

Small College

M E N U

Educational Buffet

Selections For Spring 1983

APPE TIZERS

Fresh Ideas

ENTREE

Areas of Concentration

SOUPS ~ SALADS

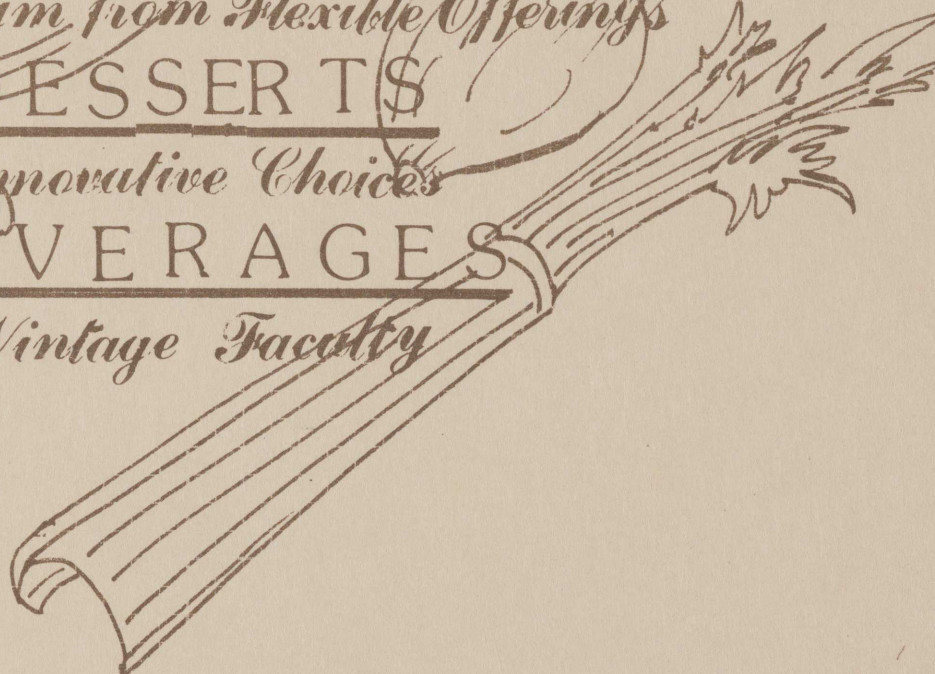
Select Program from Flexible Offerings

DESSERTS

Innovative Choices

BEVERAGES

Vintage Faculty



No Charge For Special Service By Faculty Mentors

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.

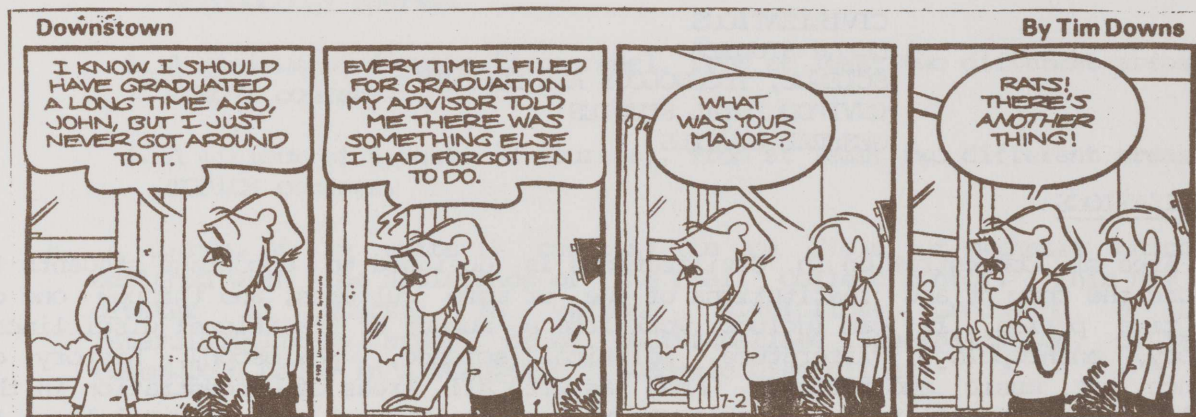
It is a place that has a physical location in a quiet corner of the campus where students, staff and faculty congregate for the purpose of educational innovation. The classrooms used for Small College classes and the faculty offices are right next to the Small College office. In addition, the room adjacent 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 (except General Studies which requires 44 units of upper division work).

