





## TABLE OF CONTENTS

General Education . . . . .	i
Area of Concentration . . . . .	ii
Courses Offering Writing Adjunct . . . . .	iv
Important Dates . . . . .	27
Listing of Small College & Visiting Faculty . . . . .	28

### ALPHABETIZED LISTING OF SMALL COLLEGE MODULES

And Ain't I A Woman: Black Women in American History . . . . .	1
Concepts In Problem Solving . . . . .	2
Dimensions of Living: Human Relations In The World of Work . . . . .	3
Dimensions of Living: Values, Goals, and Decision-Making . . . . .	3
East-West Views of Human Nature & Reality . . . . .	4
Fabulous Feast: A study of Elements of a Medieval Feast . . . . .	5
Independent Study . . . . .	6
Interdisciplinary Topics In Civilizations: Irish History and Literature . . . . .	7
Interdisciplinary Topics In Civilizations: View of the Origin of the Universe from Ancient Babylon to the Big Bang . . . . .	8
Interdisciplinary Topics In Science, Technology & Society: Dating The Past . . . . .	9
Interdisciplinary Topics in Science, Technology & Society: Scientific Revolutions . . . . .	10
Intensive Writing Workshop . . . . .	11
Learning Counseling . . . . .	12
Literature & Ideas: Philosophy of History . . . . .	13
Literature of Journalism . . . . .	14
Literature and The Problem of Evil . . . . .	15
Love in The Middle Ages . . . . .	16
Methods for Environmental Interpretation in Archaeology . . . . .	17
Post War Films and American Women . . . . .	18
Programming Micro-Computers . . . . .	19
Recent Social History as Viewed Through Rock & Roll Music . . . . .	20
Short Story To Screenplay: Analysis and Adaptation . . . . .	21
Thematic Project Proposal, Fieldwork, Final Product . . . . .	22
Women's Popular Culture in America . . . . .	25
Writing Adjunct . . . . .	26



## GENERAL EDUCATION

As you know, the General Education requirement is that you take courses totaling a minimum of eight units, from at least two fields, within EACH of these three areas: the Natural Sciences, the Social Sciences, and the Humanities. The eight 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 are four to five Writing Adjuncts. Since each Writing Adjunct grants two (2) units of credit, the Writing Adjunct requirement gives you from eight to ten 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 requirements. Descriptions for these courses may be found in the listing on the following pages.

### BASIC SUBJECTS

Requirement: 12 Units (minimum including 8 - 10 Units Expository Writing

Intensive Writing Skills Workshop (2 Units)	D. Heifetz
Learning Counseling: Peer Tutoring (2 Units)	J. Taylor
Programming Micro-Computers (2 Units)	C. Hsiung
Writing Adjunct (2 Units)	D. Heifetz
	G. Smith

### HUMANITIES

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

And Ain't I A Woman? Black Women In American History (4 Units)	C. Towler
Dimensions of Living: Human Relations In The World of Work (4 Units)	R. Larson
Dimensions of Living: Values, Goals, and Decision-Making (4 Units)	R. Larson
Fabulous Feast: A Study of Elements of a Medieval Feast (2 Units)	M. Sutton
Interdisciplinary Topics in Civilizations: Irish History & Literature (4 Units)	L. Feuer
Interdisciplinary Topics in Civilizations: Views of the Origin of The Universe from Ancient Babylon to the Big Bang	J. Grabiner
Literature & Ideas: Philosophy of History	S. Riskin
Literature & The Problem of Evil	L. Feuer
Love In The Middle Ages	M. Sutton
Post War Films and American Women	N. Hollander
Women's Popular Culture In America	S. Matthews



## SOCIAL SCIENCE

Requirement: 8 Units (minimum) from at least two (2) Fields

And Ain't I A Woman? Black Women in American History	C. Towler
Dimensions of Living: Human Relations In The World of Work (4 Units)	R. Larson
Dimensions of Living: Values, Goals, and Decision Making (4 Units)	R. Larson
East-West Views of Human Nature (4 Units)	L. Groff
Interdisciplinary Topics In Civilizations: Irish History & Literature (4 Units)	L. Feuer
Interdisciplinary Topics In Civilizations: Views of the Origin of the Universe from Ancient Babylon to the Big Bang (4 Units)	J. Grabiner
Post War Films and American Women (4 Units)	N. Hollander
Recent Social History as Viewed Through Rock & Roll Music (4 Units)	L. Rosen
Women's Popular Culture In America	S. Matthews

## NATURAL SCIENCE

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

Interdisciplinary Topics In Science, Technology & Society: Dating the Past (4 Units)	J. Webb
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## AREA 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.

## CIVILIZATIONS

And Ain't I A Woman? Black Women In American History	C. Towler
Fabulous Feasts: A Study of Elements of a Medieval Feast	M. Sutton
Interdisciplinary Topics In Civilizations: Irish History and Literature	L. Feuer
Interdisciplinary Topics in Civilizations: Views of the Origin of the Universe from Ancient Babylon to the Big Bang	J. Grabiner
Interdisciplinary Topics in Science, Technology & Society: Scientific Revolutions	J. Grabiner
Literature & Ideas: Philosophy of History	S. Riskin
Literature of Journalism	I. Goldman
Literature and The Problem of Evil	L. Feuer
Love In The Middle Ages	M. Sutton
Short Story to Screenplay: Analysis and Adaptation	J. Rush
Women's Popular Culture In America	N. Hollander



## HUMAN STUDIES

And Ain't I A Woman? Black Women In American History	C. Towler
Concepts In Problem Solving	G. Marsh
Dimensions of Living: Human Relations In The World of Work	R. Larson
Dimensions of Living: Values, Goals, and Decision Making	R. Larson
East-West Views of Human Nature	L. Groff
Interdisciplinary Topics In Civilizations: Irish History and Literature	L. Feuer
Interdisciplinary Topics In Civilizations: Views of the Origin of the Universe from Ancient Babylon to the Big Bang	J. Grabiner
Interdisciplinary Topics In Science, Technology & Society: Scientific Revolutions	J. Grabiner
Post War Films and American Women	N. Hollander
Recent Social History As Viewed Through Rock & Roll Music	L. Rosen
Women's Popular Culture In America	S. Matthews

## SCIENCE, TECHNOLOGY AND SOCIETY

Interdisciplinary Topics In Civilizations: Views of the Origin of the Universe from Ancient Babylon to the Big Bang	J. Grabiner
Interdisciplinary Topics In Science, Technology & Society: Dating The Past	J. Webb
Interdisciplinary Topics In Science, Technology & Society: Scientific Revolutions	J. Grabiner
Methods for Environmental Interpretation In Archaeology	J. Webb
Post War Films and American Women	N. Hollander



