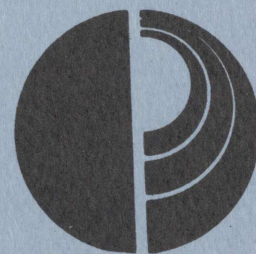


**WINTER '81**

**Small College  
CATALOG**



**CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS**



This Small College Catalog is produced each quarter for use by faculty, students and staff of California State University Dominguez Hills.

The Small College provides students with interdisciplinary alternatives to ALL areas of Liberal Arts and Sciences undergraduate education:

AREAS OF CONCENTRATION (MAJORS): The Small College offers four alternative Majors through the Area of Concentration

Civilizations  
Human Studies  
Environmental Studies  
Science, Technology and Society

GENERAL EDUCATION: Continuing students may complete their General Education through the alternative program of the Small College, or they may join the new students in the new General Studies Program, which will have a number of Small College courses offered each quarter as part of the University program.

MINOR: The Small College offers two alternatives to traditional Minors:

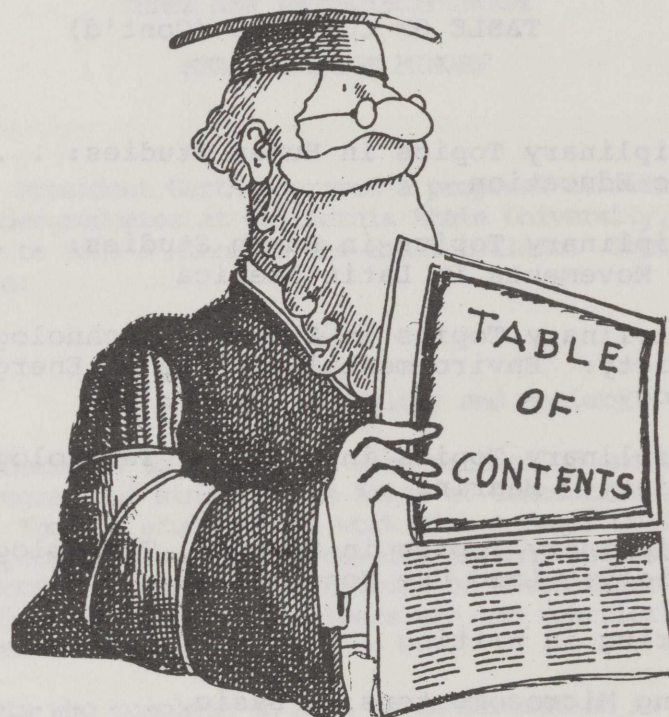
- a. An interdisciplinary, individually designed Minor consisting of a minimum of 24 units of courses from throughout the University.
- b. A Thematic Project - an opportunity for students to develop and implement an individually-designed and substantial project which may include a proposal, course-work, field work/research culminating with an evaluable final product.

ELECTIVES: Any student at the University may take any Small College course for elective credit towards graduation requirements.

Please look through this catalog and read the detailed course descriptions. If you would like further information about the Small College, please stop by the office in SC E-173 or call 516-3649.







Small College Minors . . . . .	i
General Studies . . . . .	iii
Area of Concentration . . . . .	v
Courses Offering Writing Adjunct . . . . .	vi
Important Dates. . . . .	21
Listing of Small College Faculty . . . . .	22

#### ALPHABETIZED LISING OF SMALL COLLEGE MODULES

General Studies in Civilizations II: The Self . . . . . and Creativity	5
General Studies in Human Studies I: Techniques. . . . . of Family History	4
General Studies in Science, Technology and Society I:. . . . . Nature of Matter	6
Independent Study. . . . .	7
Intensive Writing Skills Workshop . . . . .	1
Interdisciplinary Topics in Civilizations: . . . . . Greek and Roman Literature	11
Interdisciplinary Topics in Civilizations: . . . . . Greek and Roman Thought	12
Interdisciplinary Topics in Human Studies: . . . . . The Family in Films of the Thirties	9



## TABLE OF CONTENTS (Cont'd)

Interdisciplinary Topics in Human Studies: . . . . .	9
Holistic Education	
Interdisciplinary Topics in Human Studies: . . . . .	8
Women's Movements in Latin America	
Interdisciplinary Topics in Science, Technology. . . . .	15
and Society: Environmental Impacts of Energy Technology	
Interdisciplinary Topics in Science, Technology . . . . .	14
and Society: Hearing	
Interdisciplinary Topics in Science, Technology . . . . .	13
and Society: Land Use Conflicts	
Peer Tutoring in Writing . . . . .	8
Programming Microcomputers in Basic. . . . .	4
Qualitative Evaluation Methods . . . . .	10
Solar Technologies . . . . .	16
Thematic Project Proposal Writing Seminar. . . . .	17
Thematic Project Proposal. . . . .	18
Thematic Project Fieldwork Research	
Thematic Project: Final Project	
Writing Adjunct . . . . .	2





### THREE NEW INTERDISCIPLINARY

#### SMALL COLLEGE MINORS

On May 8, 1980, President Gerth approved a proposal allowing the Small College to offer all undergraduates at California State University, Dominguez Hills the opportunity to take a Minor in the Small College. There are three such Minors available:

Civilizations  
Human Studies  
Science, Technology and Society

The Minors are designed to follow the same pattern of individualized, interdisciplinary programs of study as the Areas of Concentration (Majors) in the Small College. Thus, a student will work with a Small College mentor to carefully choose appropriate courses to develop the most effective Minor possible. The following section contains descriptions of these Minors. Although they are extremely flexible, please note there are two restrictions which apply to their general use and design:

1. Students who complete an Area of Concentration in the Small College may not take a Small College Minor in the SAME area.
2. At least 12 units of the Minor must be completed AFTER the student has met with a mentor for advisement.

