 Units) David Heifetz SMC 676 OF RELIGION IN EARLY MODERN ENGLAND

TTH 12-1:40 SMC E139

Area of Concentration: Civilizations; Human Studies (TOPICS)

Cluster: Ideas and Discoveries

Lower Division W/A Offered

Upper Division

10 Weeks

Coincident with the Reformation in England, especially among the common people, there was a decline in faith towards the State Church and an increase in belief in the "irrational" -- in witchcraft, astrology, and magic. We shall examine the importance of magic and magical practices to 16th and 17th century Englishmen who lived in a time when constant pain and the threats of disease and death were omnipresent. We shall analyze the functions of belief systems in such a pre-industrial society and explore the interrelationships between religion and magical beliefs. And we shall conclude by examining the reasons for the "disenchantment" of Englishmen's beliefs, a disenchantment which began to occur in the middle of the 17th century.



STUDENT WORKLOAD: This course will require the reading of 4 books. The course will offer a Writing Adjunct. Upper Division students will do a longer, more research-oriented paper than that required for lower division credit.

SMC 700 MYTH & RITUAL IN CONTEMPORARY ART (4 Units)

General Education: Humanities

Area of Concentration: Civilizations

Cluster: Ideas and Discoveries

10 Weeks

Nancy Buchanan TTH 10-11:40 SC E149 Upper Division Lower Division W/A Offered

The class will begin with an examination of the function of mythology and discussion of archetypal symbols. Artworks employing ritual or myth will be viewed and discussed, and at least one guest speaker will discuss his/ her work in depth.

STUDENT WORKLOAD: One paper will be required, and in a final project, students will select a myth and "translate" it into contemporary terms, producing an artwork of their own. Tests (suggested purchase; on reserve in library): Joseph Campbell: The Masks of God: Creative Mythology and Carl Jung: Man and His Symbols.

SMC 702 CONTEMPORARY WOMEN'S ART--AND ITS SOURCES (2-4 Units) Nancy Buchanan

General Education: Social Science; Humanities Area of Concentration: Civilizations; Human Studies Cluster: Ideas and Discoveries

cluster: Ideas and Disco

10 Weeks

Nancy Buchanan TTH 12-1:40 SC E145 Upper Division Lower Division W/A Offered

Each week one lecture class, and one studio class; students will choose to attend lecture only and submit two papers for (2 units) credit, or to attend studio sessions as well, and produce works (4 units) credit. Guest artists will show and discuss their work; there will be one field field trip to the Woman's Building in downtown L.A. Lectures will examine the variety of feminist art; discover what constitutes "female imagery;" we will look at the growth of the Women Artists' Movement; and examine historical sources for several individual women artists; finally, we will examine what the current status of women in art is—and speculate about future developments.

SMC 703 PHILOSOPHICAL ENTERPRISE III--PHILOSOPHY (4 Units)
FOR THIS GENERATION

General Education: Humanities
Area of Concentration: Civilizations
Cluster: Ideas and Discoveries
10 Weeks

SC E149
Upper Division
Lower Division
W/A Offered for
UD only

Rudy Vanterpool

MW 2-3:40

In this course we will focus on issues of values. Why do we regard certain ideas as worth holding and certain actions as worth doing? We make value judgments concerning our relation to society and its governing institutions.

Specific values that will concern us are: human nature, freedom of choice, religious experience, equality, justice, moral responsibility, and death and dying. The perspective adopted can be regarded as the process of reflecting upon and criticizing our most deeply held beliefs and attitudes. Since we will be dealing with contemporary discussions, the conclusions we arrive at should have concrete relevance to our lives. The text used: Struhl and Struhl, Philosophy Now.

STUDENT WORKLOAD: A lecture and discussion format is followed. Two exams based primarily on study questions will be given. If the course is taken for upper division credit, a term paper is also required.