# COURSES OFFERING WRITING ADJUNCT

Interdisciplinary Topics in Human Studies: And Ain't I A Woman?: Black Women in American History . . . . .	1
Dimensions of Living: Human Relations in the World of Work . . . . .	3
Interdisciplinary Topics in Civilizations: Irish History and Literature . . . . .	7
Interdisciplinary Topics in Civilizations: Views of the Origin of the Universe--From Ancient Babylon to the "Big Bang" . . . . .	8
Interdisciplinary Topics in Science, Technology & Society: Dating the Past . . . . .	9
Interdisciplinary Topics in Science, Technology & Society: Scientific Revolutions . . . . .	10
Literature of Journalism . . . . .	14
Literature and the Problem of Evil . . . . .	15
Love in the Middle Ages . . . . .	16
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SMC 220 01

Interdisciplinary Topics in Human Studies:  
And Ain't I A Woman?: Black Women in  
American History (4 Units)

Carmen Towler  
TTH 8-9:40  
SC E139  
W/A Offered

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

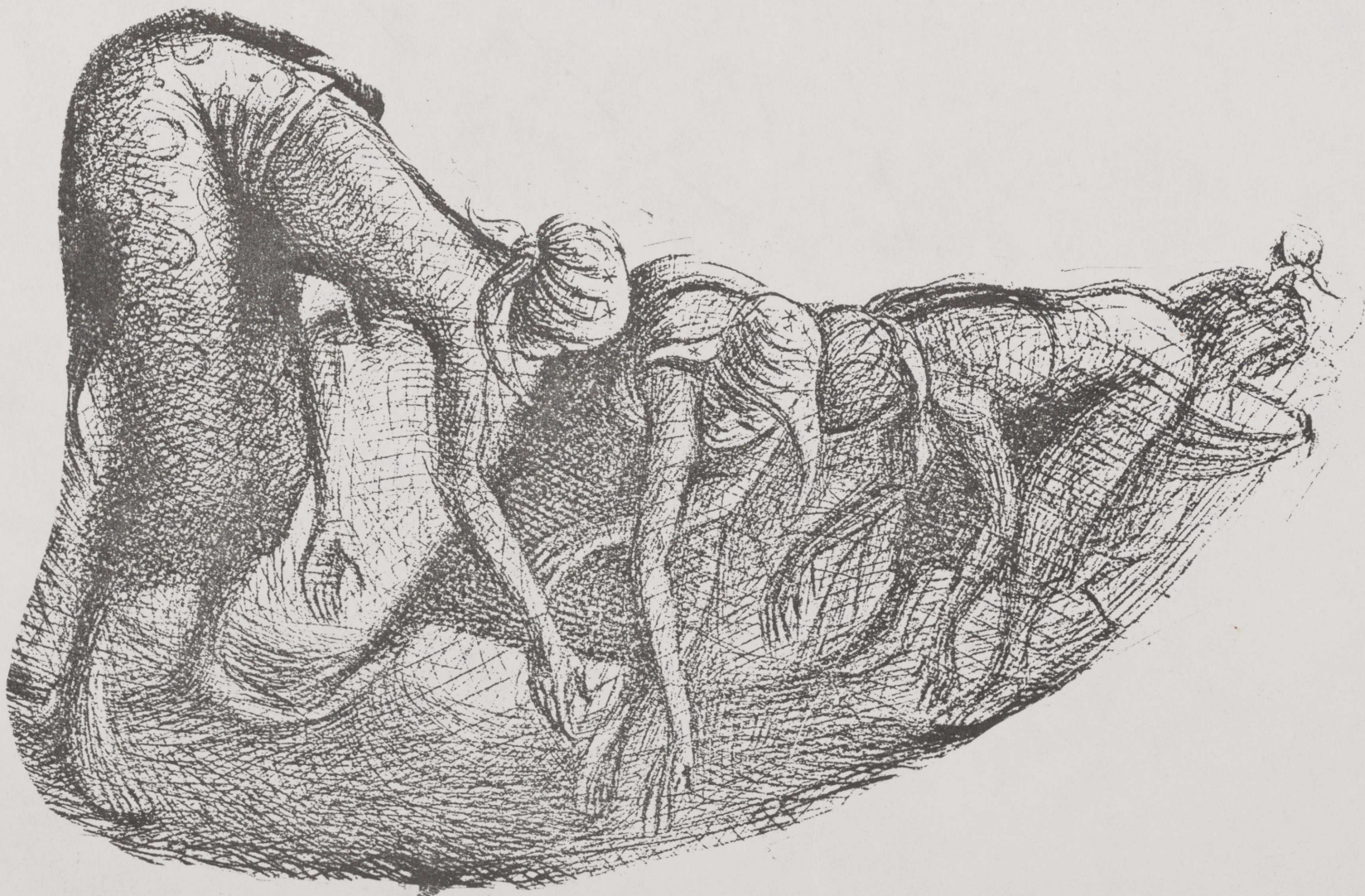
Black people in America have been denied their history; American women have also been denied their history. Therefore, the Black American woman has been doubly victimized, both by scholarly neglect and racist assumptions.

Texts: The Black Woman, Black Women in White America,  
Black Foremothers, and others.

Course requirements:

Participation in class discussions, class presentation, 1 short paper (3-5 typed pages), 1 longer paper (8-10 typed pages). For upper division credit, one additional paper of 5-7 typed pages will be required.

By focusing on pivotal Black women in American history, this course will address the issues of racism and sexism in American society, and their effect not only on Black women but on all women and all minorities within the United States.





SMC 115 01 Concepts In Problem Solving (2 Units)

