



# SPRING<sup>'82</sup> CATALOG

S M A L L C O L L E G E

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 has 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.



## T H E   S M A L L   C O L L E G E   I S . . . . .

The Small College is a department, a place, a state of mind for students and faculty of California State University Dominguez Hills through which they can pursue alternatives to traditional university studies.

It is a department because it offers undergraduates the opportunity to earn a major (called an AREA OF CONCENTRATION), and/or a minor or an alternative to the minor called the THEMATIC PROJECT. The Small College develops and offers its own courses to meet the requirements of its majors and minors and these courses are taught by Small College faculty.

It is a place that has a physical location in a quiet corner of the campus where students, staff and faculty congregate for the purpose of educational innovation. The classrooms used for Small College classes and the faculty offices are right next to the Small College office. In addition, the room adjacent to the office is called the STUDENT COMMONS, a place where students may relax or study or read or whatever. The Small College is a place where faculty and students meet regularly for formal and informal discussion and advisement sessions so that each student will be able to plan an individualized program of studies.

The Small College is most importantly a state of mind that allows for the growth of ideas and for the expression of individuality. Each student in the Small College is actively engaged in the design and development of his or her program of studies. Some students enter the Small College because they feel the need to spend some time in a supportive atmosphere of small classes and close faculty-student interaction so that they may begin to make some sense out of the many opportunities available in a university for majors, minors, general education and electives. Other students come to the Small College with a wide range of interests and who have difficulty in determining which combination of majors and minors will provide the most rewarding experience for them. Still others come to the Small College with some very definite ideas of the kinds of courses and programs that they want and they are seeking a means of putting such a special program together.

The state of mind extends to the relationship between faculty and students in the Small College. As soon as each student enters the program, he or she is assigned to a faculty member who serves as that student's MENTOR. A mentor is like an advisor in some sense but the role of the mentor includes much more than signing course request cards at registration time. A mentor is a guide to help students find the best use of the resources of the university, to help clarify life goals, to deal with problems associated with educational progress and to provide a feeling to each student that there is someone on campus who knows them as individuals and who is available for help. Students meet regularly with mentors to plan courses to be taken each quarter and to develop those courses into a coherent program leading towards a bachelor's degree.



Faculty in the Small College believe that students should participate in their educational processes as much as possible. Classes therefore are kept reasonably small and the class format is usually based on discussion of ideas presented through reading materials rather than the more traditional lecture format. Students are expected to take part in these discussions and to be prepared to answer and to ask questions. Each Small College class is interdisciplinary in its subject matter and in its presentation. Students are encouraged to present their own ideas and to question the opinions and authority of the authors of the reading material and of the instructor in their search for the interconnections between the ideas studies in each class.

In summary, the Small College is a program, unique to California State University Dominguez Hills, which is open to all students who wish to pursue undergraduate studies in Liberal Arts and Sciences and who wish to do so in a way which is tailored to each of their individual needs and goals. The material in this catalog describes each program in detail and it also gives descriptions for all Small College courses offered this quarter.





## SMALL COLLEGE AREAS OF CONCENTRATION

Students who major in the Small College take an interdisciplinary program of studies known as an Area of Concentration. These programs satisfy the university requirements for a major but they are broad-based and each Small College student individually tailors the Area of Concentration to his or her needs. Although there are no specific required courses in any Area, there are structural frameworks, course types and unit requirements in each of them. Each Area requires that 36 of the units taken must be upper division.

Each student works closely with a Small College faculty "mentor" who assists him or her in the choosing of appropriate courses and program directions. The programs are flexible enough to allow for new ideas developed by the students as they progress through their degree work. Courses in the Areas of Concentration are chosen from the offerings produced in the Small College and from the courses offered in departments throughout the university. At least three of the courses used to satisfy an Area of Concentration must be Small College integrative courses and at least sixteen units must be completed by the student after he or she has been assigned a mentor for advisement.

There are four Areas of Concentration available to students in the Small College:

CIVILIZATIONS  
ENVIRONMENTAL STUDIES  
HUMAN STUDIES  
SCIENCE, TECHNOLOGY AND SOCIETY

### CIVILIZATIONS

The Area of Concentration in Civilizations is designed to encourage students to explore the thought and institutions of one or more cultures, and through more than one time period. It can include work from a number of traditional disciplines: history, anthropology, literature, political science, philosophy, history of science, art, music and religion. And, as with all Areas of Concentration in the Small College, it will include work that crosses the lines of several disciplines to achieve an interdisciplinary approach. A Civilizations student may, for instance, emphasize the history of ideas or the philosophy expressed in the literature of the nineteenth century or the influence of non-western civilizations on the west.

An Area of Concentration in Civilizations will involve three components:

1. 30 units in a "Field of Emphasis" -- a cluster of closely related, often sequential courses. This field can be a special area, chosen by the student with assistance from his or her mentor, or it can resemble a conventional "major."



2. 15 units in courses related to the Field of Emphasis--with "related" defined in any defensible way. For instance, it can be an area similar to the field of emphasis, but of a different focus. The "related" field can provide a comparative perspective, or an extension of the Field of Emphasis.
3. One to 10 units of elective courses within the general field of Civilizations as needed to bring the total units to a minimum of 54.

#### ENVIRONMENTAL STUDIES

The Environmental Studies Area of Concentration is designed to provide the student with a firm basis for defining and understanding environmental problems along with the practical skills necessary to find solutions to these problems.

In Environmental Studies, students are first introduced to sufficient depth in the physical, life and social sciences to provide a basic foundation for more advanced study in some particular aspect of the Area. The courses selected will complement the student's backgrounds and interests and they may be chosen from the Small College, the departments of Geography, Earth and Marine Sciences, Biology, Economics, Political Science and others. The pattern of course distribution in the Area is as follows:

BACKGROUND COURSES. A minimum of 20 units from 3 distinct areas chosen from the natural and social sciences. At least three of these courses must be in the natural sciences (the exact pattern to be determined by each student's goals and needs).

PERSPECTIVES. A minimum of three courses concerned with either the impact, history or philosophy of science. These courses are to provide a broad interdisciplinary base to the Area of Concentration and they need not be directly concerned with environmental problems.

SPECIALIZATION. A minimum of 20 upper division units which are thematically grouped to provide an in-depth understanding of one aspect of environmental affairs. Fieldwork, internships and experiential education may be used to meet part of these unit requirements.

#### HUMAN STUDIES

The Human Studies Area of Concentration provides the student with a thematically focused interdisciplinary foundation in the major ideas concerning human behavior and interaction, and their patterns as seen in a contemporary historical perspective. It may include study in the social, behavioral and biological sciences, with courses from other fields if appropriate to its theme.