SMC 765 IRISH HISTORY AND LITERATURE (4 Units)

General Education: Social Science; Humanities

Area of Concentration: Civilizations; Human Studies (TOPICS)

Cluster: Ideas and Discoveries

TTH 10-1

SC E143

Upper Di

10 Weeks

Lois Feuer
John Auld
TTH 10-11:40
SC E143
Upper Division
W/A Offered

The bloody strife in Northern Ireland in our own time has its roots in quarrels hundreds of years old; how did these quarrels originate? How were they perpetuated for so many generations? This course, which focuses on the Ireland of the past (from about 1800, through the time of the Famine, and the turbulent period around World War I and up to the Irish Civil War of the 1920's), will present the interdisciplinary perspective of history and literature. We'll be looking at the way in which the literature and history of the period mutually illuminate and clarify one another, by tracing the themes of Irish nationalism, Irish internal divisiveness, and Irish rebellion against England. These themes will be examined through historical materials and through the work of many of the greatest literary figues: W.B. Yeats, James Joyce, Sean O'Casey, and others.



IDEAS CAPSTONE COURSE

Have you taken, or are you taking, any of these courses?

Black Plaque Dating the Past Durkheim and Weber Enjoyment of Music Experience of Death and Dying Harvest of the Seasons: Origins of Agriculture History of Chemistry Introduction to Future Studies Myth and Literature: The Major Patterns Philosophical Enterprise I Philosophical Enterprise II The Quest: Journey of Self-Discovery Social and Political Aspects of Religion Sociology of Dance Time and Timing Devices Contemporary Women's Art--And Its Sources Irish History and Literature New Testament History Death and Dying in Literature The British are Coming! The Influence of Rock Music on the American Life Style Democracy in America Controversial Topics in Life Sciences Karl Marx East-West Views of Human Nature Science Fiction: Its Relations to Myth and Philosophy The Tribal Eye Witchcraft, Astrology, Magic and the Decline of Religion in Early Modern England Myth and Ritual in Contemporary Art

Or, have you taken a large college course on the theme of "Ideas and Discoveries: Forces That Shaped The Modern World?"

Philosophical Enterprise III--Philosophy for this Generation

The seminar "Ideas Capstone Course", described on the opposite page, is open to any student who has taken at least TWO courses in the Ideas Cluster (either Small College courses listed above or Large College courses on the theme of the cluster: "Ideas and Discoveries."

One of the two courses can be taken in the Spring. IF YOU QUALIFY, read the course description on the next page.



SMC 770 IDEAS CLUSTER CAPSTONE COURSE (4 Units)

Area of Concentration: Civilizations

Prerequisite: At least two Ideas Cluster Courses

Cluster: Ideas and Discoveries

10 Weeks

Judy Grabiner TTH 12-1:40 SC E143 Upper Division W/A Offered

Have you taken any of these courses? Do you know the Cluster Faculty? Pull it all together in the Ideas Cluster Seminar.

****How have ideas and discoveries shaped the modern world?****

This seminar, open to any student who has taken at least <u>two</u> courses in the Ideas Cluster (one of which can be taken in the Spring) will let you pool your knowledge with the knowledge of other students to help answer that question.

We will choose, on the basis of individual student interests and background, some major features of the modern world. Each student will investigate—with the guidance of the appropriate cluster faculty member to get started—selected topic or probelm, using what he or she has learned in the cluster courses. Students will report their findings to the class: the final product will be a substantial thoroughly researched term paper.

The class will be run as a seminar. We will meet together several times early in the quarter to organize and to choose topics; in mid-quarter to share problems and learn from each other's experiences and mistakes; and several times at the end of the quarter for students to report on their findings. Students, with the guidance of the appropriate faculty member if they feel they need it, will assign one reading on their own topic to their fellow-students in the course. Each student will write one briefanswer question for the course's final exam, which will be based entirely on what the students have found out about their topics.

Here are some examples of possible student projects: these are just to give you an idea, since <u>any</u> topic that ties together your courses with the fundamental question of the cluster (how have ideas and discoveries shaped themodern world?) will be acceptable.