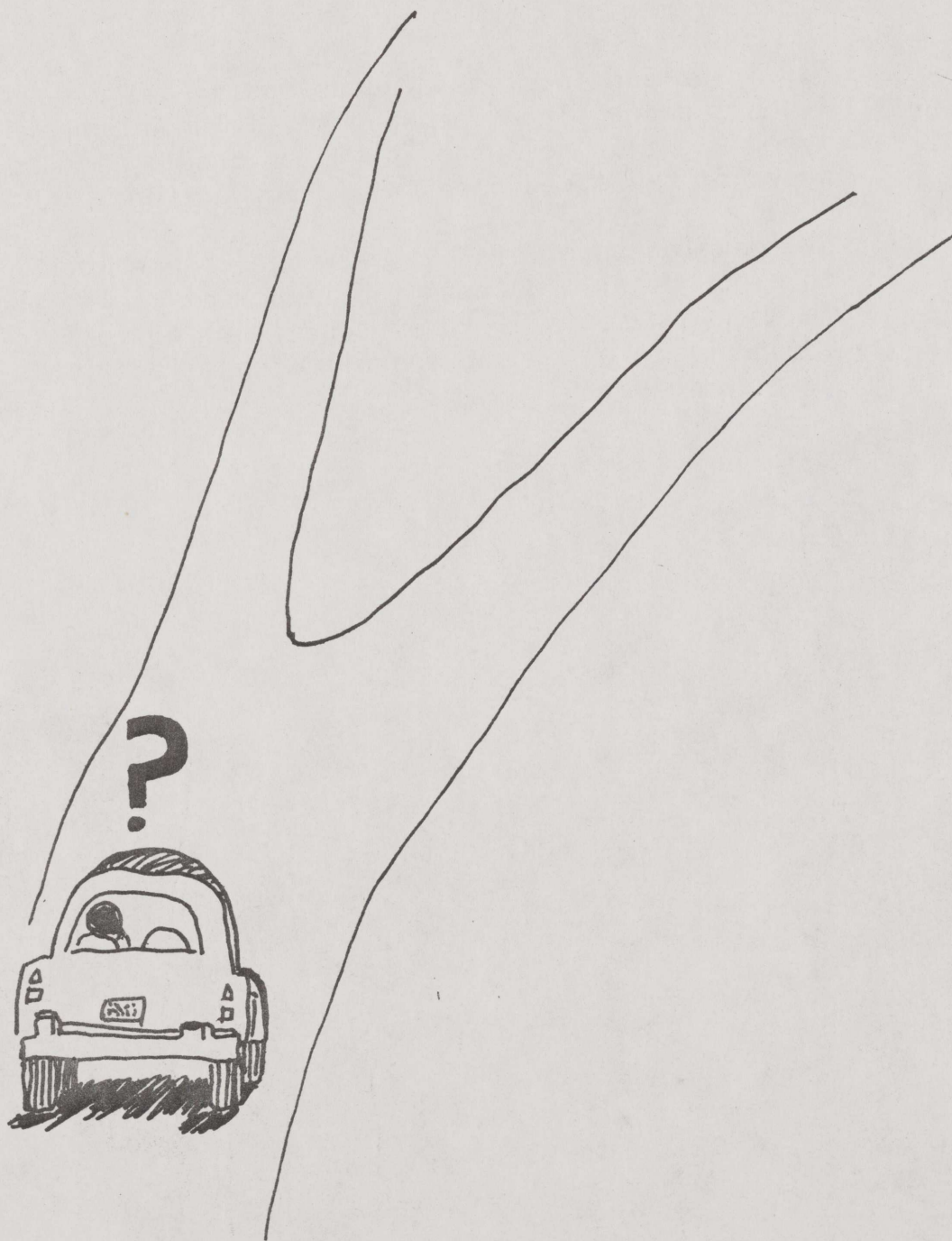
G. Marsh  
TTH 12-1:40  
SC D138

General Education: Basic Subjects

Area of Concentration:

**5 WEEKS**

The course is designed to foster analytic problem solving both in school and in real life. The students will carry out projects in which they apply the concepts taught in the course to a problem of their choice (e.g., a career decision). Some of the topics will include logical problem solving, decision making, creativity in problem solving, etc.





SMC 120 01     Dimensions of Living: Human Relations in the  
World of Work (4 Units)

R. Larson  
MW 8-9:40  
SC D138  
W/A Offered

Area of Concentration: Human Studies  
10 Weeks

Human Relations are a major factor in a person's success or failure on a job. Would you like to study human relations as you experience them on your job? This course is designed to increase students' understandings of and skills in human relations, especially as they bear upon particular work situations.

STUDENT WORKLOAD: Students will be expected to be working in a job or doing volunteer work. Also, special permission by instructor.

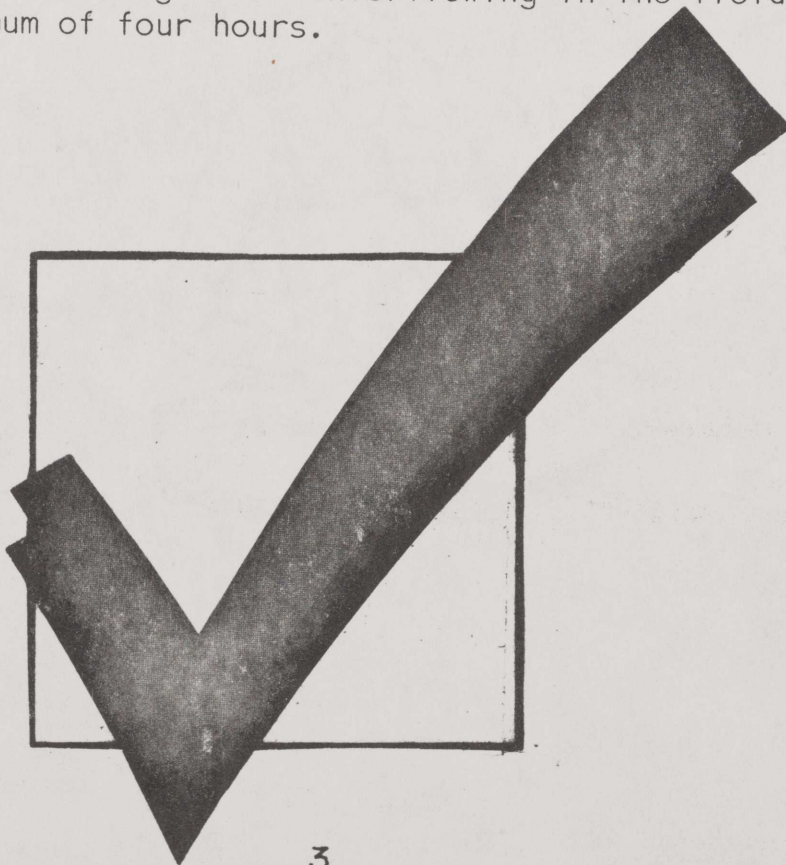
SMC 122 01     Dimensions of Living: Values, Goals, and  
Decision Making (4 Units)

R. Larson  
MW 12-1:40  
SC E139

Area of Concentration: Human Studies  
10 Weeks

Do you really know your own values? Do you have life goals? Do you know the processes to follow to reach your goals? This course will provide opportunities to study values clarification, goal formulation and decision-making that will aid you in fulfilling your wishes and dreams. You will also have opportunities to interview people in various occupations to find out about the kinds of work which interest you.

STUDENT WORKLOAD: Students will be expected to design a feasible plan for working toward life goals. Interviewing in the field of one's own interests, minimum of four hours.





SMC 220 02 Interdisciplinary Topics in Human Studies:  
East-West Views of Human Nature (4 Units)

Linda Groff  
TTH 4-5:40  
SC D138

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

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 trans-personal psychology, Ornstein's right-left brain research, Capra's tao of physics, and Kubler-Ross' 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.





SMC 232 01

Fabulous Feasts: A Study of Elements of a  
Medieval Feast (2 Units)

Marilyn Sutton

MW 2-3:40

SC E139

General Education: Humanities

Area of Concentration: Civilizations

**5 WEEKS**

This class will meet regularly for the first five weeks of the term, then we will turn our collective efforts to the production and enjoyment of a medieval feast.