#### DESCRIPTIONS OF MINORS

##### CIVILIZATIONS

The Minor in Civilizations will be composed of a minimum of 24 units of courses (at least 20 units of upper division) which allows the student to study the development of ideas and institutions of Western civilization or of a non-Western culture. A student's program can include work from a number of traditional disciplines such as history, political science, art, music, religion and literature. At least one course in the Minor must be an appropriate interdisciplinary, integrative course. Appropriate foreign language study, such as Japanese with a Far Eastern History emphasis in the Minor, is strongly recommended.

##### HUMAN STUDIES

The Minor in Human Studies will be composed of a minimum of 24 units of courses (at least 20 units of upper division) which provides the student with an interdisciplinary foundation for the study of human existence. It will generally include study in the traditional discipline within the social, behavioral and biological sciences and an appropriate interdisciplinary focus provided by the Human Studies integrative courses developed in the Small College. At least one course in the Minor must be an appropriate theory course and one course must be an appropriate methodology course.

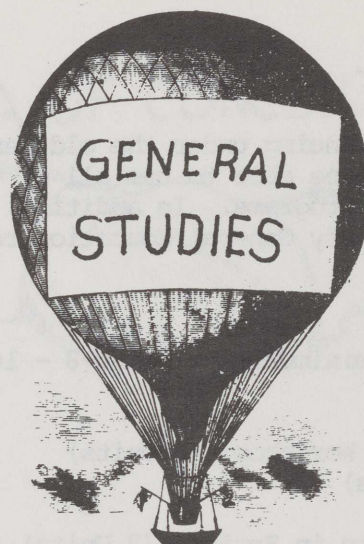


## SCIENCE, TECHNOLOGY AND SOCIETY

The Minor in Science, Technology and Society will be composed of 24 units of courses (at least 20 units of upper division) designed to allow students to explore the impact of scientific and/or technological changes upon society. The courses will be chosen to be thematically integrated along such lines as social and political impact of science, technology and the arts, science and the environment and other similar clusters. Students will be required to take at least one course concerned with the impact, history or philosophy of science. Students will also have to satisfy any pre-requisites to the courses used in the Minor.







Starting with the Fall of 1980, the University will begin a new program in General Education called General Studies. (THE SMALL COLLEGE GENERAL STUDIES COURSES WILL BE AN INTEGRAL PART OF THE NEW PROGRAM.) This means that the Small College will not offer a separate General Education Program as it has in the past. Students who have started their general education prior to the Fall of 1980 have the option of continuing with the old General Education Program or of switching to the new General Studies Program. Your mentor will assist you in evaluating your program so that you may decide on the best course of action.

Students who are starting their General Studies Program in the 1980-81 academic year must use the new program. It is an excellent program and it incorporates many of the ideas used by the Small College in its General Education program over the past eight years. The faculty of the Small College has worked closely with faculty and administrators from throughout the University to assist in the development of the new General Studies Program. The Winter 1981 University Class Schedule has additional information about the program.

The following courses are offered this Winter by the Small College for General Studies:

SMC 107	Writing Adjunct (Composition)	G. Smith D. Heifetz Staff
SMC 120 01	General Studies in Human Studies I: Techniques of Family History	D. Heifetz
SMC 132 01	General Studies in Civilizations II The Self and Creativity	N. Buchanan
SMC 150 01	General Studies in Science, Tech- nology and Society I: Nature of Matter	R. Hsiung



Students who will be continuing under the old General Education Program of the Small College will be able to use all of the General Studies courses as part of their programs. In addition, the following Small College courses will satisfy General Education requirements:

#### BASIC SUBJECTS

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

Intensive Writing Skills Workshop (4 Units)	Staff
Writing Adjunct (2 Units)	D. Heifetz
	G. Smith
Programming Microcomputers in Basic (2 Units)	K. Gash
Peer Tutoring in Writing	D. Heifetz
Qualitative Evaluation Methods (4 Units)	R. Larson

#### HUMANITIES

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

General Studies in Civilizations II: The Self and Creativity (4 Units)	N. Buchanan
Interdisciplinary Topics in Civilizations: Greek and Roman Literature (4 Units)	L. Feuer

#### SOCIAL SCIENCE

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

General Studies in Human Studies I: Techniques of Family History (4 Units)	D. Heifetz
Interdisciplinary Topics in Human Studies: Holistic Education (4 Units)	R. Larson
Interdisciplinary Topics in Civilizations: Greek and Roman Thought (4 Units)	J. Grabiner
Interdisciplinary Topics in Science, Technology and Society: Land Use Conflicts	G. Smith

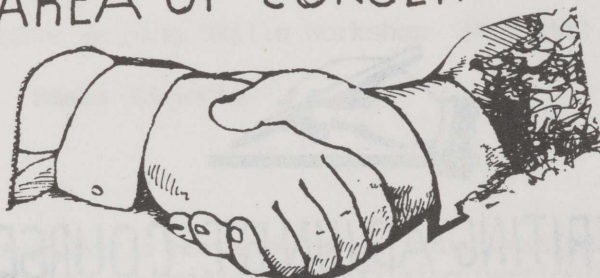
#### NATURAL SCIENCE

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

General Studies in Science, Technology and Society I: Nature of Matter (4 Units)	R. Hsiung
Interdisciplinary Topics in Science, Technology and Society: Hearing	R. Hsiung
Interdisciplinary Topics in Science, Technology and Society: Environmental Impacts of Energy Technology	J. Webb



# AREA OF CONCENTRATION



The following courses may be applied toward the stated Areas of Concentration. Descriptions for these courses may be found in the listings on the following pages.