#### HUMAN STUDIES Cont'd:

The Human Studies Area of Concentration involves a series of courses distributed as follows:

- A. A minimum of 22 units in core courses:
  1. A minimum of 8 units (2 courses) of INTRODUCTORY courses from at least two appropriate disciplinary or interdisciplinary departments or areas (anthropology, biology, education, political science, history, economics, psychology, sociology, philosophy or others)
  2. A minimum of 4 units (2 courses), from at least two different areas, of METHODOLOGY courses.
  3. A minimum of 4 units (2 courses), from at least two different areas, of THEORY courses.
  4. A minimum of 6 units (2 courses), from at least two different areas, of TOPICS courses.
- B. A minimum of 20 units (5 courses) in one Field of Emphasis which is designed with the assistance of the Small College mentor. This may be a cluster of courses in various disciplines producing a broad interdisciplinary study, or an individualized specialization, or it may resemble a major in a traditional academic discipline.

#### SCIENCE, TECHNOLOGY AND SOCIETY

The Area of Concentration in Science, Technology and Society is designed to allow students to explore the impact of scientific and technological changes on society. Initial courses in this Area will be chosen by the student to provide the necessary background in the natural and social sciences for further study. Courses may then be chosen to study such questions as politics and science, technology and the arts, science and ethics or other thematically-related fields.

The courses in this Area of Concentration are grouped in the following manner:

BACKGROUND COURSES. A minimum of 20 units from at least 3 distinct areas chosen from the natural and social sciences. At least three of these courses must be in the natural sciences with at least 2 in the same area.

PERSPECTIVES. A minimum of 3 courses concerned with either the impact, history or philosophy of science. These courses provide the broad interdisciplinary foundation for the Area.

SPECIALIZATION. A minimum of 20 upper division units of thematically integrated courses which develop understanding in one area of the relationships between science, technology and society.



## AREAS 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

General Studies in Civilizations: Creativity and the Journal	D. Sugano
Interdisciplinary Topics in Civilizations: Women and Literature	P. Eliet
Interdisciplinary Topics in Civilizations: Printing, Protestantism and "Progress"	D. Heifetz
Interdisciplinary Topics in Civilizations: Chaucer's World: A Genial View of the English Middle Ages	M. Sutton
The Reporting of Racial Minority Issues	A. Seidenbaum

### HUMAN STUDIES

General Studies in Human Studies I: The Family in Film	N. Hollander
Interdisciplinary Topics in Human Studies: Ideology and Mass Media	N. Hollander
Interdisciplinary Topics in Human Studies: Processes of Transformation: Implications of the Aquarian Conspiracy	R. Larson
Interdisciplinary Topics in Human Studies: Ethnographic Methodology	E. Bryan
Interdisciplinary Topics in Human Studies: Communication of Mentally Retarded	A. Ryave
Field Applications in Sociology	C. Telesky
Interdisciplinary Topics in Civilizations: Women and Literature	P. Eliet
Interdisciplinary Topics in Civilizations: Printing, Protestantism and "Progress"	D. Heifetz
The Reporting of Racial Minority Issues	A. Seidenbaum



Science, Technology and Society

General Studies in Basic Skills: Microcomputers and  
Logic

K. Gash

General Studies in Science, Technology and Society I:  
Patterns in Nature

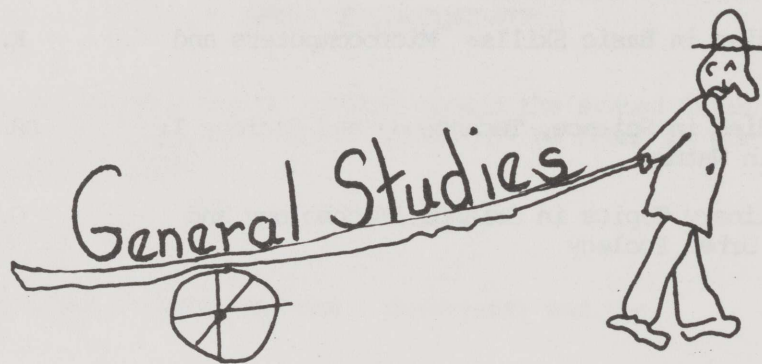
R. Hsiung

Interdisciplinary Topics in Science, Technology and  
Society: Urban Ecology

G. Smith







In the Fall of 1980, the University started a new program in General Education called General Studies. (THE SMALL COLLEGE GENERAL STUDIES COURSES ARE 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.

New students who start their General Studies Program this Spring 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 nine 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 Spring 1981 University Class Schedule has additional information about the program.

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

Writing Adjunct (Composition	Staff
General Studies in Human Studies I: The Family in Film	N. Hollander
General Studies in Civilizations I: Creativity and the Journal	D. Sugano
General Studies in Science, Technology and Society I: Patterns in Nature	R. Hsiung



Students who will be continuing under the old General Education Program will be able to use all of the Small College General Studies courses as part of their programs. In addition there are other Small College and regular university courses which satisfy General Education requirements. The following lists all of the Small College classes for its General Education program this Spring.

#### BASIC SUBJECTS

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

General Studies in Basic Skills: Microcomputers and Logic K. Gash

Intensive Writing Skills Workshop D. Sugano

Peer Tutoring in Writing D. Heifetz

#### HUMANITIES

General Studies in Civilization I: Creativity and the Journal D. Sugano

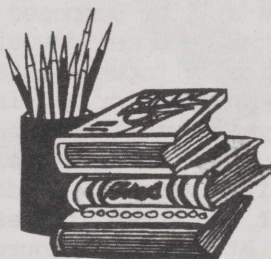
Interdisciplinary Topics in Civilizations: Chaucer's World: A Genial View of the English Middle Ages M. Sutton

#### SOCIAL SCIENCE

General Studies in Human Studies I: The Family in Film N. Hollander

#### NATURAL SCIENCE

General Studies in Science, Technology and Society I: Patterns in Nature R. Hsiung





## SMALL COLLEGE MINORS

The Small College offers three interdisciplinary minors which allow students to work with a Small College mentor to design an individual program of studies which will satisfy the university requirements for a minor. Development of a program of studies for a Small College minor is open to all students of the university. The following conditions apply to all three minors:

1. Students may not complete both an Area of Concentration and a Small College minor in the same area.
2. At least three of the courses used to complete the minor must be taken by the student after he/she has chosen the minor and has been advised by a Small College mentor.

### REQUIREMENTS FOR THE MINOR IN CIVILIZATIONS

The minor in Civilizations will be composed of a minimum of 24 units (at least 20 units of which must be upper division) of courses which allow 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 disciplines such as history, political science, art, music, and literature. The courses must be grouped together in one of two formats:

1. 16 units (4 courses) in a Field of Emphasis and 8 units (2 courses) in a related field or,
2. all 24 units (6 courses) as an in-depth study of one interdisciplinary field.

At least 2 courses in the minor must be appropriate Small College interdisciplinary, integrative courses. Appropriate foreign language, such as Japanese with a Far Eastern History emphasis in the minor, is strongly recommended.