Each student will select one aspect of the feast to research. Sample topics include: costume, traditions of feasts in literature (e.g. Sir Gawain), musical entertainment, literary entertainment, Middle English, ceremonial procedures, social context of feasts. During the first five weeks the student will research the particular topic reporting to the class on progress each week. In addition to responding to the reports each week, the class will discuss preparations for the feast itself (acquisition of appropriate foods, manner of preparation, social roles of participants). Assuming a minimum enrollment, a feast will be held in early May.





## \*\*\*\*\*INDEPENDENT STUDY\*\*\*\*\*

Independent study courses are provided for students who wish to work with an individual faculty member to pursue some issue or topic in-depth. It is the student's responsibility to contact the faculty member and to present an outline of the proposed study, as well as evidence of previous learning upon which the independent study will be based.

When the faculty member agrees to supervise the independent study, the student will then fill out the Small College Independent Study Agreement form which will describe the project. This form will be signed by both the student and the faculty member; the faculty member will also sign a card for the student giving the student permission to register for Independent Study.

There are six sections of Independent Study available in the Small College, three lower division and six upper division. Students registering for more than one Independent Study during a quarter must register in different sections.

SMC 188 01	2 Units
SMC 188 02	4 Units
SMC 188 03	4 Units

SMC 288 01	2 Units
SMC 288 02	4 Units
SMC 288 04	4 Units

SMC 388 01	2 Units
SMC 388 02	4 Units
SMC 388 03	4 Units



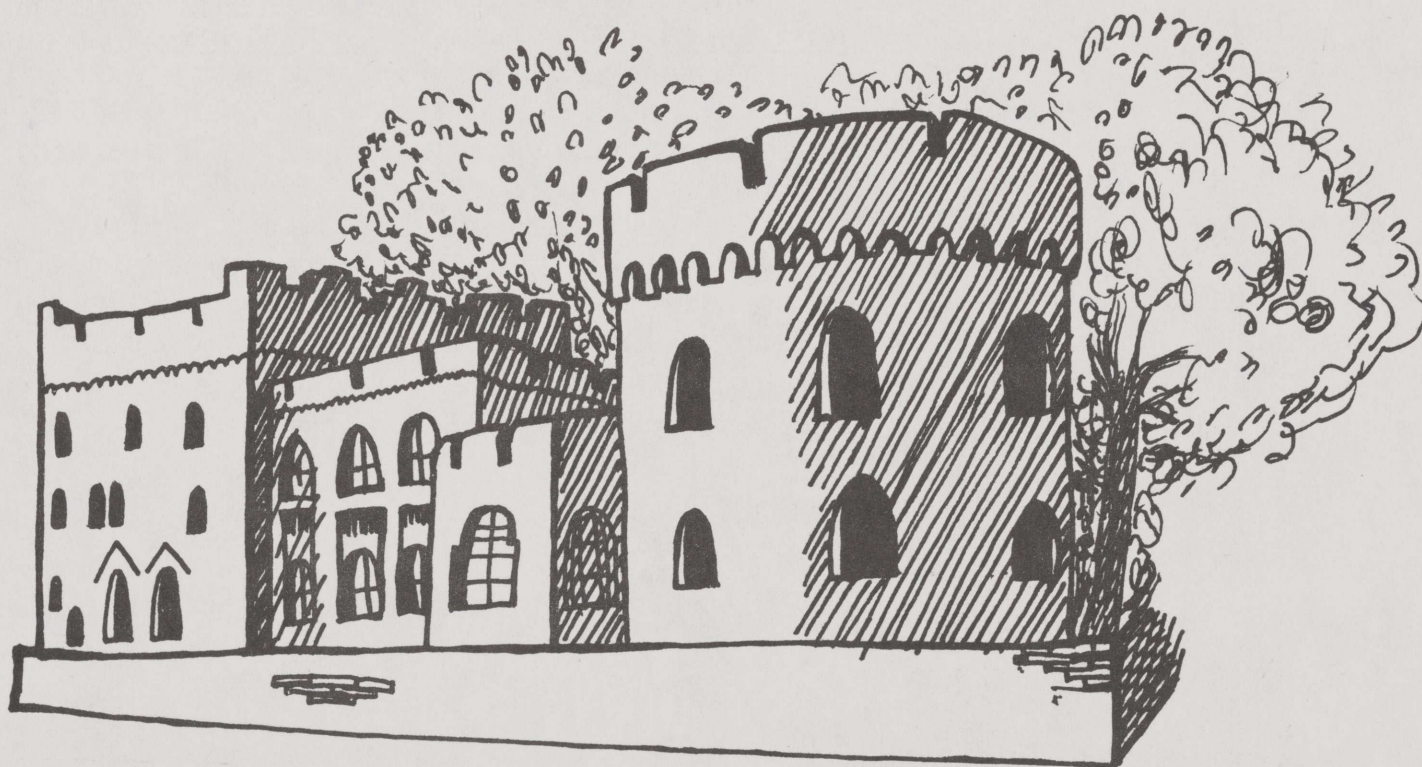
SMC 230 02

Interdisciplinary Topics in Civilizations:  
Irish History and Literature (4 Units)

L. Feuer  
MW 12-1:40  
SC D138  
W/A Offered

General Education: Social Science, Humanities  
Area of Concentration: Civilizations, Human Studies (TOPICS)  
10 Weeks

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 figures: W.B. Yeats, James Joyce, Sean O'Casey and others.





General Education: Social Science, Humanities  
Area of Concentration: Science, Technology & Society,  
Civilizations, Human Studies (TOPICS)  
10 Weeks

We will read stories of creation from both western and non-western cultures; we will ask how modern scientific views of the origin of the universe are historically related to earlier accounts; we will acquaint ourselves with the "big bang" theory of the universe's origin held by modern astronomy and with the evidence cited to support it; finally, we will ask how the modern scientist's account of the origin of the universe is similar to, and how it differs from, that of the priest or the poet. To do all this, we will read part or all of: the ancient Babylonian creation epic, Enuma Elish; Genesis 1: 1-2, 3; Plato's Timaeus; Lucretius' On the Nature of the Universe; African, Asian, Indian, and European creation stories; scholarly discussions of mythical thought and its relationship to scientific and philosophical thought; and popular articles explaining modern scientific theories about the origin of the universe. Each student will investigate some issue, chosen by the student, related to the topic, and share the findings with the class; religious studies students may choose a topic specifically addressed to their minor. There will be a short paper (which is a write-up of the in-class report), a midterm, and a final examination.