## CIVILIZATIONS

Interdisciplinary Topics in Human Studies: Women's Movements in Latin America (4 Units)	N. Hollander
Interdisciplinary Topics in Human Studies: The Family in Films of the Thirties (4 Units)	N. Hollander
Interdisciplinary Topics in Civilizations: Greek and Roman Literature (4 Units)	L. Feuer
Interdisciplinary Topics in Civilizations: Greek and Roman Thought	J. Grabiner

## HUMAN STUDIES

General Studies in Human Studies I: Techniques of Family History (4 Units)	D. Heifetz
Interdisciplinary Topics in Human Studies: Women's Movements in Latin America (4 Units)	N. Hollander
Interdisciplinary Topics in Human Studies: The Family in Films of the Thirties (4 Units)	N. Hollander
Interdisciplinary Topics in Human Studies: Holistic Education (4 Units)	R. Larson
Qualitative Evaluation Methods (4 Units)	R. Larson
Interdisciplinary Topics in Civilizations: Greek and Roman Thought (4 Units)	J. Grabiner

## SCIENCE, TECHNOLOGY AND SOCIETY

Interdisciplinary Topics in Science, Technology and Society: Land Use Conflicts (4 Units)	G. Smith
Interdisciplinary Topics in Science, Technology and Society: Hearing (4 Units)	R. Hsiung
Interdisciplinary Topics in Science, Technology and Society: Environmental Impacts of Energy (4 Units)	J. Webb
Solar Technologies	L. Jacowitz





## WRITING ADJUNCT COURSES

General Studies in Human Studies I: Techniques of Family History

General Studies in Civilizations II: The Self and Creativity

Interdisciplinary Topics in Human Studies: Women's Movements in Latin America

Interdisciplinary Topics in Human Studies: The Family in Films of the Thirties

Interdisciplinary Topics in Civilizations: Greek and Roman Literature

Interdisciplinary Topics in Civilizations: Greek and Roman Thought

Interdisciplinary Topics in Science, Technology and Society: Land Use Conflicts

Interdisciplinary Topics in Science, Technology and Society: Environmental Impacts of Energy Technology

Solar Technologies



SMC 106 01 Intensive Writing Skills Workshop (4 Units)

Staff

General Education: Basic Subjects

10 Weeks

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.

Note: May be repeated once with consent of instructor.





- |               |                           |   |
|---------------|---------------------------|---|
| * SMC 107 01  | Writing Adjunct (2 Units) | G. Smith<br>T 11-12:00 Noon<br>SC D-154 |
| * SMC 107 01  | Writing Adjunct (2 Units) | Staff<br>M 4-5:00 pm<br>SC D-154        |
| ** SBS 297 01 | Writing Adjunct (2 Units) | G. Smith<br>W 9-10:00<br>SBS B-203      |
| ** SMC 297 01 | Writing Adjunct (2 Units) | D. Heifetz<br>Th 5-6:00 pm<br>SC D-138  |
- General Studies: Basic Skills  
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 minimum page requirement for these papers is seven (7) pages of draft and seven (7) pages of revision. 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, JANUARY 12, TUESDAY, JANUARY 13, WEDNESDAY, JANUARY 14, OR THURSDAY, JANUARY 15, IS MOST IMPORTANT AS AN ORGANIZATIONAL, INFORMATION AND SCREENING MEETING.

### MANDATORY ATTENDANCE!

Students who wish to enroll in the Writing Adjunct Winter 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.

- \* Two Lower Division Writing Adjuncts equivalent to one English 100 or English 101 course.
- \*\* Two Upper Division Writing Adjuncts may be used to satisfy the Upper Division Writing competency requirement.