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 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. Prior to final approval of the student's program, each student will develop a brief essay explaining the thematic rationale for his or her program. The completed program is then reviewed and approved by the faculty of the Small College before it is submitted to meet graduation requirements.

There are five Areas of Concentration in the Small College:

CIVILIZATIONS
HUMAN STUDIES
SCIENCE, TECHNOLOGY AND SOCIETY
ENVIRONMENTAL STUDIES
GENERAL STUDIES

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 one or more 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. Elective courses within the general field of Civilizations as needed to bring the total units to a minimum of 54.

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 courses in the social, behavioral and biological sciences, with courses from other fields if appropriate to its theme.

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) in 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 (and mathematics) with at least 2 in the same area.

PERSPECTIVES. A minimum of 10 units (3 courses) concerned with the impact, history or philosophy of science and/or technology. 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.

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 more advanced aspect of the Area. The courses selected will complement the students' 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 at least 3 distinct areas chosen from the natural and social sciences. At least three of these courses must be in the natural sciences (and mathematics) with at least 2 in the same area (the exact pattern to be determined by each student's needs).

PERSPECTIVES. A minimum of 10 units (3 courses) concerned with the impact, history or philosophy of science and/or technology. These courses provide the broad interdisciplinary foundation for the Area 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. Appropriate fieldwork, internships and experiential education may be used to meet part of these unit requirements.

GENERAL STUDIES

The General Studies Area of Concentration is designed to provide students with an integrated and cohesive program in the traditional areas of the humanities, the social sciences and the natural sciences. It provides for a wide selection of options within the liberal arts while maintaining sufficient structure to provide a focus within the interdisciplinary program. As with all Small College programs, students work with a faculty mentor to select appropriate courses from the offerings of the Small College and the other departments throughout the university.

This program will fulfill two major goals:

1. The achievement of significant breadth in a student's program, through individual courses and through the coherence of a systematically-chosen, though individually-designed, course of study.
2. The achievement of a Field of Emphasis to provide a level of integrative depth within the concentration.

The Area consists of a minimum of 48 units distributed as follows:

1. A minimum of 36 units divided into the three main areas of humanities, social sciences and natural sciences (including technology and mathematics) with no less than 12 units in each of these areas.
2. A minimum of 12 units of additional study which, when added to courses already in the Area, create a Field of Emphasis which integrates the diverse elements of the program.

Because of the less structured nature of this Area of Concentration, there are two differences in general requirements from the other Areas:

1. There must be a minimum of 44 upper division units in the Area
2. At least 20 units must be completed by the student after he or she has been assigned a mentor for advisement.

**CHECK WITH
US FIRST!**



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: Literature as Evidence of Social Values	L. Feuer
General Studies in Civilizations: Creativity in a Cross Cultural Perspective	K. McMahon
General Studies in Human Studies: Complex Societies in Africa	D. Heath
Interdisciplinary Topics in Civilizations: The Black Plague	M. Sutton/L. Reifetz
Interdisciplinary Topics in Civilizations: Wm. Blake and the Prophetic Tradition	L. Feuer
Interdisciplinary Topics in Civilizations: Bridges to God	V. Jordain
Interdisciplinary Topics in Civilizations: Latin American Film Movement	N. Hollander
Interdisciplinary Topics in Civilizations: America in the 1960's	K. McMahon
Interdisciplinary Topics in Human Studies: Violence and War	R. Howard

HUMAN STUDIES

General Studies in Human Studies: Complex Societies in Africa	D. Heath
General Studies in Civilizations: Literature as Evidence of Social Values	L. Feuer
Interdisciplinary Topics in Human Studies: Immigration and Social Policy	E. Bryan
Interdisciplinary Topics in Human Studies: Perspectives on Unemployment	F. Stricker
Interdisciplinary Topics in Human Studies: Contemporary Social Crises through Films	N. Hollander