Student has taken "History of Chemistry" and "Political Theory." The paper is on the rise of groups of scientists as an organized and effective political force.

Student has taken "Origin of City Life" and "Philosophical Enterprise." The paper studies how philosophers have thought about the transition from country to city life.

Student has taken "History of Biblical Period;" "Myth and Literature;" "Ideas in Third World Literature." The paper is on the way the Bible has influenced selected authors in Europe and contrasts this with the way Bible has influenced selected authors in Latin America.

(and so on...)

SMC 772 DEATH AND DYING IN LITERATURE (2 Units)

General Education: Humanities

Area of Concentration: Civilizations

Cluster: Ideas and Discoveries

10 Weeks

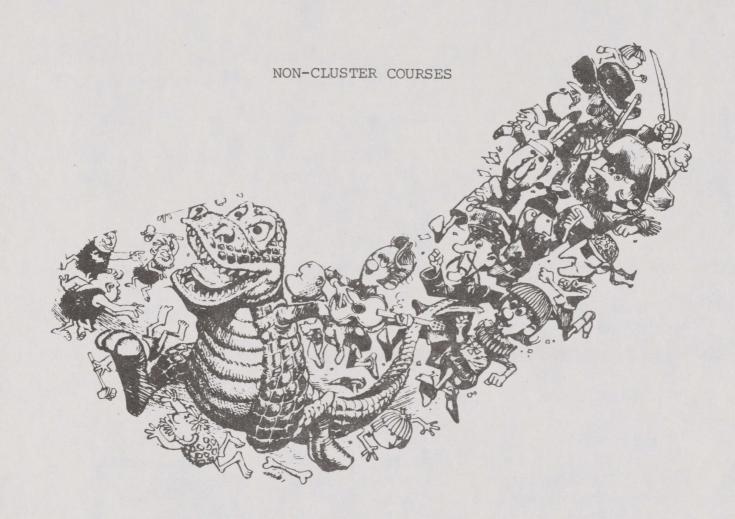
Marilyn Sutton TH 2-3:40 SC E145 Upper Division Lower Division W/A Offered

This course is a 2-unit course which will meet once weekly throughout the Spring term. It has been designed to follow the Experience of Death and Dying course offered in the Small College during Winter, though that course is not a prerequisite.

Death and Dying in Literature provides a framework to examine changes in attitude toward death in Western Civilization. In addition to selections from <u>Understanding Death and Dying</u> (recommended but not required) we will study the presentation of death in <u>Frankenstein</u>, A Death in the Family and <u>The Bell Jar</u>. We will consider the attitude toward death in each reading and the consequent philosophy of life.

Each student will also have the opportunity to select one reading from a list of several categories (death and children, death and disease, death and war, or death and science fiction). Students will report on the work they have selected and discuss that work in small groups.

Several short projects (e.g., tracing a euphemism, designing an epitaph, studying a personification of death) will be required in addition to a take-home final.



10 Weeks

SMC 500 A SENSE OF THE EARTH (4 Units)

General Education: Natural Science (2 Units); Elective (2 Units) Area of Concentration: Environmental Studies

NSM B339 Lower Division W/A Offered

Jamie Webb
T 12-2:40

"Sight is a faculty, seeing an art", said George Perkins Marsh, an early environmentalist. As one begins to see, to sense, he begins to appreciate

In order to see the earth it is necessary to be aware of and conversant with basic processes occurring on the surface of the earth. This course will investigate some of those processes through lecture and readings, and in the field. In addition we will explore the earth through the eyes and writings of geologists and other naturalists such as John Wesley Powell, Aldo Leopold, and John Muir.