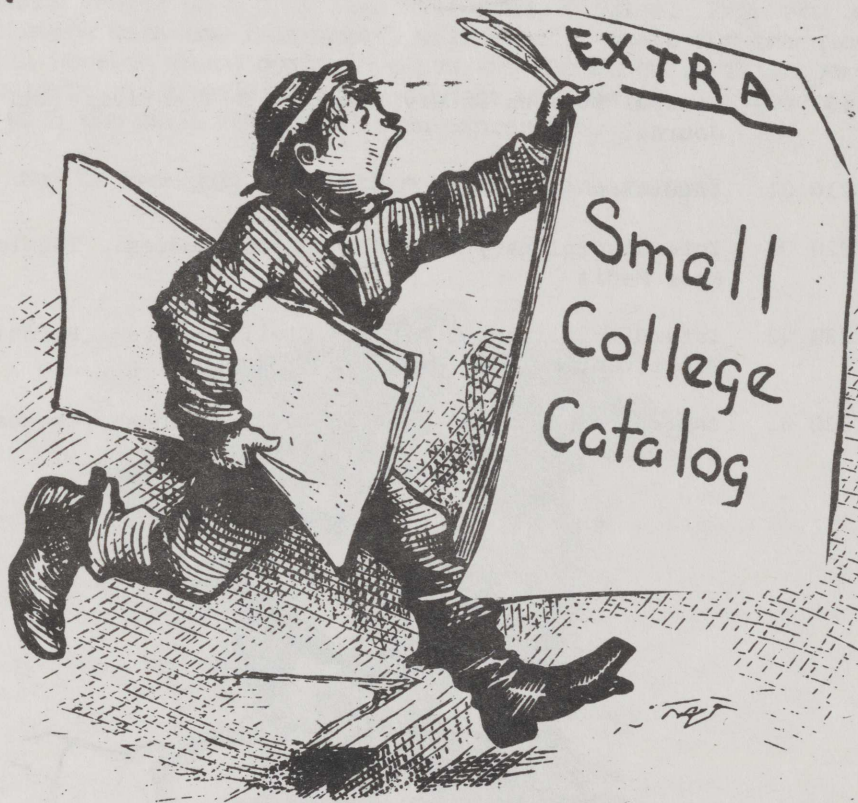
### REQUIREMENTS FOR THE MINOR IN HUMAN STUDIES

The minor in Human Studies will be composed of a minimum of 24 units (at least 20 units of which must be upper division) of courses which provide the student with a thematically focused interdisciplinary foundation in the major ideas concerning human behavior and interaction, and their patterns as seen in a contemporary historical perspective. It may include study in the social, behavioral and biological sciences, with courses from other fields if appropriate to its theme. Interdisciplinary focus will be provided by choosing at least two Human Studies integrative courses from the Small College offerings. At least one course in the minor must be an appropriate theory course and one course must be an appropriate methodology course.

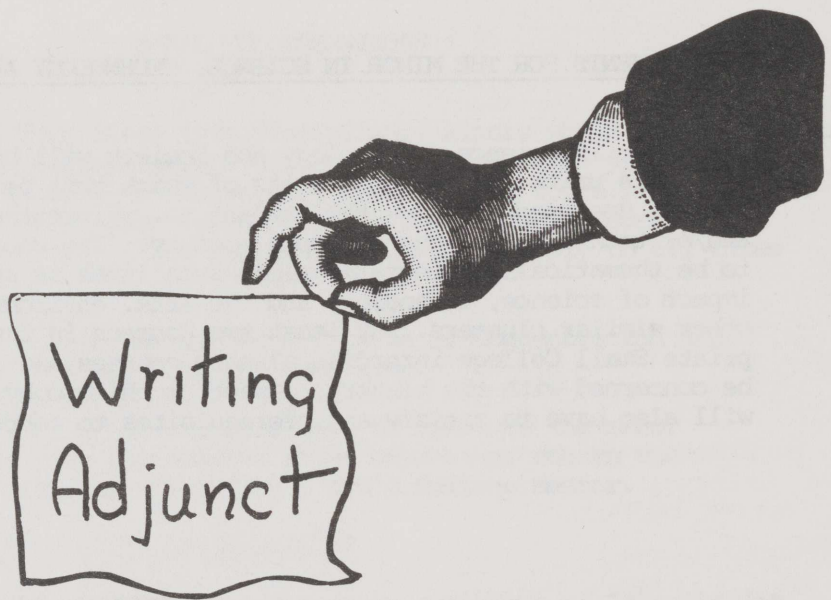


REQUIREMENTS FOR THE MINOR IN SCIENCE, TECHNOLOGY AND SOCIETY

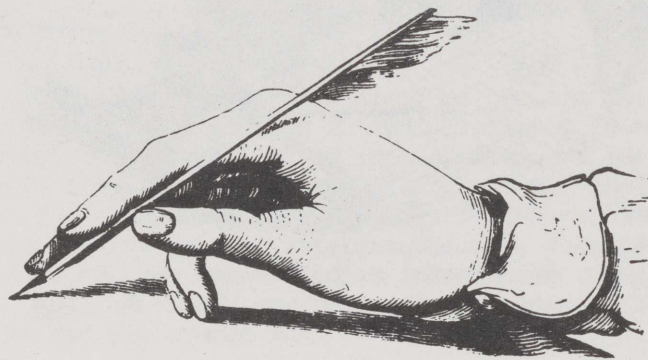
The minor in Science, Technology and Society will be composed of a minimum of 24 units (at least 20 units of which must be upper division) of courses designed to allow the student to explore the impact of scientific and/or technological changes upon society. The courses will be chosen to be thematically integrated along such lines as social and political impact of science, technology and the arts, environmental studies and/or other similar clusters. At least two courses in the minor must be appropriate Small College interdisciplinary courses and at least one course must be concerned with the history, impact or philosophy of science. Students will also have to satisfy any prerequisites to courses used in the minor.







- SMC 132 01 General Studies in Civilizations: Creativity and the Journal
- SMC 216 01 Intuition
- SMC 220 01 Interdisciplinary Topics in Human Studies: Ideology and Mass Media
- SMC 230 02 Interdisciplinary Topics in Civilizations: Printing, Protestantism and "Progress"
- SMC 230 03 Interdisciplinary Topics in Civilizations: Chaucer's World: A Genial View of the English Middle Ages





SMC 106 01 Intensive Writing Skills Workshop  
(4 Units)

G. Sutton  
MW 8-9:40 am  
SC E 143

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).....	Staff
	M 4-4:50 pm
	SC E-149
**SMC 297 01 Writing Adjunct (2 Units).....	Staff
	W 9-9:50 am
	SC E-149
**SMC 297 02 Writing Adjunct (2 Units).....	Staff
	Th 5-5:50 pm
	SC E-139
**SMC 298 01 Writing Adjunct (2 Units).....	D. Sugano
(Competency-in-Writing	T 12-1:40 pm
Certification only)	SC D-138

General Studies: Composition

### 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 requirement for these papers is seven (7) pages of draft and seven (7) pages of revision (typed length). The Writing Adjunct may also be taken as an elective after you have completed your basic composition requirement.

### MANDATORY ATTENDANCE

THE FIRST MEETING OF THE WRITING ADJUNCT ON EITHER MONDAY, APRIL 5; TUESDAY, APRIL 6; WEDNESDAY, APRIL 7; OR THURSDAY, APRIL 8, IS MOST IMPORTANT AS AN ORGANIZATIONAL, INFORMATION AND SCREENING MEETING.