Interdisciplinary Topics in Human Studies: Violence and War	R. Howard
Interdisciplinary Topics in Human Studies: Land Use and Cultural Diffusion	G. Smith
Interdisciplinary Topics in Human Studies: Methods for Studying Everyday Social Life	A. Ryave
Interdisciplinary Topics in Civilizations: The Black Plague	M. Sutton/D. Heifetz
Interdisciplinary Topics in Civilizations: Power and Sex Roles in Film	N. Hollander
Interdisciplinary Topics in Civilizations: Latin American Film Movement	N. Hollander
Interdisciplinary Topics in Civilizations: America in the 1960's	K. McMahon
Interdisciplinary Studies in Science, Technology & Society: Nuclear Issues	R. Howard

SCIENCE, TECHNOLOGY AND SOCIETY

General Studies in Science, Technology & Society: Dating the Past	J. Webb
Interdisciplinary Studies in Science, Technology & Society: Nuclear Issues	R. Howard
Interdisciplinary Topics in Human Studies: Land Use and Cultural Diffusion	G. Smith
Interdisciplinary Topics in Human Studies: Immigration and Social Policy	E. Bryan

ENVIRONMENTAL STUDIES

Environmental Studies students may use the courses listed for the Area of Concentration in Science, Technology and Society.

GENERAL STUDIES

All Small College courses may be appropriate for inclusion in a General Studies Area of Concentration.

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.



GENERAL STUDIES

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 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 1983 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 Basic Skills: Microcomputers and Logic	K. Gash
General Studies in Human Studies I: Traditional and Modern Complex Societies in Africa	D. Heath
General Studies in Civilizations I: Literature as Evidence of Social Values	L. Feuer
General Studies in Civilizations II: Creativity: A Cross Cultural Perspective	K. McMahon
General Studies in Science, Technology and Society: Dating the Past	J. Webb



GENERAL EDUCATION

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

Writing Adjunct

Staff

General Studies in Basic Skills:

K. Gash

Microcomputers and Logic

HUMANITIES

General Studies in Civilizations I:

L. Feuer

Literature as Evidence of Social Values

General Studies in Civilizations II:

K. McMahon

Creativity: A Cross Cultural Perspective

SOCIAL SCIENCE

General Studies in Human Studies I:

D. Heath

Traditional and Modern Complex Societies in Africa

NATURAL SCIENCE

General Studies in Science, Technology and Society:

J. Webb

Dating the Past



WRITING ADJUNCT

SMC 107 01	Writing Adjunct (2 Units)	Staff M 5-6 pm SC E-157
SMC 107 02	Writing Adjunct (2 Units)	Staff T 9:20-10:20 am SC E-149
SMC 297 01	Writing Adjunct (2 Units)	Staff W 11:10-12:10 pm SC D-138
SMC 297 02	Writing Adjunct (2 Units)	Staff Th 5-6 pm SC E-145
SMC 298 01	Writing Adjunct (2 Units) (Competency-in-Writing Certification Only)	Staff M 4:40-6:20 pm SC E-145
General Studies: Basic Skills		
General Education: Composition		

ONE CLASS SESSION 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 4; Tuesday, April 5; Wednesday, April 6; or Thursday, April 7, 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 (2) Lower Division Writing Adjuncts are 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 40 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 Spring Quarter.

SMALL COLLEGE CLASSES THAT OFFER WRITING ADJUNCT

SMC 110 01	Microcomputers and Logic	K. Gash
SMC 130 01	Literature as Evidence of Social Value	L. Feuer
SMC 220 01	Immigration and Social Policy	E. Bryan
SMC 220 02	Perspectives on Unemployment	F. Stricker
SMC 220 03	Power and Sex in Film	N. Hollander
SMC 220 04	Contemporary Social Crises in Film	N. Hollander
SMC 220 05	Violence and War	R. Hovard
SMC 220 06	Land Use and Cultural Diffusion	G. Smith
SMC 220 07	Methods for Studying Everyday Social Life	A. Ryave
SMC 230 01	The Black Plague	Sutton/Heifetz
SMC 230 02	William Blake and the Prophetic Tradition	L. Feuer
SMC 230 04	Latin American Film Movement	N. Hollander
SMC 230 05	America in the 1960's	K. McMahon
SMC 230 06	Social Change and Revolution in Early Modern England	D. Heifetz

Other courses may also have sufficient writing assignment to qualify for Writing Adjunct. Check with the faculty member or with a mentor.