SMC 250 02 Interdisciplinary Topics in Science, Technology  
& Society: Dating The Past (4 Units)

J. Webb  
TTH 10-11:40  
SC D154  
W/A Offered

General Education: Natural Science

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

LIBERAL STUDIES: Natural Science & Mathematics-UD Elective

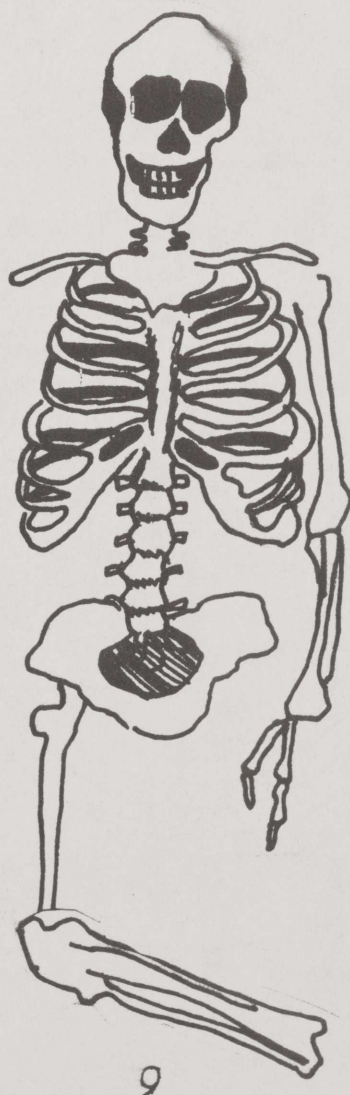
UPPER/LOWER  
DIVISION

PREREQUISITES: ONE or more of the following: Bio Sci 102, Chem 104,  
Phys 101, Bio 236, Anthro 100, Anthro 115, 250, 251,  
260, or consent of instructor.

10 Weeks

Archaeologists Mary and Richard Leakey recently announced the discovery of skeletal fragments of the oldest man, genus Homo, yet found dated at 3.35 to 3.75 million years ago. How was the age of the bones determined? What is their significance? Prehistoric Indians in the Southwest abandoned their homes around 500 years ago. Why? Of what relevance is this to modern man? Various dating methods have been used to determine the age of the earth, the initiation of life, the destruction of Greek towns by the eruption of Thera in 1450 B.C., and the authenticity of paintings by great masters. Chronological questions occur not only in science, but in art, and in the social sciences as well. Knowledge of chronological methods and their interpretation will enhance our comprehension of these questions. This course will examine various data methods using examples from geology, the fine arts, archaeology, and other disciplines.

Student Workload: Lower Division students will be required to write a short research paper. Upper division students will be required to write a substantial hypothesis-oriented research paper based on directed readings. Both Lower and Upper Division students will take a final examination.





Areas of Concentration: Science, Technology & Society;  
Human Studies TOPICS; Civilizations  
10 Weeks

Science often progresses by adding small increments to our knowledge, or by measuring something to one more decimal place. Sometimes, however, science changes by enormous intellectual upheavals which alter the entire subject. Indeed for Copernicus, Darwin, and Einstein, the work they did transformed not only their sciences, but the way most people look at the world. The changes these men brought about have appropriately been called scientific revolutions.

In this course we will study the historical origins, and the major effects, of the Copernican, Darwinian, and Einsteinian revolutions. We will also study a general theory of such major transformations in thought, Thomas Kuhn's Structure of Scientific Revolutions. Our goal will be to understand how such radical transformations in scientific thought take place, and how they affect people's world-views.

We will read about five books, have a midterm, and have a final. Each student will do a short paper, testing whether Kuhn's theory applies to some example of the student's choice, in any area of science or scholarship, and will share his or her findings with the class (in the past, students have written on topics ranging from Euclid to Freud and Martin Luther).

No special background in the natural sciences is required for this course, though science students are welcome.





SMC 106 01     Intensive Writing Skills Workshop (4 Units)

General Education: Basic Subjects  
10 Weeks

D. Heifetz  
Th 8-9:40  
PLUS TBA  
SC D138

The Intensive Writing Skills Workshop is an individualized program in the basic skills of English composition, emphasizing particularly the construction of sound sentences and sound paragraphs. Since the best way to improve one's writing is to write, this course will require a good deal of writing: journals, in-class essays, and one longer essay. Constructive suggestions about all of this work will be presented to each student so that the next piece of work will be better.

Each student enrolled in this course will also work in the Learning Assistance Center on appropriate self-study modules. Each student, in consultation with the instructor, will specify goals for the quarter and will work on these goals in class and the Center. This course is particularly recommended for any student who has considerable difficulty with the mechanics of written expression.





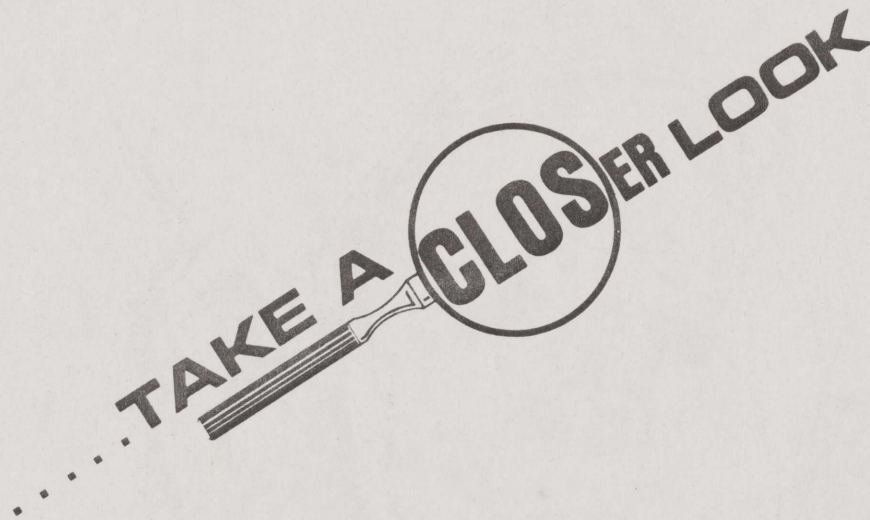
SMC 201 01     Learning Counseling: Peer Tutoring (2 Units)

J. Taylor  
M 4-5:40  
SC E139

General Education: Basic Subjects

10 Weeks

This course is designed to help students learn to model appropriate methods of studying and questioning to adult learners who seek assistance with their coursework. One class session each week will be devoted to lectures, demonstrations, and role playing sessions. The student will be required to spend another four (4) hours per week conducting learning counseling sessions with small groups (3-8) of students. The emphasis is on learning counseling as an extension of traditional tutoring since the tutees acquired generalizable study skills in addition to learning specific course content.