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. 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. Students in the Lower Division section (see General Catalog, p. 56) are required to take English Placement Test before enrolling.

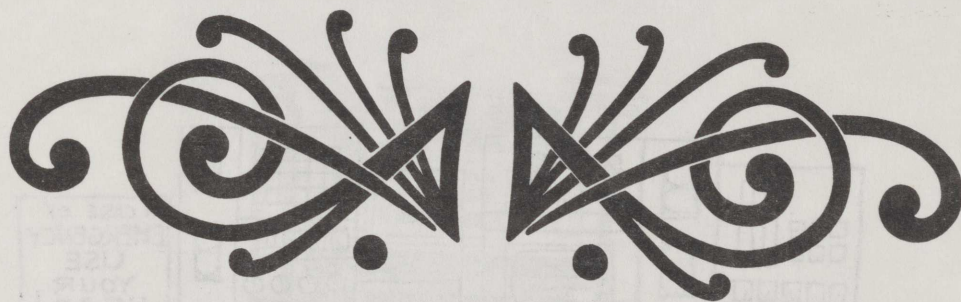
\*\*Two Upper Division Writing Adjuncts, SMC 297, then SMC 298, may be used to satisfy the Upper Division Competency-in-Writing requirement. Students taking SMC 298, will do so only to meet this requirement. Prerequisite to SMC 298 are both SMC 297 and instructor's permission. SMC 298 students, in addition to other Writing Adjunct requirements, will spend forty minutes per week in class working on extemporaneous essay writing, and will be required to write a 45 minute essay in class at the end of the quarter.



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 Winter Quarter.

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





SMC 110 01 General Studies in Basic Skills:  
Microcomputers and Logic

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

General Education: Basic Skills  
Basic Subjects

General Studies: Basic Skills (Logical/Critical Reasoning)

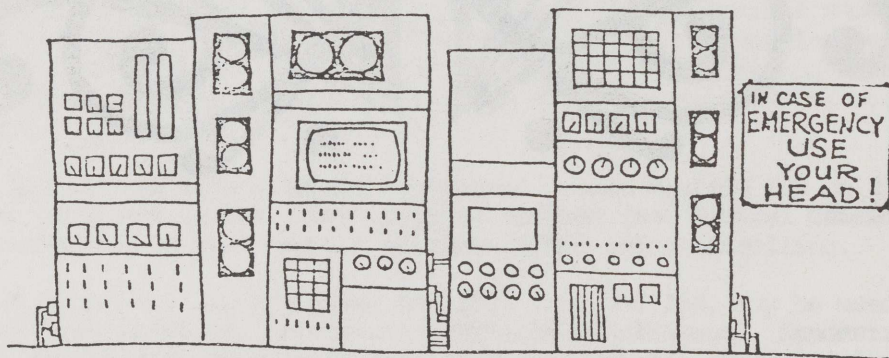
Area of Concentration: Science, Technology and Society

10 Weeks

This is a course in applied problem solving. We will approach systematic solutions to a number of problem types through the use of inductive logic. To assist us in these solutions we will employ the services of a microcomputer. Part of the course will, therefore, be devoted to the problem of communicating with computers to the point where we can get them to do what we want. Thus, the computer serves both as a problem and a problem solving facilitator. During the course concepts of flow charting, algorithm development, decision-making, hypothesis development and testing, simulation and computer programming will be studied.

By the end of the course, students should be able to approach the solution to a wide variety of problems in a systematic manner. Students will also develop a fair degree of computer literacy and reasonable skill in computer programming in BASIC.

No previous knowledge of computer programming is required. Students who have their own home computers may find that this course will assist them to make more efficient use of this powerful "thinker toy."





SMC 120 01    General Studies in Human Studies I:  
The Family in Film (4 Units)

N. Hollander  
MW 2-3:40 pm  
SC E-143

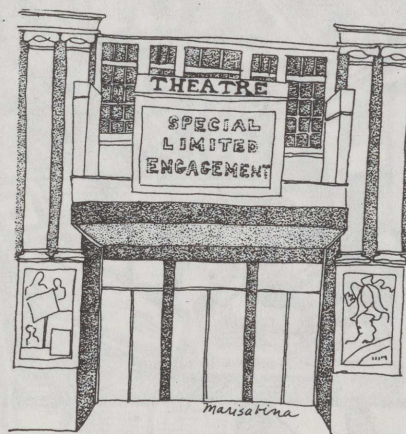
General Education: Social Sciences

General Studies: Social Sciences (Groups and Society)

Area of Concentration: Human Studies (Topics)

10 Weeks

This class will analyze the structure and functions of the family in American society, especially in terms of the changes which took place from the late nineteenth century on in response to the emergence of an industrial society; general concepts underlying social change will be discussed using specific examples. Students will read about sex roles in the family in the nineteenth and twentieth centuries in Him/Her Self by Peter Filene. Next we will turn to an analysis of the ways in which individuals are affected by ideological images and interpretations of the family by viewing films from three different periods in American history--the thirties, the fifties, and the seventies, during which the family experienced different kinds of pressures and strains. Students will develop skills in creating an analytical framework which seeks to explain how popular culture, in this case the significant medium of film, simultaneously reflects and reinforces attitudes, values and expectations with respect to sex roles in the family. Articles which deal with the images of the family in popular culture will supplement the above text and the instructor's lectures.





SMC 132 01 General Studies in Civilizations:  
Creativity and the Journal (4 Units)

D. Sugano  
TTH 10-11:40 am  
SC E-143  
W/A\*

General Education: Humanities

General Studies: Humanities (Opportunities for Creativity)

Area of Concentration: Civilizations

10 Weeks

Journals assist writers, artists, scientists and researchers at all stages of their work. Invaluable as logbooks or diaries, journals link past and present, the conscious and the unconscious, problems and solutions, and ideas and completed works of art. In short, journals mark process and progress.

This course explores journal keeping techniques, creative problem solving, and creative processes in different disciplines. Through the journal writing process, students will complete creative projects in various fields. Students will present journal entries, discoveries, and projects to the class. A journal, a short paper, a term project, and a longer paper are required.