SMC 502 THE ISAAC ASIMOV GUIDE TO SCIENCE, VOL. II (2 Units)

General Education: Natural Science
Area of Concentration: Science, Technology & Society
10 Weeks

Richard Rogers MW 3-3:50 SC El39 Lower Division

Isaac Asimov, although best known for his science fiction, has a Ph.D. in biochemistry and has written widely on various scientific topics. In this course will read and discuss two of Isaac Asimov's paperbacks which fit the general description of "science for the layperson." The course carries no formal prerequisite, in particular, students need not have taken Vol I of the same course. If you want to know more about the world around you and you are willing to engage in active and intense (sometimes) classroom discussions on scientific topics then this course is for you.

STUDENT WORKLOAD: Students will be expected to present material on selected topics to the class. Grading will be based on classroom participation and an (optional) final exam.

SMC 504 VISION (2 Units)

General Education: Natural Science 5 Weeks: Begins Second Five Weeks

Ruth Hsiung
MWF 10:40-11:50
NSM B339
Lower Division
W/A Offered

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



SMC 550 CLOSED ECOSYSTEM DESIGN (2 Units)

General Education: Natural Science; Basic Subjects
Area of Concentration: Science, Technology & Society;
Environmental Studies
10 Weeks

David Morafka T 6-8:40PM NSM Bll0 Upper Division

This is a laboratory course in designing and building closed ecosystems, that is aquaria and terraria. The knowledge of these designs can be used by teachers, for research or, just as importantly, for personal enjoyment of an aesthetically pleasing hobby. The course will cover open and closed ecosystems, physical and chemical considerations, measurements of environmental quality in the context of fresh and marine water ecosystems, and desert/forest terrestrial ecosystems. The course should greatly enhance a student's understanding of sharply defined working ecosystems and how they may be designed for artificial or urban environments. It will demonstrate, for example, how an urban teacher, using supplies easily available in the Los Angeles area, can construct a live coral reef community for his or her students.

STUDENT WORKLOAD: Each student will complete a special project, setting up his or her own closed ecosystem. There will be two Saturday field trips, one to an inland river and desert habitat and one to the tide pools.

There are no prerequisites for this course other than the ability to participate in upper division work with independent projects. Evaluation in the course will be based on the completed project and on a final examination.

SMC 852 NEW TESTAMENT HISTORY (4 Units)

Cluster: Ideas and Discoveries

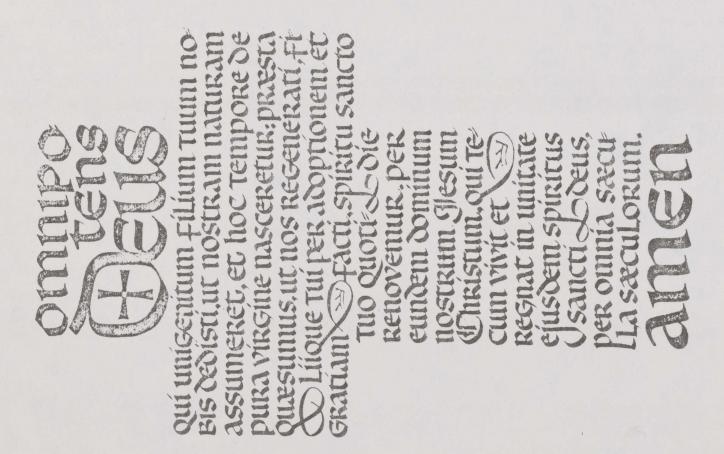
Cluster: Ideas and Discoverie
10 Weeks

Rob Bowman
Judy Grabiner
TTH 2-3:40
SC E143
Lower Division
W/A Offered

The New Testament is a collection of literary works written in the past—in space and time, history—so that, to understand the New Testament, it is necessary to understand the past in which it was written. What was happening at the time? What events does the New Testament presuppose? What events does it describe? In what way were the New Testament writings themselves events? The same questions can be asked concerning ideas: what were people thinking at the time? How do the events and ideas of the time relate to, or influence, the events and ideas of the New Testament? These are the kinds of general questions asked by New Testament historians, and they will be raised in this course.