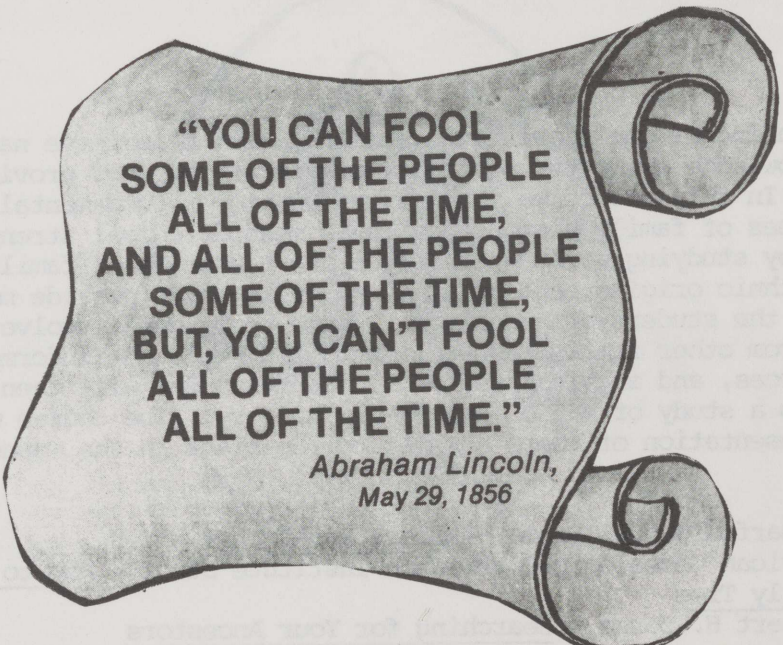


The Writing Adjunct is an individualized course, so students who have completed their lower division writing requirements may take the Writing Adjunct for upper division credit. Since students in the Writing Adjunct work on extended pieces of writing, any student who fails to pass a screening test in 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.

**you may have heard  
it said before...**

A graphic of a scroll with a wavy, irregular shape. The scroll is unrolled, showing text inside. The ends of the scroll are rolled up into loops. The text is in a bold, sans-serif font.

**"YOU CAN FOOL  
SOME OF THE PEOPLE  
ALL OF THE TIME,  
AND ALL OF THE PEOPLE  
SOME OF THE TIME,  
BUT, YOU CAN'T FOOL  
ALL OF THE PEOPLE  
ALL OF THE TIME."**

*Abraham Lincoln,  
May 29, 1856*



K. Gash  
T 8-9:40 am  
SC D-138

10 Weeks

Thousands of people are buying micro-computers (Radio Shack, PET, APPLE, etc.) each month. This course is designed to teach owners or potential owners of such computers the fundamentals of programming using the BASIC language. Students will work problems with applications in a number of areas including business and home management, games, and education. They will then run these problems by programming one of the micro-computers in the Small College computer lab. It is not essential that students have access to their own micro-computer but it is recommended. The emphasis in the course will be a "hands-on" approach so that the student can learn from the computer itself (with suitable guidance from the instructor). No previous knowledge of computers or computer programming is necessary.



D. Heifetz  
TTh 10-11:40. am  
SC E-145  
W/A Offered

General Education: Social Science  
General Studies: Social Science  
Area of Concentration: Human Studies (Methods)

10 Weeks

An understanding of one's own family history will illuminate national history, increase knowledge about the sociology of migrations, and provide added self-knowledge. In this course we shall first develop a fundamental knowledge of the techniques of family history and their methodological strengths and weaknesses by studying works which trace the histories of families of different ethnic origins, and by studying works which provide methodological guidance to the student of genealogy. These techniques involve taking oral histories from other family members, extracting relevant information from printed sources, and archival research. Each student will then apply this knowledge to a study of his or her family history. The course will culminate with the presentation of these studies to the class in the manner of a seminar.

Texts: J. Barfun and H. Graff - Modern Researcher  
 American Genealogical Research Institute Staff - How to Trace Your  
Family Tree  
 Gilbert H. Doane - Searching for Your Ancestors



SMC 132 01    General Studies in Civilizations II: The Self  
and Creativity                      (4 Units)

N. Buchanan  
MW 8-9:40 am  
SC E-139  
W/A Offered

General Education: Humanities

General Studies: Humanities, Opportunities for Creativity

10 Weeks

This course will explore creative potential in art-making without recourse to the more traditional forms of painting, sculpture, etc., but will emphasize drawing inspiration from one's own life experience and "non-art" skills. Methods for stimulating creativity will be explored through reading, discussion, and group projects such as "brainstorming" sessions. Individual artworks will be produced with videotape, non-theatrical performance forms, assemblage and collage. Each student will keep a journal, from which a book-as-artwork will be completed at the course's conclusion. We will also develop techniques for supportive and constructive critiques of works produced.

Texts: May, Rollo: The Courage to Create  
 Nevelson, Louise: Dawns and Dusks  
 Wolfram, Eddie: History of Collage





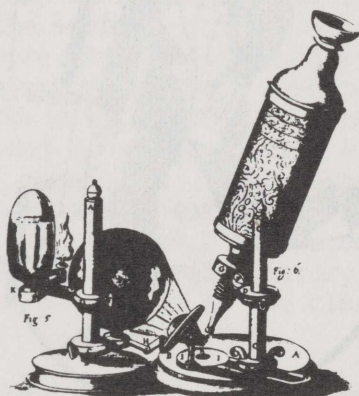
R. Hsiung  
MW 10-11:40 am  
SC E-139

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

**Better wear out  
Shoes than Sheets.**



SMC 207 01 Peer Tutoring in Writing (1-2 Units)  
207 02

D. Heifetz  
TBA  
TBA

General Education: Basic Subjects

10 Weeks

This class is open to students who are interested in being tutors for the Writing Adjunct Program, or who just want to learn more about the processes of writing, teaching, and teaching writing. We will meet bi-weekly to discuss issues and problems in the teaching of composition. Students who have completed their Writing Adjunct requirement and have passed the screening procedure may earn additional units serving as peer tutors in the Writing Adjunct Program.