SMC 238 01 Literature & Ideas: Philosophy of History

Steve Riskin

(4 Units) TTH 4-5:40

General Education: Humanities

SBS D225

Area of Concentration: Civilizations

10 Weeks

Ideas are like machines; they have internal structure and they do things to the world. Some simple ideas have had profound effects on human history. We will look to the "world as a progressively realized community of interpretation," especially through an examination and explication of the ideas of reading, writing, arithmetic, and love. We will examine the process by which ideas are made permanent fixtures, and how the creation of a landscape peopled by ideas is the creation of humanity itself.





SMC 242 01  
COM 290 03

Literature of Journalism (4 Units)

Ivan Goldman  
MW 2-3:40  
HFA A221

Area of Concentration: Civilizations  
10 Weeks

Each of the eight texts will be discussed in class. Students will be divided into discussion teams, with each team responsible for leading the discussion on its particular book and researching the author.

Each student will be responsible for turning in seven 2-3 page written reports--one on each book on the list minus one. Due dates for each report will be spaced fairly evenly throughout the quarter, and will be coordinated with the class discussions. All seven reports will contain analyses, not summaries. As students read these books, the material will make them think. These thoughts are material for the analyses.

Also, each student will be responsible for presenting an oral report on one other book which is not on the list of texts. A list of possible choices of books for this report will be distributed to students. The oral reports will be spaced throughout the quarter.

No quizzes, no final. Grades will be determined by the papers submitted, oral reports, team-led discussion, other participation, and attendance. There will be as much freedom as possible in class discussions. The basic requirement is to respect the dignity of others in the class.

TEXTS: Dispatches, by Michael Herr  
The Boys on the Bus, by T. Crouse  
The Electric Kool-Aid Acid Test, by T. Wolfe  
On the Road, by J. Kerouac  
Insurgent Mexico, by J. Reed  
Miss Lonely Hearts, by N. West  
Hell's Angels, by H. Thompson  
A Moveable Feast, by E. Hemingway



SMC 130 01     Literature & The Problem of Evil (4 Units)

L. Feuer  
MW 10-11:40  
SC D138

General Education: Humanities  
Area of Concentration: Civilizations  
10 Weeks

Is Pogo right: are we the enemy? Where does evil come from? Why do the innocent suffer? Is there really such a thing as evil? What are the evils in man himself and in society? Through reading a number of literary works (texts will include Lord of the Flies, Turn of the Screw, The Book of Job, Othello, Billy Budd, Utopia, 1984, short stories by Twain and Hawthorne and seeing film(s), we'll ask these questions and see how a group of authors treat the problem of evil in their works, using it as a theme to illuminate the human condition. Two brief papers and a final exam are required. This course is designed for students without a lot of previous work in literature; those who want to count it as an upper division course may do so by completing a special set of assignments.





SMC 240 01 Love In The Middle Ages (4 Units)  
ENG 290 01

M. Sutton  
MW 6-7:40  
HFA A225  
W/A Offered

General Education: Humanities  
Area of Concentration: Civilizations  
10 Weeks

A seminar in the literary and philosophic portrayals of love in the period from 1100-1400. The thought and entertainment of the Middle Ages spawned a wide range of approaches to love: spiritual and physical, symbolic and emotional, other worldly and carnal. Through readings from the times--the Misfortunes of Abelard, Chaucer's Marriage Tales--song, (lyric, ballad and bawdy verse), drama--Temptation of Adam, Second Shepherd's Play--and philosophic treatise (Augustine, Bonoventure, Aquinas)--we will consider a variety of themes. Through a study of the texts we will examine a variety of relationships (man and God, Knight and lady, husband and wife, man and communitas), as well as the role of women and the definition of chivalry.

Students should have taken at least one literature course previously, or have consent of the instructor. A seminar presentation, paper and midterm are required.

NOTE: Students may be interested in continuing their study of the period in the related course SMC 232 01--FABULOUS FEAST.





SMC 253 01 Methods for Environmental Interpretation  
in Archaeology (2 Units)

J. Webb  
T 2-3:40  
SC D138

Area of Concentration: Science, Technology & Society,  
Human Studies  
10 Weeks

When Clovis man killed mammoths at Murray Springs, southeastern Arizona, 12,000 years ago, what appetizer, salad and fresh vegetables did he enjoy with his rack of mammoth? Did some Neanderthal Caveman at Tabin, Israel, place a bouquet of buttercups on his dearly beloved's burial? These questions and broader concerns are studied by the various environmental sciences.

The class will include lectures on the theoretical basis of stratigraphy, paleontology, pollen analysis, and other methods used in interpretation of environment in archaeological sites, as well as practical experience in their use in excavation.

Approximately two hours a week will be spent in lecture. Students who enroll for an additional unit will do an individual project in the field connected with Anthro 213.





SMC 236 01     Post War Films and American Women (4 Units)

General Education: Social Science & Humanities  
Area of Concentration: Civilizations & Human Studies

N. Hollander  
F-9AM-4PM  
S-10AM-1PM  
APR 11 & 12  
and  
APR 18 & 19

### INTENSIVE COURSE: TWO WEEKEND MEETINGS

This course will trace the dominant social and political currents of the Cold War decade and their impact on the ideology of women's role in the popular medium of Hollywood films of the fifties. With this experience as a model, students will then study the significant political and social changes in the 1960's and 1970's and analyze their impact on the portrayal of women in three contemporary Hollywood feature films. The object of the course is twofold: (1) to offer students the opportunity to investigate the relationship between general political and social trends during a particular historical period and to understand the ways in which they influence prevalent ideas regarding women; and (2) to help students develop analytical skills which enable them to understand the ideological components of Hollywood entertainment films in the Post War period.