SMC 006 01 Intensive Writing Skills Workshop
(4 Units)

D. Sugano
MW 7:30-9:10 am
SC E-149

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 110 01 General Studies in Basic Skills:
Microcomputers and Logic (4 Units)

K. Gash
MW 9:20-11 am
SC E-149
W/A Offered

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:
Traditional and Modern Complex Societies
in Africa (4 Units)

D. Heath
TTh 7:30-9:10 am
SC E-149

General Education: Social Sciences
General Studies: Social Sciences (Groups and Society)

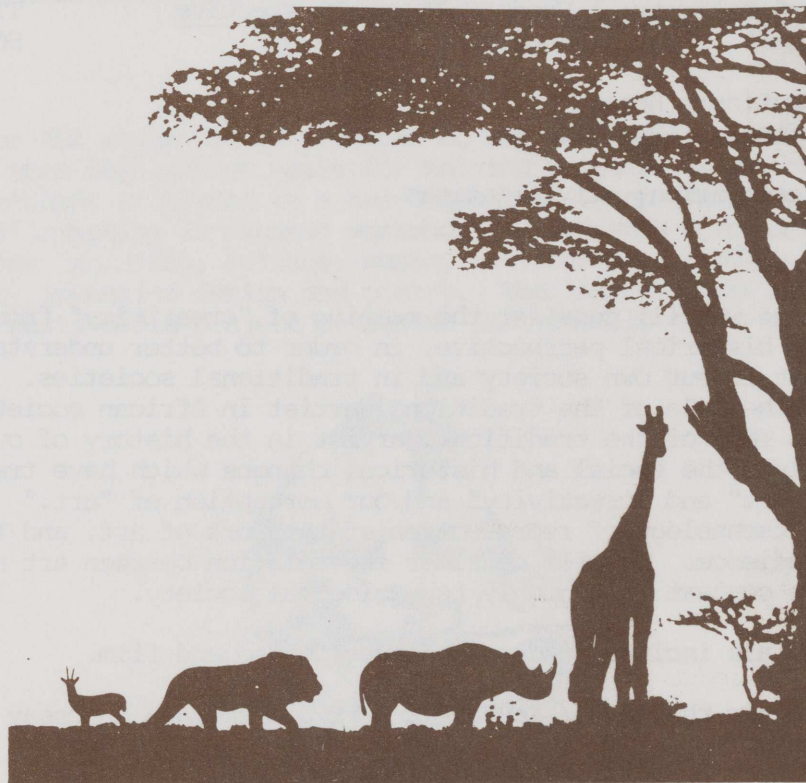
Area of Concentration: Human Studies (Topics)

10 Weeks

Before the European conquest of Western Africa there were African states with elaborate bureaucracies, standing armies, and a complex social structure based on castes of craftsmen. Today in the factory towns of Southern Africa, members of different ethnic groups are knit together in informal social networks.

The classic studies of African tribes, ignoring facts like the above, give detailed descriptions of single groups as if they were isolated and homogenous. This course on the other hand, focuses on differences and relationships both within the between groups in African society, in traditional and pre-colonial societies as well as in contemporary African cities, drawing on concepts such as class, caste, ethnicity and gender roles.