SMC 220 01 Interdisciplinary Topics in Human Studies:  
Women's Movements in Latin America  
(4 Units)

N. Hollander  
MW 2-3:40 pm  
SC E-139  
W/A Offered

Area of Concentration: Civilizations  
Human Studies (Theory)

10 Weeks

This course will examine the history of the economic, social and political roles of women in Latin American countries. With this background as a context, we will then analyze the kinds of struggles which women in a variety of Latin American countries have engaged in to change the institutions binding them to inequality. The strategies of Latin American women's movements to fight oppression based on class and gender will be compared to the political struggles in this country of feminists to achieve equality.



SMC 220 02    Interdisciplinary Topics in Human Studies:  
              The Family in Films of the Thirties  
              (4 Units)

N. Hollander  
F 9-4:00 pm  
SC D-154  
S 10-1:00 pm  
SC D-154  
W/A Offered

Area of Concentration:    Civilizations  
                                 Human Studies    (Topics)

10 Weeks

(Class meets January 30/31, February 6/7 and 27/28)

This course will focus on the crisis in American life during the depression decade of the thirties and analyze its impact on the family and the prevalent ideology regarding women's role in the family. During the intensive course format, we will view five films produced during this decade with the goal of developing an analysis about the function that film had in helping to create and perpetuate attitudes and expectations about female and male roles in the family during the unstable and unpredictable period of the great depression.

Students will be expected to have read the assigned materials before coming to class. Written work will involve individual analyses of two thirties films which students will view at our Audio-Visual Services.



## Movies

SMC 220 03    Interdisciplinary Topics in Human Studies:  
              Holistic Education    (4 Units)

R. Larson  
TTh 2-3:40 pm  
SC D-154

General Education:        Social Science  
Area of Concentration:    Human Studies    (Theory)

10 Weeks

What educational experiences are needed to survive the schools? What home and community experiences will help persons keep alive self-esteem, the joys of learning and wholeness of person? What kinds of schools may be developed in the 21st century? The class will be working and thinking to explore new ideas and research findings that suggest the shape of education to come. Major themes will be personal and social transformation and creative power.

WORKLOAD: Class participation, library reading and creative project.



SMC 224-01 Qualitative Evaluation Methods  
(4 Units)

R. Larson  
TTh 12:00-1:40 pm  
SC D-138

General Education: Basic Subjects  
Area of Concentration: Human Studies (Methods)

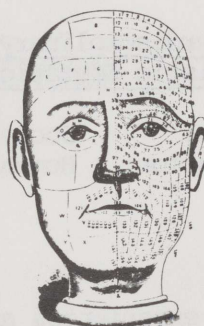
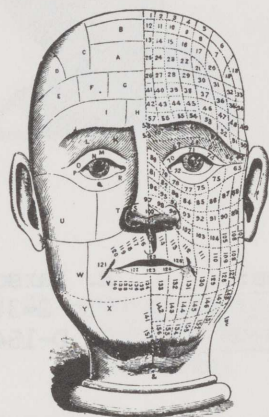
10 Weeks

Prerequisite: Statistics or research methods or permission from instructor

"Blessed are the poor in choices, for they will have no trouble making up their minds." Halcolm's Evaluation Beatitudes.

Matching research methods to evaluation questions is a creative task. In this course students will learn concrete and practical research design issues to be addressed in using qualitative methods. Methods emphasized will be observation and qualitative interviewing. Students will have opportunities to analyze and interpret data from sample projects.

WORKLOAD: Class attendance, library reading, project and take-home examination.





SMC 230 01 Interdisciplinary Topics in Civilizations:  
Greek and Roman Literature  
(4 Units)

L. Feuer  
TTh 12-1:40 pm  
SC D-154  
W/A Offered

General Education: Humanities  
Area of Concentration: Civilizations

10 Weeks

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

We STRONGLY RECOMMEND that you take this course in conjunction with SMC 230-02, The Ancient World; materials from one class will be of great value to your study of the other, though the courses are self-contained and may be taken independently.

NOTE: Students taking both courses (The Ancient World and Greek and Roman Literature) may also sign up for 1-2 units of Independent Study: "Directed Reading (with either or both instructor(s) on the History and Literature of the Ancient World," culminating in a paper linking the Independent Study reading with the materials in the two courses.





SMC 230 02    Interdisciplinary Topics in Civilizations:  
Greek and Roman Thought  
(4 Units)

J. Grabiner  
TTh 2-3:40 pm  
SC E-139  
W/A Offered

General Education:        Social Sciences  
Area of Concentration:    Civilizations  
                              Human Studies (Topics)

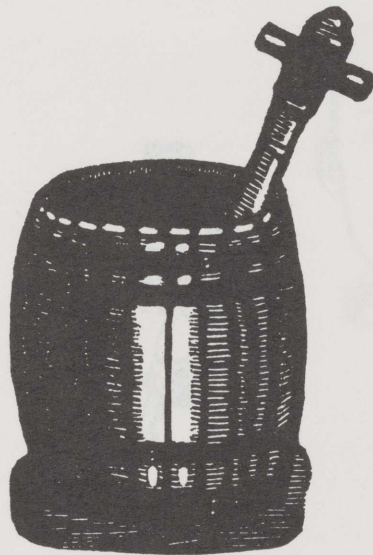
10 Weeks

Survey of the history of the ancient world, including Greek politics and society, the Roman republic, the rise of Christianity, and the fall of the Roman Empire. The course stresses reading what ancient historians wrote about their own societies. We will also treat the roles of those who did not write the histories--especially slaves and women--in the ancient world.