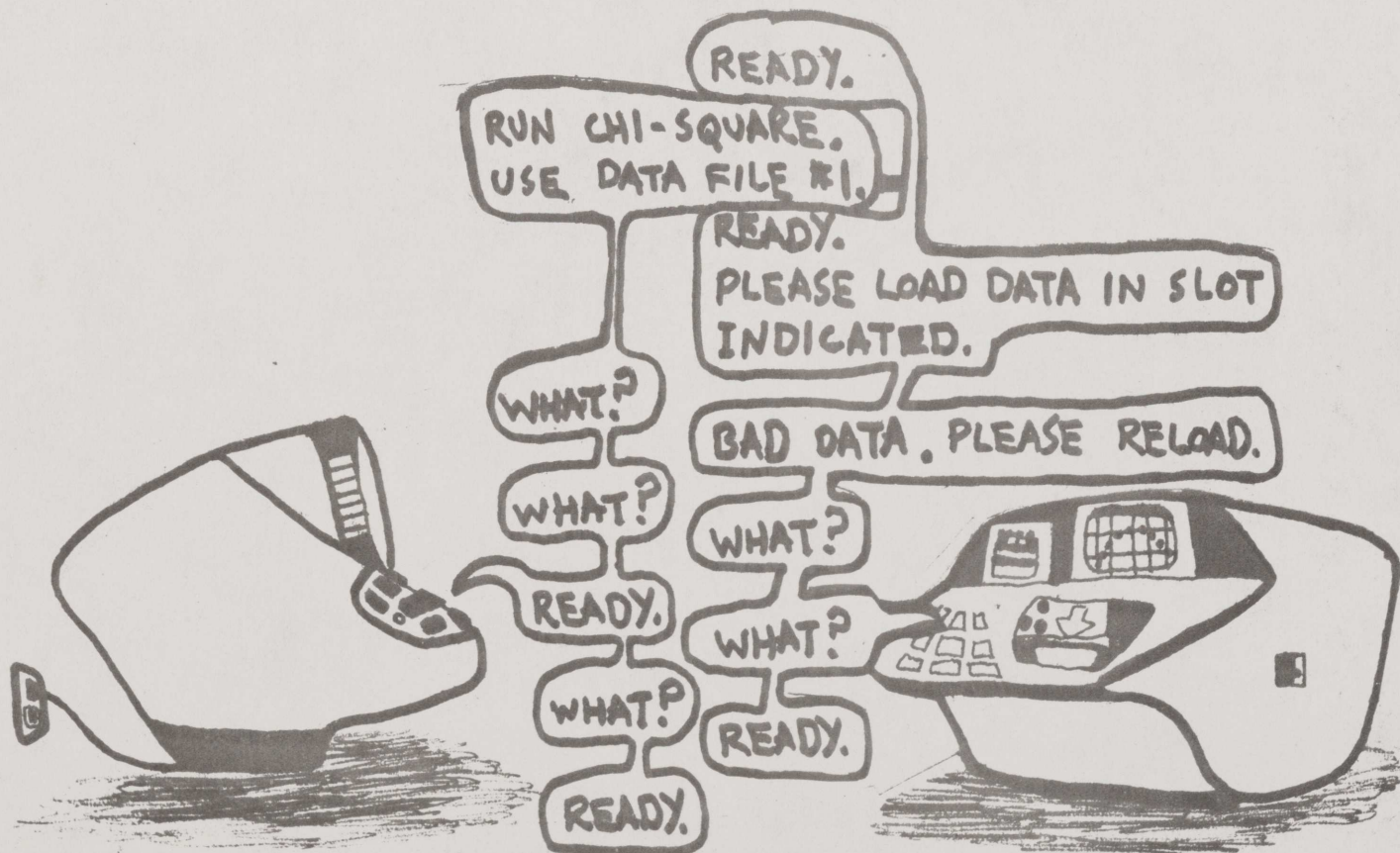
General Education: Basic Subjects  
Area of Concentration:  
10 Weeks

In this course, students will become familiar with the basic configuration of a micro-computer system and some of the important peripherals so that students will be able to determine the appropriate peripherals for an existing micro-computer system to expand its capability.

The main purpose of this course is to teach students to program a micro-computer using BASIC language, emphasizing the use of the interactive and graphic capabilities of a micro-computer. The main programming concepts to be covered are:

1. Variables and Constants
2. BASIC Instruction Set
3. Branching
4. Loop
5. Memory--read only, stack, random access
6. Input and Output: Keyboard, CRT, printer, sequential files
7. Arrays and Indexing
8. Sub-routines

The course is mainly self-paced except for the first three weeks. Students are assigned to do a set of six (6) problems and a special project.





SMC 203 01 Recent Social History as Viewed Through  
Rock & Roll Music (4 Units)

L. Rosen  
TTH 2-3:40  
ERC D120

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

This course follows the history of rock and roll music from its roots in the mid 1950s to its current heights (?) in the 1970s, within a socio-psychological framework. Trends in rock music are examined in light of societal trends including psychological outlook, fashion, political climate and youth counter-culture. A multimedia approach is used including music, slides, and movies.



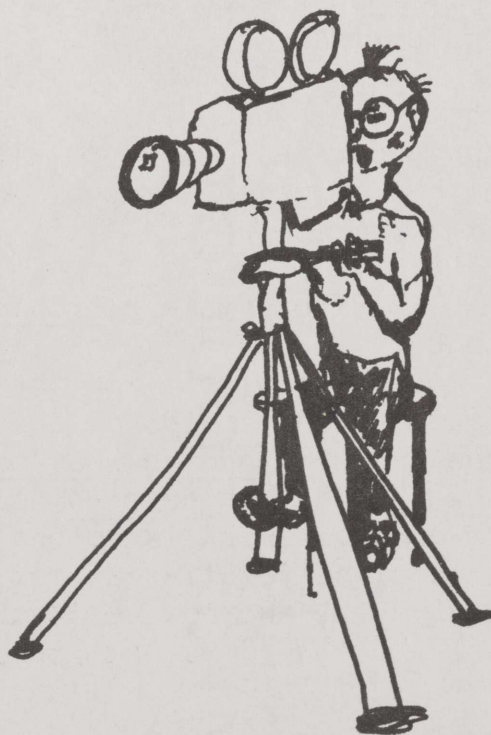


Area of Concentration: Civilizations  
10 Weeks

We will begin by making a distinction between the narrative and dramatic voice, and then examine how each is used in comparison of the novel A Farewell To Arms and the film (owned by California State University Dominguez Hills) made from it. By concentrating on individual scenes we will consider the differences in how the author and the filmmaker set them: how they pointed the audience to the moments of importance, how they developed conflict and how they exposed the inner workings of the characters' minds. We will use this juxtaposition of novel and film as a way of gaining perspective on the structure of each.

Next, each student or group of two students will choose a short story which they wish to adapt and these will be put on reserve in the library. Every student will be responsible for reading all the stories chosen. Then each student or group will break their story down into scenes and put the scenes on index cards. The class will examine each story's structure as it is presented on these cards. We will consider such things as: who is telling the story, who is the narrative center of the story, what informs the ordering of the scenes, how are transitions between the scenes managed and, most importantly, how are the scenes developed and focused by the narrative voice that is describing them.

Finally, once the story is understood as it has been written, each student or group will decide on their method of approach to its adaptation. They will then reorganize and rewrite the cards to work as a film. We will go over the conventions of screenplay form and each student or group will write a first draft screenplay. This will be reviewed and they will finish the course by rewriting a final, polished draft.





SMC 291	THEMATIC PROJECT PROPOSAL (2 Units)	Staff
SMC 292	THEMATIC PROJECT FIELDWORK/RESEARCH	TBA
SMC 293	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 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/her 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. The 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 education 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 224 01      Women's Popular Culture in America (4 Units)

S. Matthews

MW 2-3:40

SMC D138

General Education: Social Science; Humanities

Area of Concentration: Human Studies; Civilizations

10 Weeks

Popular culture is intended to mean those art forms which express the tastes of the masses--not the tastes of an educated elite. In 20th century American those art forms are productions in film, television, and literature which are intended directly for consumption by a mass audience--the American public. By studying those forms a student will learn a great deal about the expectations and satisfactions of the American mind.