Texts: D. N. Perkins, The Mind's Best Work  
T. Rainer, The New Diary (Recommended)

\*W/A available only for expository, not journal





SMC 150 01 General Studies in Science, Technology and  
Society I: Patterns in Nature (4 Units)

R. Hsiung  
TTh 2-3:40 pm  
SC E-143

General Education: Natural Science

General Studies: Natural Science, Nature and Methodology of Science

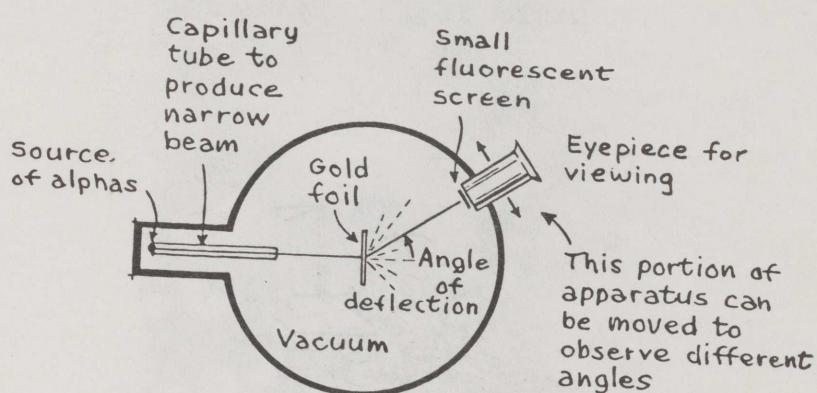
10 Weeks

In this course, we will examine how scientists attempt to understand the structure of matter. The topics to be included are:

- Models of the universe before Newton
- Mechanics of linear motion, Galileo's model
- Newton's synthesis of astronomy and mechanics
- Structure of matter and the evolution of atomic theory
- A mechanical-molecular model of matter
- Bohr model of atom and quantum theory - unification of physics and chemistry
- Structure of molecules - an approach to a physical model in biology

During the course, both lecture and discussion formats will be employed. Students will be expected to participate in exercises designed to illustrate the methodology of the natural sciences: observation, data collection, formulation and testing of hypotheses.

There will be two one-hour exams and a final exam in addition to the assigned reading and classroom participation.





## 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





SMC 216 01    Intuition    (4 Units)

H. Rothbart  
F 9 am-12:40 pm  
ERC A-127  
W/A Offered

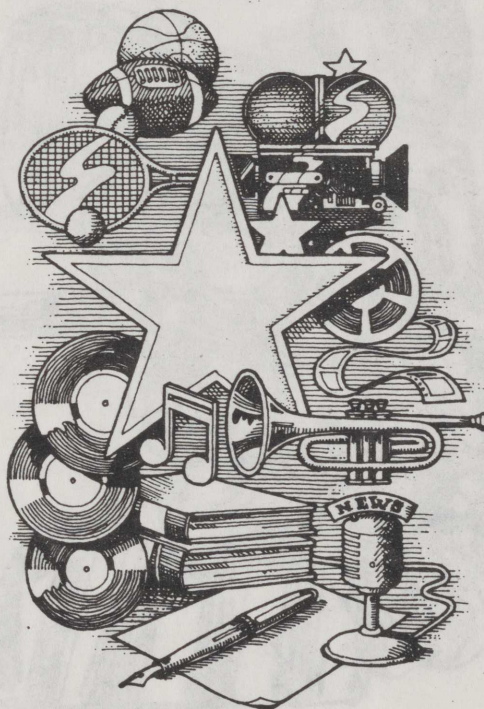
10 Weeks

This workshop course (for all students regardless of discipline or age) is designed to recognize and appreciate the role that Intuition plays in every form of activity, especially in the Arts and Sciences. Intuition is something that everyone uses, yet we tend to ignore it since it is so difficult to define.

Planned environments will be established in which each student will participate in the creative arts and poetry, engineering design, inventions and the applied sciences. Each session will utilize a different medium, and it will close with a discussion of the evolution and revelation of the intuitive ideas and activities.

Each student will also analyze how intuition affects his or her daily activities. The results of these outside analyses will be presented during the quarter in the form of two papers. The final project will consist of a physical demonstration before the class of some outside intuitive activity.

The course is aimed at strengthening the imagination and the innovative and creative potential in everyone.





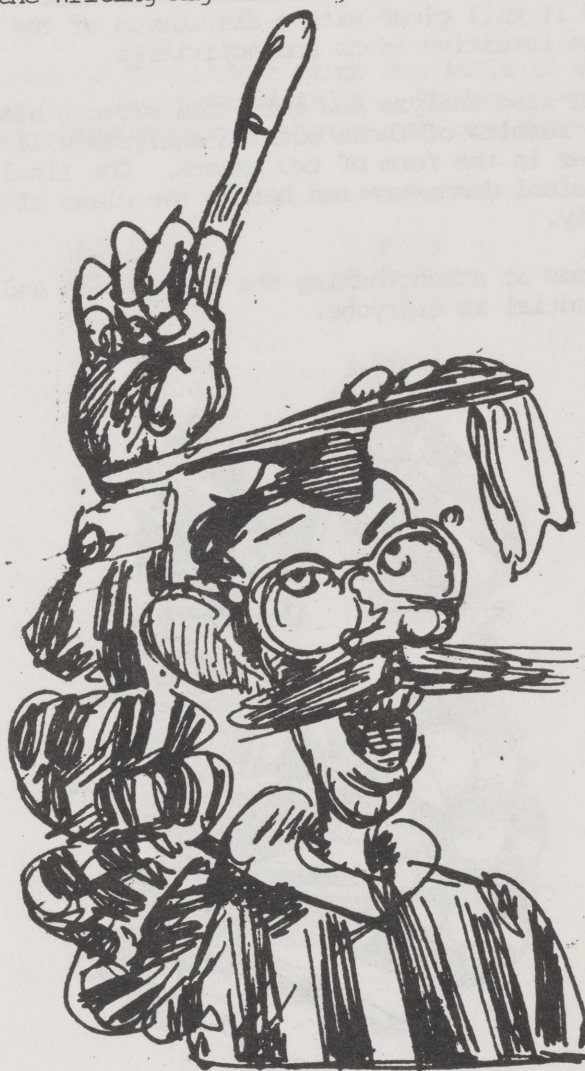
SMC 207 01 Peer Tutoring in Writing (1-2 Units)  
207 02

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.





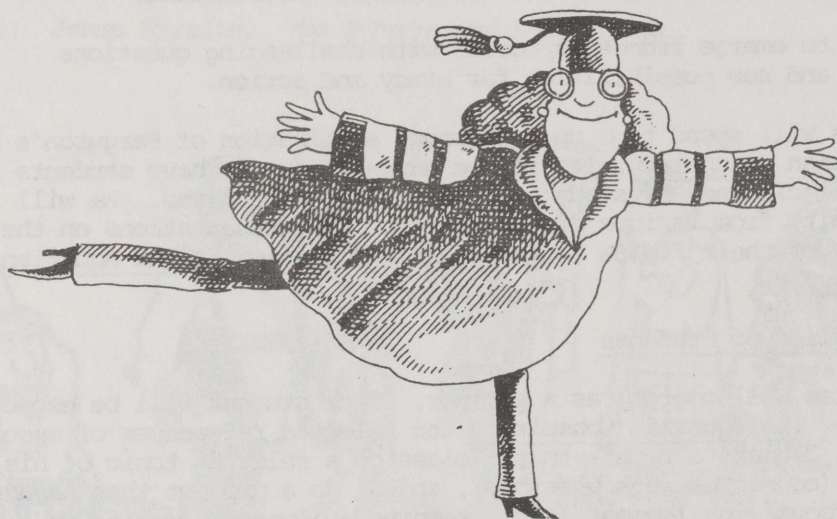
SMC 220 01 Interdisciplinary Topics in Human Studies:  
Ideology and Mass Media (4 Units)

N. Hollander  
MW 12-1:40 pm  
SC E-143  
W/A Offered

Area of Concentration: Human Studies (Topics)

10 Weeks

In This course we will analyze the nature of our mass-mediated society by looking specifically at the ideological content of various aspects of the culture industry. We will study the relationship which is developed between the media and various sectors of our society in an attempt to understand who controls the production of ideology and who is affected by it. An important aspect of the course will be an analysis of the emergence of ideologies which challenge the hegemony of the dominant system of values and attitudes. Specific examples of mass media will be examined, including radio, television and film, after which students will learn to create their own media products by producing radio documentaries.