The first two weeks of the course we will survey the historical context of the New Testament, examining the social, political and religious history of the Jewish people, as well as the political, religious and philosophical background in the Roman Empire of the first century. The next three weeks will cover the four Gospels, discussing the question of the acts and teachings of the historical Jesus and the relation of the Gospel writings to history. The final five weeks will cover the first 70 years of Church history, combining a study of Acts and the Epistles.

There is one textbook (besides the New Testament itself): Understanding the New Testament (1973), by H. C. Kee and others. There will be two exams (mid-term and final) and one research paper (which may be done in the Writing Adjunct).



SMC 600 THE SUBJECT MATTER OF SOCIOLOGY (4 Units)

General Education: Social Science

Area of Concentration: Human Studies (INTRODUCTION)

10 Weeks

Fumiko Hosokawa TTH 2-3:40 SC E149 Lower Division W/A Offered

This module will both introduce the student to the discipline of Sociology and help the student majoring in Human Studies to see the relationship between Sociology and other closely related Behavioral Science disciplines such as Anthropology and Psychology. Although we will mainly focus on basic concepts used in Sociology and apply these concepts to a study of various groups in society, we will also see the limitations of such concepts especially when applied to other contexts that are better studied through the perspectives of Anthropology or Psychology. We will discuss what sociologists do, who and what they study, and why they do so in order for the student to develop an understanding of the major concerns of this discipline. The concepts of role, norm, status, and interaction will be defined, analyzed, and applied to such groups as the family, ethnic minorities, social classes, occupational groups, deviant groups, and social movements.

STUDENT WORKLOAD: One paper project and two exams.

SMC 663 PSYCHOLOGY OF SELF CONTROL (2 Units)

Area of Concentration: Human Studies (SPECIALIZATION) 10 Weeks

George Marsh T 10-11:40 SC El39 Upper Division

This module will teach students to design and implement a personal self-control program using behavior modification principles. Examples are increasing desirable behaviors (e.g. studying, exercise, sports skills, effective interpersonal behavior) and decreasing unwanted behaviors (e.g. overeating, smoking).

This course will also deal with control of performance anxiety (e.g. test anxiety, oral reports, etc.).



SMC 665 PERSPECTIVES IN EDUCATION (2 Units) Ruth Larson

General Education: Social Science Area of Concentration: Human Studies 10 Weeks

SC E145 Upper Division Lower Division

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.

FIELD EXPERIENCE IN EDUCATION (2 Units) SMC 666

Ruth Larson TBA

General Education:

TBA

Area of Concentration: Human Studies 10 Weeks

Upper Division Lower Division

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 668 CONTEXTS OF LITERACY: HISTORICAL, LINGUISTIC, ECONOMIC PSYCHOLOGICAL AND CULTURAL (4 Units)

General Education: Social Science (2 Units); Humanities (2 Units) Upper Division Area of Concentration: Civilizations; Human Studies (TOPICS) W/A Offered 10 Weeks

Marjorie Holden MW 12-1:40 SC E139 Upper Division W/A Offered

This course is an exploration of the development of literacy and the variables associated with its rise in the west and in preindustrial societies. The course covers the theoretical issue of the origin of language in man and the advent of writing systems, and the limited literacy of preindustrial Europe. Modern correlates of literacy are considered from several perspectives: economic, social class, educational, linguistic and psychological. The course is intended to provide students with an understanding of the historical growth of literacy and an appreciation of the factors that hamper the development of literacy in underdeveloped countries and low socio-economic status groups in wealthy societies.

STUDENT WORKLOAD; One short paper, four to six pages.

SMC 669 SUBCULTURES (4 Units)

Area of Concentration: Human Studies (TOPICS) 10 Weeks

Fumiko Hosokawa MW 12-1:40 SC E145 Upper Division W/A Offered

Our society abounds with distinct groups of people sharing life-styles that are rich with social meaning. Too often these groups go unstudied because they are not always visible to the public eye. The sociologist, though, has always had an interest in these groups simply because they offer unique behavioral patterns that help one to understand the diversities of American life. We will be studying a number of these groups which have their own subcultures such as the following: ethnic, deviant, occupational, class and age-related subcultures. We will examine the social characteristics of these groups and the pattern of organization they have developed in order to see how they operate as unique social entities in American society.