We will pay special attention to the ancient ideas and institutions--from democracy to empire, from drama to law, from science to religion--which have most influenced the modern world.

Students will read Kitto, The Greeks; selections from Greek and Roman historians; Plato, Euthyphro, Apology, Crito; Starr, The Ancient Romans; and selections from Chambers' The Fall of Rome. There will be a midterm, a final, and a five-page paper.

This course is designed to link up with "Greek and Roman Literature," and students are encouraged (though not required) to enroll in both; students enrolled in both will find that the learning in each course enhances that in the other.





SMC 250 01 Interdisciplinary Topics in Science, Technology  
and Society: Land Use Conflicts  
(4 Units)

G. Smith  
TTh 8-9:40 am  
SC D-154  
W/A Offered

General Education: Social Science  
Area of Concentration: Science, Technology and Society  
Human Studies (Topics)

10 Weeks

Land-use decisions can be studied case by case as a series of conflicts, involved actors, and outcomes. Interdisciplinary by nature, one case study involves the economic and social conflict of homeowners in Malibu resisting the construction of public accessways to the state beach fronting their property; another will be the energy policy conflict of siting hazardous terminals and storage in urban areas so as to put a small part of the served population at risk; a third involves transforming wetlands habitat to boat slips or dredging for harbor berths; the balance of political power between state, regional, and local governments also features conflict, politically motivated actors, and difficult resolution.

The course will involve some off-campus guests who are protagonists and antagonists in the conflicts. Students will prepare a case study of their own, individually or in teams. The topics will not be limited to coastal zone topics, but could include community housing policies, alternative energy source implementation such as solar facilities, etc. Faculty from Public Administration, Political Science, Sociology and Economics will be invited to participate.





SMC 250 02    Interdisciplinary Topics in Science, Technology  
                  and Society: Hearing  
                  (4 Units)

R. Hsiung  
MW 12-1:40 pm  
SC D-154

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

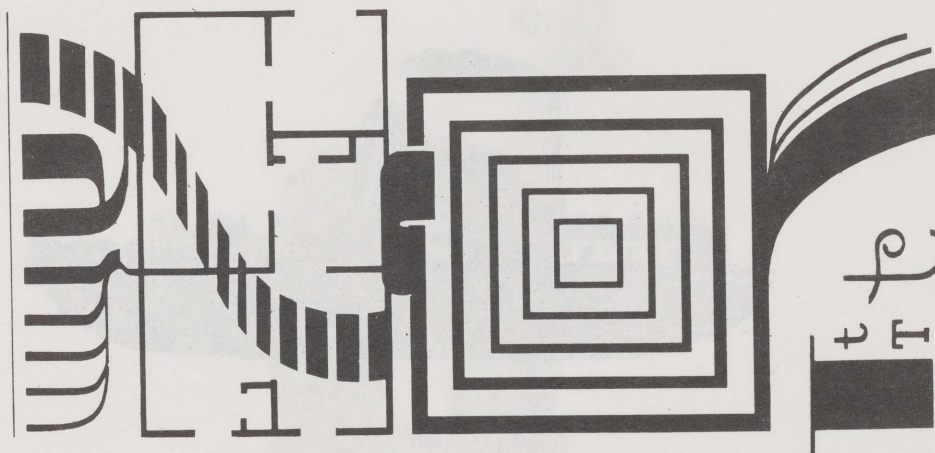
10 Weeks

This is a comprehensive study of the physical processes that take place in and around a human ear. The main topics to be discussed are:

- the nature of a sound wave
- transmission of sound
- structure of a human ear
- mechanical process of hearing
- neurological process of hearing
- musical sound

The course will be presented at the level that students do not need to have any previous knowledge of the subject.

There will be one test and a final examination for the course.





SMC 250 03    Interdisciplinary Topics in Science, Technology  
and Society: Environmental Impacts of  
Energy Technology                      (4 Units)

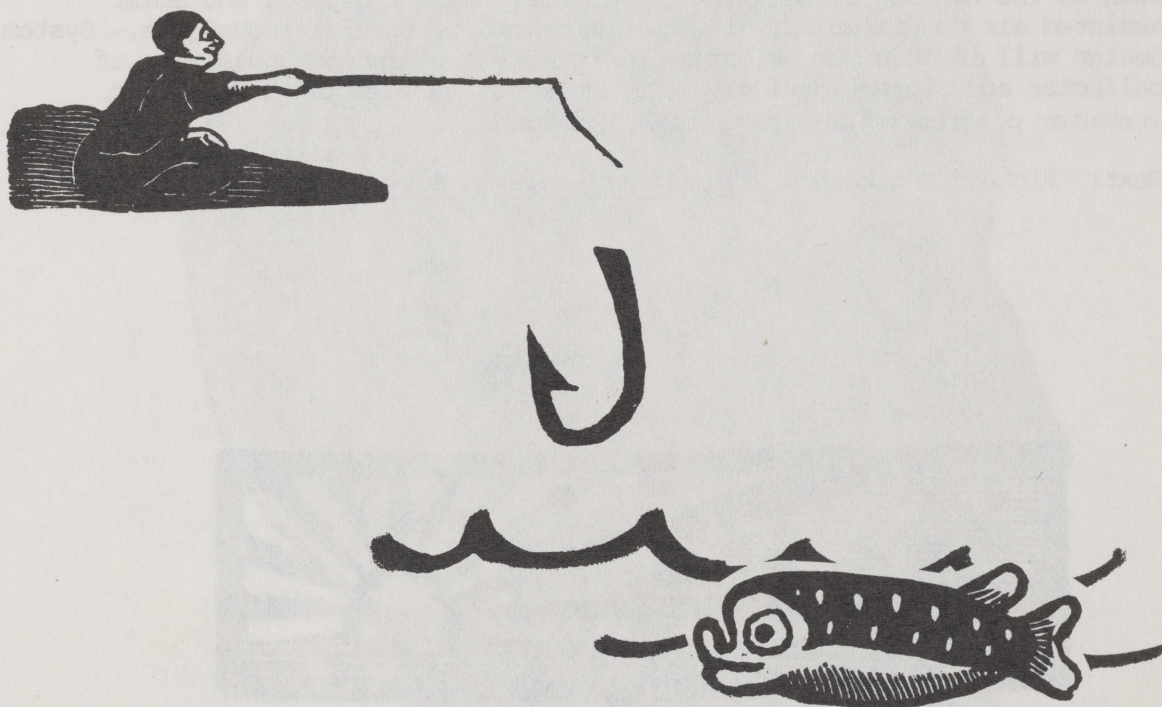
J. Webb  
TTh 12-1:40 pm  
SC E-139  
W/A Offered