SMC 220 02   Interdisciplinary Topics in Human Studies:   R. Larson  
                          Processes of Transformation: Implications   MW 10-11:40 am  
                          of the Aquarian Conspiracy   (4 Units)   SC E-145

Area of Concentration: Human Studies

10 Weeks   Prerequisites: None

"If we are to find our way across troubled waters, we are better served by the company of those who have built bridges, who have moved beyond despair and inertia. The Aquarian Conspirators do not hope because they know less than the cynics but because they know more: from personal experience, from leading-edge science, and from grapevine news of successful social experiments occurring all over the world."

Marilyn Ferguson

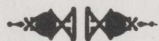
The goals of this course will be:

1. to gain understanding of Ferguson's concepts of the new consciousness and transformation,
2. to see the relations of these concepts to personal, social, religious and educational institutions,
3. to emerge from this course with challenging questions and new possibilities for study and action.

The class will spend time on a thorough examination of Ferguson's book, The Aquarian Conspiracy. It will be advantageous to have students from diverse disciplines of study to enrich our perspectives. We will invite faculty from various disciplines to make presentations on the relations of their fields to ideas and information in The Aquarian Conspiracy.

#### Work Required of Students

This course will operate as a seminar. Each student will be expected to 1) read The Aquarian Conspiracy and selected references of special interest, 2) make a report to the class on a relevant topic of his/her choosing (committee work possible), and 3) do a project that necessitates personal involvement (e.g., keeping a journal, working on a creative project.)





E. Bryan  
Th 12-1:40 pm  
SC E-143

SC E-143

In this course students will "learn by doing" as they follow the step-by-step procedures necessary for an ethnographic interview. Topics for study will be based upon individual student's interests. Students will be evaluated weekly on their field-work assignments.





SMC 220 04 Interdisciplinary Topics in Human Studies:  
Communication of Mentally Retarded  
(4 Units)

A. Ryave  
TTh 10-11:40 am  
SC E-145

Area of Concentration: Human Studies

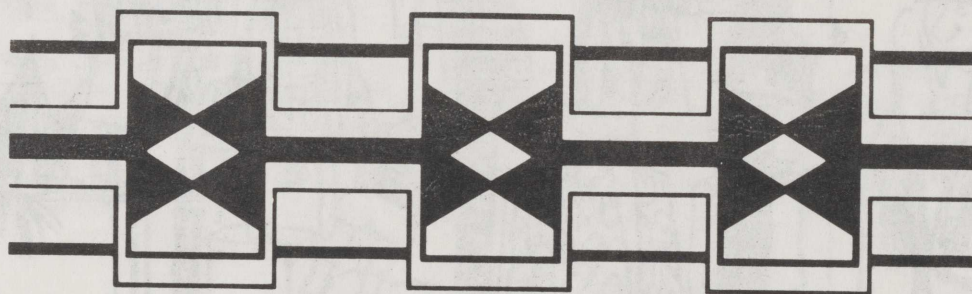
10 Weeks

The study of everyday conversation can be a valuable source of data for the social scientist. From this study a social scientist can learn much about the dynamics of social life. In this course we shall explore the language practices of the mentally retarded.

We will use audio and video tapes of mentally retarded individuals interacting with one another. Some tapes were made in a Southern California Board and Care Home, while others were obtained at a Community Activity Center in Hilo, Hawaii.

In the study of the details of natural language use, the disciplines of linguistics, communications, psychology and sociology come under consideration. For example, the available data will be examined in light of various theories of communication in order to see if they can adequately illuminate the details of actual communications. Individual speech participants behavior will be interrogated for issues of personality. Interactional features of such social activities as storytelling, humor, insulting, seizing the floor, etc., will be described.

This course will be organized in a lecture/seminar format. The initial stages of the course will be dominated by lecture, with a steady movement to a seminar discussion of the pertinent data. Participants will be required, over the course of a quarter, to write several papers attempting to analyze selected parts of our corpus of data. These papers will be the major source for assigning a course grade.





SMC 228 01 Field Applications in Sociology  
(4 Units)

C. Telesky  
TTh 8-9:40 pm  
TBA

Area of Concentration: Human Studies: (Methods)

10 Weeks (Same as SOC 208 01)

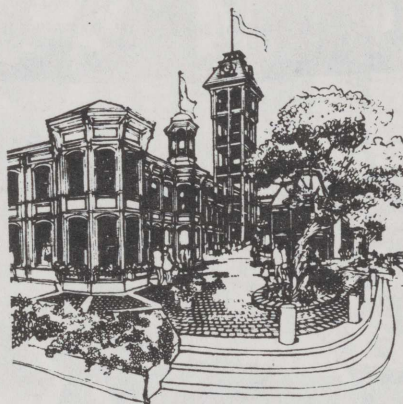
This course will expose students to field techniques for developing research and career contacts in an urban environment. Students will be shown how to initiate contacts, generate interview appointments, and develop interview questions while in the field.

The course will include an optional field trip to San Francisco, May 6-9, during which students will be shown how to apply these techniques in the environment of an unfamiliar city. Students will also be able to take advantage of the cultural resources of the city. Students may also attend the Undergraduate Research Conference at the University of Santa Clara on May 8, 1982. (STUDENT'S TRAVELING TO SAN FRANCISCO NEED TO PROVIDE FOR THEIR OWN TRANSPORTATION, FOOD, AND LODGINGS.)

For those students not making the San Francisco trip, similar field techniques for contact initiating, interview generating, and developing interview questions will be offered in Los Angeles. Also, students unable to make the San Francisco trip may take advantage of cultural resources in Los Angeles, plus attend the April 17, 1982 Undergraduate Research Conference sponsored by Alpha Kappa Delta (a Sociology honor society) at UCLA.

Evaluation of students will be based upon completion of assigned exercises and a course project analyzing the data collected in the field.

Required Text: Field Work Experiences  
Shaffir, Stebbins, Turowetz  
1980 St. Martins Press





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

P. Eliet  
TTh 10-11:40 am  
SC E-157

Area of Concentration: Civilizations  
Human Studies (Topics)

10 Weeks

Literature is an important means of examining the female imagination, some women's views of their society, and their place and function in that society. In this course, we will study novels of selected British and American women of the 19th and 20th Century, such as Austen's, Pride and Prejudice; Bronte's, Jane Eyre; Chopin's, The Awakening; and Wharton's, House of Mirth. Our approach to these writers will be both thematic and sociological. In addition, we will also discuss some of the hindrances which have kept women from literary expression.