SMC 679 PRODUCING DOCUMENTARY MEDIA (4 Units)

General Education: Social Science

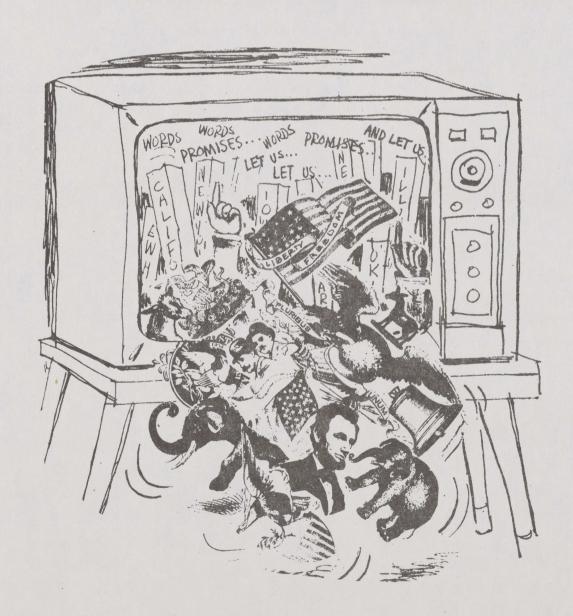
Area of Concentration: Human Studies (TOPICS)

10 Weeks

Nancy Hollander William Bollinger T 12-3:40 SC E149 Upper Division

There are alternatives to the research paper for presentation of the results of research, especially in the social sciences. This course is designed to train students in basic production skills to produce media projects which analyze specific historical issues. This quarter you will examine sex roles in the modern family from a historical and social science perspective and you will use the tools of media production to document your findings. You will gain experience in using 8 and 16 mm. cinema cameras, TV equipment including portapak and studio cameras, and editing equipment. You will also gain experience in organizing a variety of sources (stills, slides, film clips, etc.), doing in-studio and on-location interviews, and developing music and effects including voice-over (narration) to produce a 15-20 minute video program.

There are no prerequisites for this course and it can be used by students interested in social sciences to learn media skills and by students with a background in communications to learn to apply media skills to specific issues.



Writer's WORK-SHOP

SMC 779 ADVANCED WRITING WORKSHOP I (1 Unit) Lower Division SMC 790 ADVANCED WRITING WORKSHOP II (1-3 Units) Upper

Upper T 2-3:40
Division SC E145
Lower Division

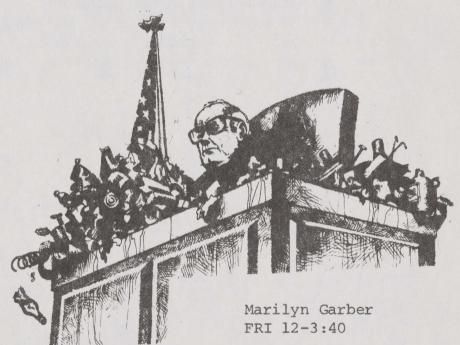
General Education: Humanities; Basic Subjects
Area of Concentration: Civilizations
5 Weeks: PART I-Begins First Five Weeks
PART II-Begins Second Five Weeks

SC E145 Lower Division Upper Division

Lois Feuer

PART I: This class offers students the chance to develop their skill and interest in a variety of writing styles, including fiction, poetry, journalism, and the personal essay. This part of the course is for those without a great deal of background in creative writing, and will use specific exercises for developing specific skills and techniques in creative writing. The class is run on a workshop basis, with students providing feedback and suggestions to each other. THIS PART OF THE COURSE IS PREREQUISITE TO THE ADVANCED WORKSHOP PART II, WHICH BEGINS IN THE SIXTH WEEK.