In this course we will examine those aspects of popular culture which are directed primarily towards an audience of women--among them the "soap opera," women's periodicals, and women's literature. In particular we will ask the following questions about this material. Does "Days of Our Lives" reflect women's life in America? What are women's expectations of their lives? What constitutes happiness for women? Is there some functioning image of the 'perfect woman?' If so, who is she and what qualities does she possess? Is there a small part of Edith Bunker in each one of us? And what does all of this material tell us about the way women really live?

STUDENT WORKLOAD: Will consist of readings, participation in class, one examination, and a research paper.





SMC 107 01 Writing Adjunct (2 Units)  
SMC 297 01

D. Heifetz  
M 4-5PM  
SC D154

SMC 107 01 Writing Adjunct (2 Units)  
SMC 297 01

G. Smith  
T 12-1PM  
SC D138

General Education: Basic Subjects, Elective

### ONE HOUR OF CLASS PLUS 20 MINUTES TUTORIAL PER WEEK

The Writing Adjunct is an individualized composition course which involves a combination of group meetings, workshops, and weekly individual appointments. In the Writing Adjunct, you use papers you are already writing for your other courses as a basis for improving your ability to plan, write and revise papers. The Writing Adjunct may also be taken as an elective after you have completed your basic composition requirement.

THE FIRST MEETING OF THE WRITING ADJUNCT ON EITHER MONDAY,  
MARCH 31 OR TUESDAY, APRIL 1 IS MOST IMPORTANT AS AN  
ORGANIZATIONAL, INFORMATION AND SCREENING MEETING.  
**M A N D A T O R Y   A T T E N D A N C E !**

Students who wish to enroll in the Writing Adjunct Spring Quarter should select one of the sections listed above and should arrange their schedules so that they will be free for class at that time all quarter. Usually, students will meet in class about seven times during the ten week quarter. In addition to coming to the class meetings, students should be sure that they can be available for a weekly 20 minute tutorial meeting.

The Writing Adjunct is an individualized course, so students who have completed their lower division writing requirements may take the Writing Adjunct for upper division credit. Since students in the Writing Adjunct work on extended pieces of writing, any student who fails to pass a screening test in basic skills (administered at the first class meeting of each section) will be advised to work on basic skills rather than take the adjunct program.

In the event that the Writing Adjunct is over-enrolled, priority will be given to students who are either Small College students (that is, taking their General Education OR an Area of Concentration OR a Thematic Project in the Small College) OR taking at least one other Small College course during Spring Quarter.

IF YOU SIGN UP FOR THE WRITING ADJUNCT HOLD OPEN ONE OF THE  
CLASS TIMES LISTED ABOVE AND SOME POSSIBLE TUTORIAL TIMES.



# IMPORTANT DATES

March 27, 28	Thursday, Friday	Academic Advisement by faculty for all students and registration
March 29	Saturday	INSTRUCTION BEGINS
March 31	Monday	First day of late registration and change of program
April 14	Monday	Last day for refund of student services fee
April 15	Tuesday	Last day to begin late registration
April 18	Friday	Last day to change program without a permanent record of enrollment; last day to complete late registration
April 25	Friday	Last day for refund of non-resident tuition fee
May 26	Monday	Academic HOLIDAY-Memorial Day
June 6	Friday	Last day of scheduled classes
June 7, 9 through 12	Saturday, Monday through Thursday	FINAL EXAMINATIONS
June 14	Saturday	Quarter Ends (GRADES DUE)
June 14	Saturday	Commencement



## THE SMALL COLLEGE FACULTY

- FEUER, LOIS J. (1972). . . . . Associate Professor  
B.A., 1967, University of Arizona; M.A., 1968; Ph.D., 1972, University of California, Irvine
- GASH, KENNETH B. (1967). . . . . Director, Professor  
B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.
- HEIFETZ, DAVID L. (1975). . . . . Lecturer  
B.A., 1966, Reed College; M.A., 1969, University of California Irvine; Ph.D., 1968, University of California, Irvine.
- HSIUNG, CHI-HUA WU (1972). . . . . Professor  
B.S., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962, University of Michigan.
- LARSON, RUTH (1968). . . . . Professor  
B.S., 1943, Parsons College; M.S., 1954, University of Tennessee, Ph.D., 1964, Ohio State University.
- SUTTON, MARILYN (1973). . . . . Associate Professor  
B.A., 1965, University of Toronto; M.A., 1969, Ph.D., 1973, Claremont Graduate School.

## VISITING FACULTY

- GRABINER, JUDITH V. (1972). . . . . Professor  
B.S., 1960, University of Chicago; M.A., 1962, Radcliffe College; Ph.D., 1966, Harvard University.
- GROFF, LINDA J. (1972). . . . . Assistant Professor  
B.A., 1962, University of Michigan; M.A., 1963, M.A.L.D., 1966, Ph.D., 1978, Fletcher School of Law and Diplomacy.
- HOLLANDER, NANCY CARO (1972). . . . . Assistant Professor  
B.A., 1966, M.A., 1968, Ph.D., 1974, University of California, Los Angeles
- MARSH, GEORGE D. (1970). . . . . Professor  
B.A., 1957, M.A., 1960, California State University, Los Angeles; Ph.D., 1965, University of California, Berkeley.
- MATTHEWS, SARA (1979). . . . . Lecturer  
B.A., 1973, Franklin & Marshall College, Lancaster, Pennsylvania; M.A., 1977, University of Pennsylvania
- RISKIN, STEVE R. (1970). . . . . Professor  
B.A., 1964, M.A., 1968, Ph.D., 1970, University of California, Los Angeles; J. D., 1977, Southwestern University
- ROSEN, LARRY D. (1976). . . . . Assistant Professor  
B.A., 1971, University of California, Los Angeles, Ph.D. 1975, University of California, San Diego



- RUSH, JEFFREY S. (1979). . . . . Lecturer  
B.A., 1972, Harvard University
- SMITH, GREGORY L. (1968) . . . . . Professor  
B.A., 1956, Reed College; Ph.D., 1968, University of Washington
- TAYLOR, JUDSON H. (1970) . . . . . Professor  
B.A., 1960, M.Ed., 1962, University of Oregon; Ph.D., 1969,  
Arizona State University
- TOWLER, CARMEN (1976). . . . . Administrative Assistant  
B.A., 1975, California State University Dominguez Hills; M.A., 1978,  
California State University Dominguez Hills
- WEBB, JAMIE (1975) . . . . . Assistant Professor  
B.A., 1968, Colorado College; M.S., 1971, Ph.D., 1978, University  
of Arizona



Rec'd  
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