Students will read approximately eight novels and write two papers; one is due in the middle of the quarter and one at the end of the quarter.





SMC 230 02 Interdisciplinary Topics in Civilization:  
Printing, Protestantism and "Progress"  
(4 Units)

D. Heifetz  
TTh 12-1:40  
SC E-145  
W/A Offered

Area of Concentration: Civilizations  
Human Studies (Topics)

10 Weeks

Today, the computer promises (threatens?) to revolutionize our lives by fundamentally altering the ways in which we communicate thus causing us to restructure many of our institutions, and to house ourselves in "electronic cottages." As sweeping as these developments may be, communications revolutions are not new to our history. In particular, the advent of the printing press caused immense changes in the fabric of early modern European life, and it is these changes which we shall study in this course.

Writing in the second half of the sixteenth century, John Foxe, the Protestant propagandist, made the following claims for the impact of the printing press: "Hereby tongues are known, knowledge groweth, judgment increaseth, books are dispersed, the scripture is seen, times compared, truth discerned, falsehood detected . . . . Through printing the world beginneth now to have eyes to see and hearts to judge." While Foxe may well have exaggerated the benefits that would accrue to people as a result of printing, it is unquestionable that the printing press promoted the spread of Protestantism in the West during the sixteenth and seventeenth centuries, and also promoted the exchange of knowledge that led to the Enlightenment.

In this course, we shall examine the impact of the printing press during the sixteenth and seventeenth centuries on religious, social, cultural and scientific developments through a variety of readings, lectures, and discussion. There will be a midterm, a final and two three to five page papers in this course.





SMC 230 03 Interdisciplinary Topics in Civilization:  
Chaucer's World: A Genial View of the English  
Middle Ages

M. Sutton  
MW 12-1:40 pm  
HFA A-330  
W/A Offered

General Studies: Humanities

Area of Concentration: Civilizations

10 Weeks (Same as ENG 290 01)

Students in this course will explore the literary and philosophical contexts of English thought in the fourteenth century by closely examining selected writings of Geoffrey Chaucer. The students in this Small College will meet with the Chaucer seminar in the English department. To ensure an inter-disciplinary approach, students in this class will complete a different set of assignments, tracing a theme in Chaucer's work through contemporaneous works in history, philosophy, and art.

Two papers, a midterm and a final, are required.





SMC 250 01 Interdisciplinary Topics in Science,  
Technology and Society: Urban Ecology  
(4 Units)

G. Smith  
MW 12-1:40 pm  
SC E-149

Area of Concentration: Science, Technology and Society  
Environmental Studies

10 Weeks (Same as GEO 235—Urban Geography)

Are nature and urban technology perpetually antagonistic? Landscape architects and some city planners tell us "no"; other policy makers express "yes" through their priorities and actions.

The course will examine preserved habitats and ecological relationships from the late 19th Century Garden City to modern urban national parks. Course topics will include:

- types of habitat, such as unbuildable canyons or soft-bottom flood control channels;
- relationships of habitat size to visitor impact, as in the stripping of tide pools; and
- two examples of expert disagreement -- refinery induced rain and sewage outfall consequences on the nearshore marine environment.

One field trip TBA. One 2-3 page paper, a mid-term, and one 4-5 page case study.





SMC 322 01 The Reporting of Racial Minority Issues  
(4 Units)

A. Seidenbaum  
Th 2-5:40 pm  
HFA A-211

Area of Concentration: Civilizations  
Human Studies (Methods)

10 Weeks (Same as COM 290 03)

Art Seidenbaum, Los Angeles Times staff member and Distinguished University Professor of Urban Life, will coordinate a seminar concerning misrepresentative reporting by the media.

The course will open Spring Quarter with a panel of expert witnesses from the community giving personal testimony on how they perceive the media coverage of racial and minority matters. They will be representative of black, Latino, Asian and women's interests.

Students in this class will search for answers to such vital questions as:

Who should cover minority communities—a minority reporter who may have easier access and better background understanding, or a reporter from outside the community who may have a more objective view?

Is minority coverage designed for the specific community's interest and information; or is it keyed to the larger community?

Does media presence ameliorate—or exacerbate—tensions within and between communities covered?

Does television, with its lights and cameras, produce a need to make community issues demonstrative and physical?

Class workshops will concentrate on research with specific media—radio stations, television outlets, newspapers—carrying the panel findings to policy makers at various Los Angeles media. A major portion of the quarter's work will be in the field doing individual interviews with selected media reporters.

Class research will result in a paper summarizing findings, contrasting community expert views with media expert views and formulating generalizations on how coverage might be improved.





SMC 291-01	Thematic Project Proposal	(2 Units)	Staff
SMC 292-01	Thematic Project Fieldwork/Research	(1 Unit)	TBA
SMC 292-02	Thematic Project Fieldwork/Research	(2 Units)	
SMC 292-03	Thematic Project Fieldwork/Research	(4 Units)	
SMC 292-04	Thematic Project Fieldwork/Research	(8 Units)	
SMC 293-01	Thematic Project: Final Product	(1 Unit)	
SMC 293-02	Thematic Project: Final Product	(2 Units)	
SMC 293-03	Thematic Project: Final Product	(4 Units)	
SMC 293-04	Thematic Project: Final Product	(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 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:

- 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 is 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 of the Thematic Project:

- a. Proposal
- 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 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/she does, the number of different kinds of education experiences he/she has, the amount of intellectual growth he/she shows.

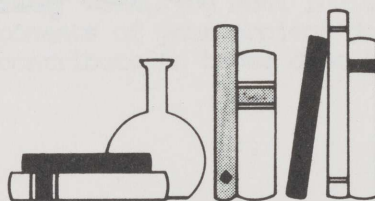




## IMPORTANT DATES

### SPRING QUARTER 1982

March 29, 30	Registration in person for all students
March 31	INSTRUCTION BEGINS
April 14	Last day for refund of student services fee
April 16	Last day to begin late registration
April 20	Last day to change program without record of enrollment; last day to complete late registration
April 21-May 18	Serious & compelling reasons required to drop a course
April 27	Last day for refund of non-resident tuition fee
May 19-June 7	Serious accident or illness to drop a course
May 31	Academic Holiday (Memorial Day Observed)
June 7	Last day of scheduled classes
June 8-11	Final Examinations
June 12	Commencement, grades due