PART 2: This class, a continuation of the Advanced Writing Workshop I, will enable you to engage seriously in your own writing (poetry, short stories, essays, etc.). During the class sessions you'll discuss and critique the work of fellow students, providing suggestions for revision. The number of units you earn will vary depending on the amount of writing you do. To make the class sessions as profitable as possible, you should meet with the instructor and begin your writing project before the first class meets.



SMC 850 COURTWATCHING (4 Units)

An examination of the behavior of the United States Supreme Court, the California Courts and key justices throughout the country, when faced with certain controversial and value-laden subjects such as the position of women, personal rights, consumer concerns and liability to manufacturers for defective products, social change and other current matters.

STUDENT WORKLOAD: Students will read cases, trace decisions, visit courts, speak with members of the judiciary, and consider alternatives.

38 there's no substitute for commitment

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

Area of Concentration: HUMAN STUDIES (SPECIALIZATION)
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

Bev Palmer
TBA
TBA
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)

10 Weeks

Staff
TBA
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 biweekly 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.

Some tantalizing torments and Sisyphean sentences SMC 890 THEMATIC PROJECT PROPOSAL WRITING WORKSHOP (1 Unit) (Section 01)

10 Weeks

TBA
Upper Division

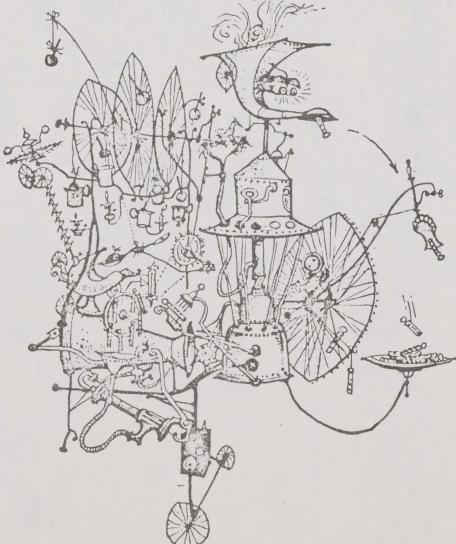
Writing proposals is a difficult, often anxiety-producing activity, yet in almost every profession it is also a necessary activity. A clear understanding of specific techniques can make the task a lot easier. This seminar will be conducted as a set of workshops to tackle the problems of:

- (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.



SMC 891 THEMATIC PROJECT PROPOSAL (2 Units) Staf SMC 892 THEMATIC PROJECT FIELDWORK/RESEARCH TBA THEMATIC PROJECT FINAL PRODUCT

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 <u>fieldwork and/or research</u> and <u>coursework</u>; 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, includind, 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.

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	DOM:	SOCIAL SCIENCE	Staff
SMC	807.	INDEPENDENT	STUDY	ester	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.



IMPORTANT DATES

Thursday, Friday March 30,31

Mentoring and Registration FOR ALL STUDENTS

Monday, April 3

First Five-Week Period Begins

Saturday, April 22

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

Friday, May 5

First Five-Week Period Ends

Monday, May 8

Second Five-Week Period Begins

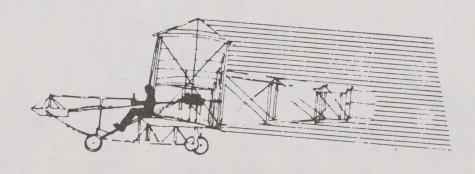
Monday, May 29

Academic Holiday-NO CLASSES

Friday, June 9

Second Five-Week Period Ends

Saturday, Monday, Tuesday Wednesday, Thursday June 10, 12, 13, 14, 15 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)
ALAN M. FISHER (1975)
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)
FUMIKO HOSOKAWA (1972)
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)
RICHARD A. ROGERS (1976)

MARILYN P. SUTTON (1973) Associate Professor

B.A., 1965, University of Toronto; M.A., 1969, Ph.D., 1973,

Claremont Graduate School

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

JOINT APPOINTMENTS