TEXTS: Frederick, Barth, Ethnic Groups and Boundaries
J. Clyde Mitchell, Ed., Social Networks in Urban Societies: analyses
of Personal Relationships in Central African Towns.
Bedfield, The Little Community
A. Tudin & L. Plotnicov, eds., Social Stratification in Africa



SMC 130 01 General Studies in Civilizations I:
Literature as Evidence of Social Values
(4 Units)

L. Feuer
MW 1-2:40 pm
SC E-149
W/A Offered

General Education: Humanities
General Studies: Humanities: Critical Discipline

Area of Concentration: Human Studies (Methods)
Civilizations

10 Weeks

Most of us think of literature as recreation or as a separate study not necessarily related to the concerns of the social scientist or the historian. This course, however, will try to examine the usefulness of literature as a different kind of evidence for what various societies valued. We will examine several social issues: the rights of the individual, the relationships between men and women, the concept of social classes, the idea of justice and punishment. By reading these works in terms of the light they can shed on how various cultures have raised and dealt with these issues, we can see what the legitimate and not-so-legitimate uses of literature as sociological and historical evidence might be--what are the limits of its validity as this kind of tool? What methods are best?--as well as finding out what these works, as literature, have to offer us. This is an introductory course, requiring no previous college-level work in literature.



SMC 132 01 General Studies in Civilizations II:
Creativity: A Cross Cultural Perspective
(4 Units)

K. McMahon
TTh 9:20-11 am
SC E-145

General Education: Humanities
General Studies: Humanities

Area of Concentration: Civilizations

10 Weeks

In this course we will consider the meaning of "creativity" from a cross cultural and historical perspective, in order to better understand the role of the artist in our own society and in traditional societies. We will read accounts of the role of the traditional artist in African societies, and consider the role of the traditional artist in the history of our own culture. We will analyze the social and historical changes which have transformed the meaning of "art" and "creativity" and our perception of "art." These changes include the technology of reproduction of the work of art, and the creation of a mass audience. We will consider the relation between art and the mass media in the context of a highly technological society.

Course materials include readings, slides, video and film.

Requirements for the course include an art project and an essay type mid-term and final exam.

SMC 150 01 General Studies in Science, Technology
and Society: Dating the Past
 (4 Units)

J. Webb
TTh 11:10-12:50 pm
SC E-145

General Education: Natural Science

General Studies: Natural Science (Nature and Methodology of Science)

Area of Concentration: Science, Technology and Society
 Human Studies (Topics)
 Environmental Studies

10 Weeks

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

SMC 219 01 Applied Imagination (4 Units)

H. Rothbart
F 9-12:40 pm
ERC A-121

10 Weeks

This Workshop (for ALL students) is intended to use the creative essences to bring forth a more imaginative basis for solving problems regardless of the field. The student is placed in a non-competitive, non-restrictive atmosphere in participating in planned workshops. Each week a new subject is treated, i.e. dance, painting, collage, music, environmental design, improvisational theater, inventive design and poetry. The last session is devoted to a cooperative multi-media project presented individually or in groups.



SMC 220 01 Interdisciplinary Topics in Human Studies:
Immigration and Social Policy (4 Units)

E. Bryan
TTh 2:50-4:30 pm
SC E-145
W/A Offered

Area of Concentration: Human Studies (Topics)

10 Weeks SAME AS SOC 204-03

Examination of social, economic and political processes affecting world migration. Review of current immigration law and policy. Impact of immigrant populations on the public and private sectors with special attention given to the impact of Mexican undocumented workers on public health care policy. Students will be asked to write a short research review paper based upon current journal articles.



SMC 220 02 Interdisciplinary Topics in Human Studies:
Perspectives on Unemployment (4 Units)

F. Stricker
TTh 1-2:40 pm
SC E-145
W/A Offered

Area of Concentration: Human Studies

10 Weeks SAME AS HIS 207-01

The problem of unemployment will remain with us for many years, and so will the torrent of misinformation that pours in upon us daily. Using the insights of historians, economists, psychologists, sociologists, political scientists, community activists, and novelists, we will in this course explore the personal meaning of unemployment, the causes of unemployment, and the consequences of unemployment. We will, for example, try to find what truth lies behind the slogan that the unemployed don't really want to work. On a more theoretical level, we will analyze the structural causes of unemployment in the American economy.

The course will be a cooperative effort; at its conclusion the student will, in teams of two, produce short papers/pamphlets that might be of use as readings in high school or college courses.