General Education:        Natural Science  
Area of Concentration:   Science, Technology and Society  
                                 Environmental Studies

10 Weeks

Sterile "topsoil," contaminated ground waters, warm havens for fish, and global climatic change represent environmental impacts which may result from present energy technologies. What are other possible negative environmental effects? Can they be prevented or at least reduced? Should they be prevented? What potential environmental effects will alternative energy technologies produce? These and other questions will be explored by lecture and discussion as we weight the costs to the environment of energy technology against our need for energy. Be prepared to participate.

Requirements: 2 short (3-5 page) papers, final exam, class participation





SMC 255    Solar Technologies  
          (4 Units)

L. Jacowitz  
TTh 4-5:40 pm  
SC E-143  
W/A Offered

Area of Concentration: Science, Technology and Society

10 Weeks

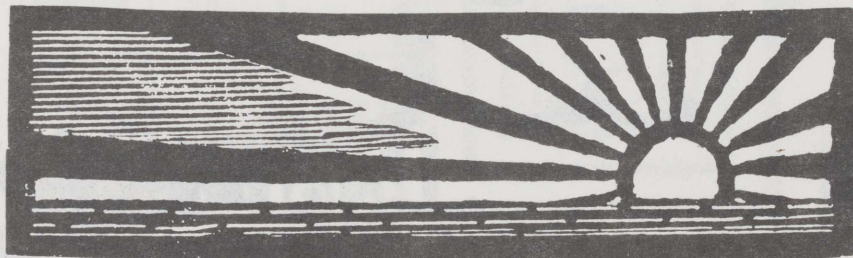
Prerequisites: Algebra/trigonometry plus physics or chemistry or  
                  permission of instructor

The major objectives of this course are to introduce the student to the principles of the operation of solar energy systems and to the design of typical systems.

The overall scope will include the characteristics of solar energy, its collection and utilization, heating requirements, system design principles, equipment technology, the range of applications today, and future systems projections.

The characteristics of solar energy are determined by the solar spectrum, atmospheric effects and the earth's relationship to the sun. The collection of solar energy further depends on collector orientation and heat transfer properties of the collector. The energy requirements for typical uses, such as the heating of buildings, hot water, swimming pools and solar-assisted air conditioning, will be determined by several techniques. System design will include the selection of component equipment and sizing of collector and storage devices. The student will also use the F-Chart computer program to design typical systems.