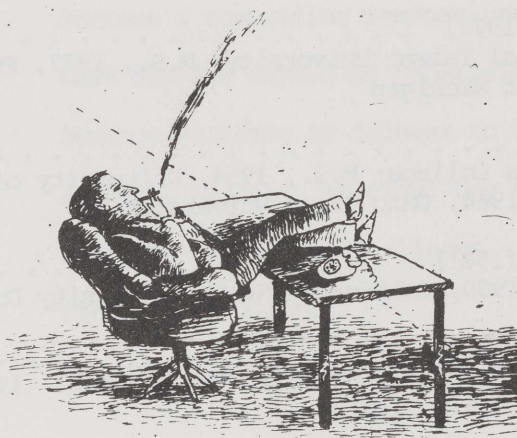


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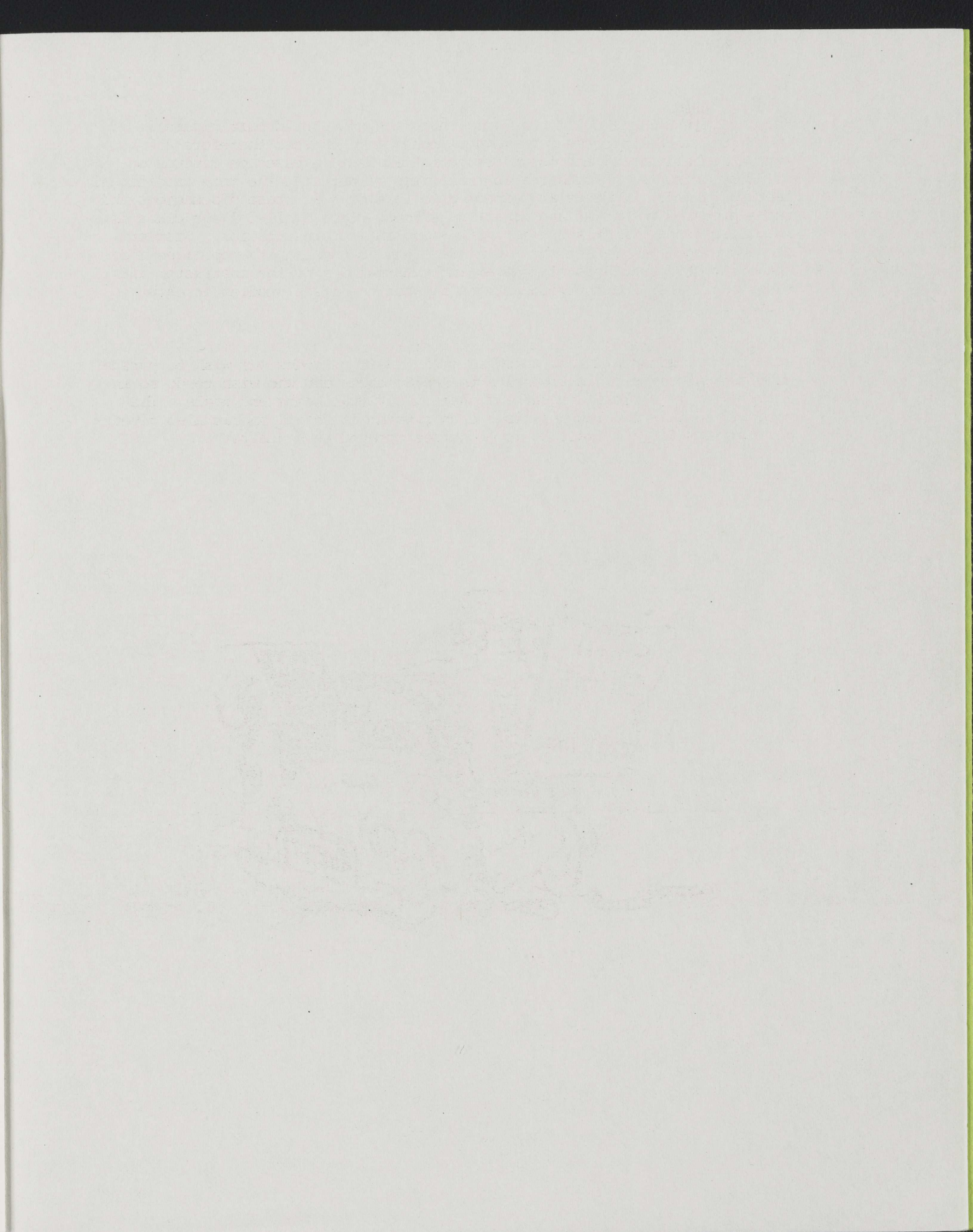
- BRYAN, EDWARD D. (1971) . . . . . Professor  
A.B., 1966, M.A., 1969, University of California, Riverside;  
Ph.D., 1973, University of California, Los Angeles
- ELIET, PATRICIA S. (1969) . . . . . Professor  
B.A., 1958, Carleton College; M.A., 1960, Oberlin College;  
Ph.D., 1971, University of California, Berkeley
- FEUER, LOIS J. (1972) . . . . . Professor  
B.A., 1967, University of Arizona; M.A., 1968, Ph.D., 1972,  
University of California, Irvine
- GASH, KENNETH B. (1967) . . . . . Associate Dean  
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
- HSIUNG, CHI-HUA WU (1972) . . . . . Professor  
B.S., 1954, National Taiwan University; M.S., 1957, Ph.D.,  
1972, University of Michigan
- LARSON, RUTH (1968) . . . . . Professor  
B.S., 1943, Parsons College; M.S., 1954, University of  
Tennessee, Ph.D., 1964, Ohio State University
- MCGRATH, BARBARA J. (1981) . . . . . Lecturer  
B.A., 1978, M.A., 1980, California State University Dominguez Hills
- MCMAHON, KATHRYN (1982) . . . . . Lecturer  
B.A., 1976, University of California, Irvine; M.A. (1979)  
University of California, Irvine
- RYAVE, ALAN (1969) . . . . . Professor  
B.S., 1964, M.A., 1966, Ph.D., 1973, University of California  
Los Angeles
- ROTHBART, HAROLD A. (1976) . . . . . Professor  
B.S., 1939, New Jersey Institute of Technology; M.S., 1943,  
University of Pennsylvania; Dr. Eng; 1959, Technische  
Hochschule Muenchen, Munich, Germany
- SCHWARZMAN, JUNE (1980) . . . . . Lecturer  
B.A., 1976, California State University Dominguez Hills,  
M.A. Candidate



- SMITH, GREGORY L. (1968) . . . . . Professor  
B.A., 1956, Reed College; Ph.D., 1968, University of Washington
- SUGANO, DOUGLAS, (1981) . . . . . Lecturer  
B.A., 1975, University of California, Berkeley, M.A., 1977,  
University of California, Los Angeles
- SUTTON, MARILYN (1973) . . . . . Professor  
B.A., 1965, University of Toronto; M.A., 1969, Ph.D., 1973,  
Claremont Graduate School
- SUTTON, GERALDINE S. (1982) . . . . . Lecturer  
B.A., 1968, D.C. Teachers College, Washington, D.C.; M.A., 1976,  
Federal City College, Washington, D.C.









SMITH, ROBERT L. (1908)	Professor
B.A., 1930, New Haven Conn. B.S., 1932, University of Connecticut	
SMITH, ROBERT L. (1908)	Lecturer
B.A., 1930, University of Connecticut B.S., 1932, University of Connecticut	
SMITH, ROBERT L. (1908)	Professor
B.A., 1930, University of Connecticut B.S., 1932, University of Connecticut	
SMITH, ROBERT L. (1908)	Lecturer
B.A., 1930, University of Connecticut B.S., 1932, University of Connecticut	