Text: Richard Montgomery - The Solar Decision Book



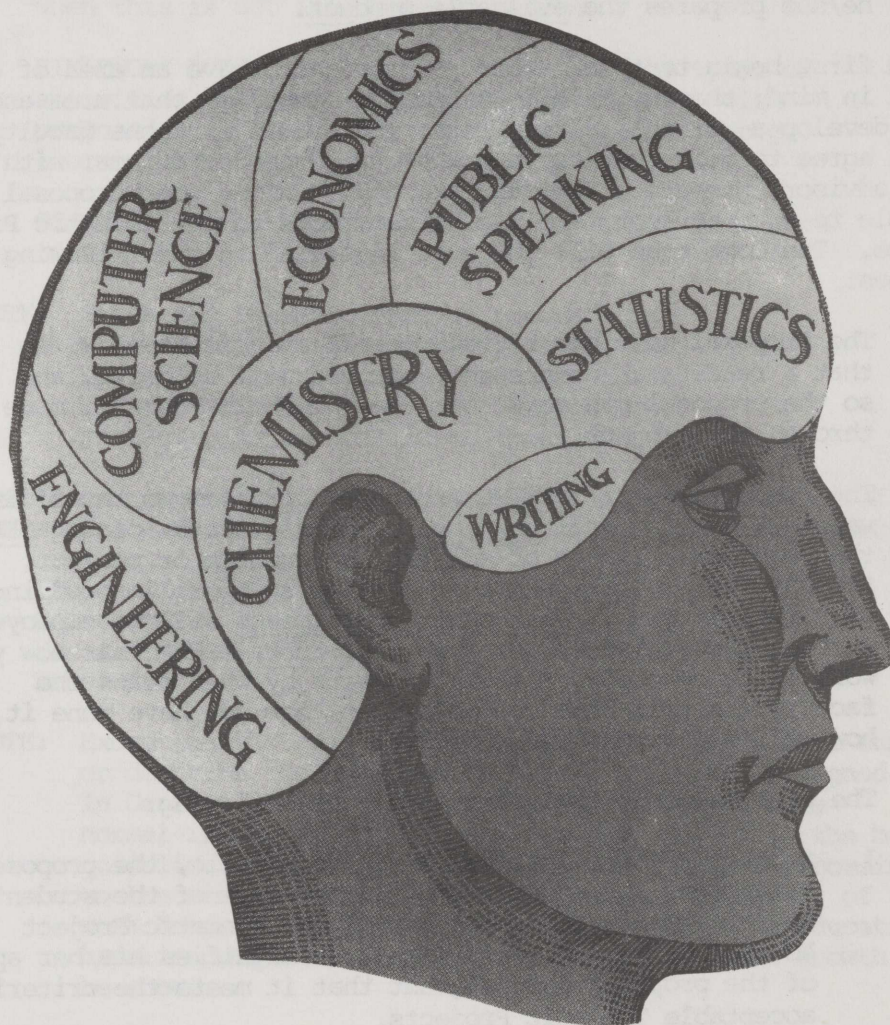


10 Weeks

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. Students may use the course to work on a specific proposal or to work on the general area of proposal writing.





SMC 291	Thematic Project Proposal (2 Units)	Staff
SMC 292	Thematic Project Fieldwork/Research (1-8 Units)	TBA
SMC 293	Thematic Project: Final Product (1-8 Units)	

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/she then does the fieldwork and/or research and coursework; finally, he/she prepares the evaluable product.

When you first begin to think about your project, have an area of general interest in mind; then go talk to a faculty member in that area and see if you can develop a workable plan. Next, 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 Proposal. After your proposal is acceptable to your advisor, it will be submitted to the Thematic Project Committee. The Committee will judge it according to the following guidelines:

1. 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.
11. 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.
111. 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.





## Bulletin Board

### IMPORTANT DATES



January 5-6	Registration in person for all students
January 7	INSTRUCTION BEGINS
January 7	First day for late registration
January 21	Last day for refund of student services fee
January 22	Last day to begin late registration
January 27	Last day to change program without record of enrollment
February 3	Last day for refund of non-resident tuition fee
February 16	Academic Holiday - Washington's Birthday
March 16	Last day of scheduled classes
March 17-21	Final Examinations
March 23	QUARTER ENDS



## FACULTY



- BUCHANAN, NANCY (1980) . . . . . Lecturer  
B.A., 1969, University of California, Irvine; M.F.A., 1971,  
University of California, Irvine
- 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., 1978, University of California, Irvine
- HOLLANDER, NANCY C. (1972) . . . . . Associate Professor  
B.A., 1966, M.A., 1968, Ph.D., 1974 University of California,  
Los Angeles
- HSIUNG, CHI-HUA WU (1972). . . . . Professor  
B.S., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962,  
University of Michigan
- JACOWITZ, LAWRENCE A. (1980) . . . . . Adjunct Professor  
B.S., 1956, Massachusetts Institute of Technology; M.S. 1958, Ohio  
State University; Ph.D. 1962, Ohio State University
- LARSON, RUTH (1968) . . . . . Professor  
B.S., 1943, Parsons College; M.S., 1954, University of Tennessee,  
Ph.D., 1964, Ohio State University
- SMITH, GREGORY L. (1968). . . . . Professor  
B.A., 1956, Reed College; Ph.D., 1968, University of Washington







## FACULTY



- BRIDGES, EMORY (1907)** . . . . . Lecturer  
B.S., 1930, University of California, Irvine; M.S.A., 1937,  
University of California, Irvine
- BRIDGES, EMORY (1907)** . . . . . Associate Professor  
B.S., 1930, University of California; M.A., 1935, Ph.D., 1937, University  
of California, Irvine
- CHUBB, WENDON E. (1947)** . . . . . Director, Professor  
B.S., 1940, Ohio Wesleyan; Ph.D., 1945, Indiana State University
- CHUBB, WENDON E. (1947)** . . . . . Lecturer  
B.S., 1940, Ohio Wesleyan; M.A., 1945, University of California, Irvine  
Ph.D., 1948, University of California, Irvine
- FRANKLIN, ROBERT C. (1972)** . . . . . Associate Professor  
B.A., 1965, B.S., 1969, Ph.D., 1974 University of California,  
Los Angeles
- HISLOP, DONALD W. (1941)** . . . . . Professor  
B.S., 1964, National Defense University; M.A., 1951, Ph.D., 1957,  
University of Michigan
- JOHNSON, LAWRENCE A. (1960)** . . . . . Assistant Professor  
B.S., 1956, Washington State University; M.S., 1958, Ohio  
State University; Ph.D., 1962, Ohio State University
- JONES, RICH (1961)** . . . . . Professor  
B.S., 1945, Kansas College; M.A., 1948, University of Wisconsin,  
Ph.D., 1954, Ohio State University
- SMITH, GUYTON L. (1948)** . . . . . Professor  
B.A., 1940, West College; Ph.D., 1950, University of Washington



THE UNIVERSITY: "Its art is the art of social life  
and its end is fitness for the world."

Cardinal Newman