220 03 Interdisciplinary Topics in Human Studies:
Power and Sex in Film (4 Units)

N. Hollander
TTh 2:50-4:30 pm
SC E-149
W/A Offered

Area of Concentration: Human Studies (Theory)

10 Weeks

This course offers a theoretical conceptualization of ideology, concentrating specifically on the ways in which sex roles, sexuality and sexual power are viewed in this society. Students will read and discuss background materials and view films. Detailed analyses of the films will be done by the class with a focus on understanding the ways in which the content and style of the films communicate values and attitudes with regard to male and female roles. The course work will also include a paper in which the student discusses two additional contemporary films, applying the analytical techniques learned in this class.



SMC 220 04 Interdisciplinary Topics in Human Studies:
Contemporary Social Crises in Film
(4 Units)

N. Hollander
FS 9:30-4:30 pm
Meets 4/22-23;
4/29-30; 5/6-7
W/A Offered
SC E-149

Area of Concentration: Human Studies (Topics)

10 Weeks

Today's society is characterized by increasing tensions in almost every dimension of life, including the fiscal crisis of the state, radical changes in family structure, the threat of global nuclear annihilation and many more. Many of the issues which preoccupy us are also the themes of popular feature films currently being produced in this country. Even when the issues are not the direct subject matter of films, many of their themes are indirect reflections of social crises, masked in ways so as to make good "escapist" fare. The purpose of this class will be to study contemporary crises and to determine how they are presented and dealt with in film. The goal is to assess how the film industry helps to frame the ways in which these issues are perceived and discussed, and the manner in which crisis and resolution of crisis are portrayed. This class will meet on three week-ends and will be divided between class discussion of assigned readings and viewing and analyzing selected feature films recently released. This is an exciting format in which to learn to analyze film structure and film language and how it reflects and manufactures reality.

There will be a paper and a final in the course.

SMC 220 05 Interdisciplinary Topics in Human Studies:
Violence and War (4 Units)

R. Hovard
MW 1-2:40 pm
SC E-145
W/A Offered

Area of Concentration: Human Studies (Theory)

10 Weeks

SAME AS SOC 204 04

The course will present a critical interdisciplinary review of the major contemporary forms of social violence as understood in social scientific and public discourse. These will include group, collective, organizational and institutionalized forms of violence. The dialectical character of social violence will be explored, particularly the "dual character" of violence as an aspect of everyday routine and "normal" feature of social organization as well as an often found core feature of large scale social change. A select group of social scientific and ideological perspectives will be critically explored vis-a-vis their general socio-economic and historical contexts and their differential role in the overall politics and political economy of violence in society. A select range of basic social scientific modes of approaching the study of social violence will be examined in detail.

Special attention will be given to revolutionary change, war, and militarism. These core subjects will be approached with the purpose of exploring in some detail the politics of violence in both the social organization and change of complex societies. The complexity and interrelationship between forms of violence will be critically assessed, especially collective political and state forms of social violence. Both the words and deeds of social violence will be analyzed as both a central feature of modern society and as a core subject of contemporary social science.

The course will involve lectures and class discussions around core areas as well as guest speakers and films. Students will be expected to demonstrate a general understanding of the course content through examinations as well as a term paper.



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SIGNAL OFFICER OF THE ARMY, WASHINGTON, D. C.

SMC 220 06 Interdisciplinary Topics in Human Studies:
Land Use and Cultural Diffusion (4 Units)

G. Smith
MW 11:10-12:50 pm
SC E-149
W/A Offered

Area of Concentration: Human Studies
 Science, Technology & Society

10 Weeks SAME AS GEO 260-01

Major migrations entered the western hemisphere land mass through Alaska, the Caribbean, and along the eastern seaboard from the St. Lawrence to Georgia. Over a vast sweep of time and technological change the Western European impact altered the natural resource endowment and created a new pattern of land use in the Caribbean and what became the three continental nations -- Mexico, the U.S., and Canada.

The cultural diffusion of the Spanish, French, English, African, and other immigrants spread a network of urban centers and an intricate transportation network inland from coastal locations. Approaching the 21st century, the technological and cultural changes wrought here are having an international impact.

The course will use modern geographical approaches through study of satellite photography, migration and settlement patterns, plus human alteration of natural landforms and vegetation. A selection of library reserve maps and atlases will be available.

Exams and papers: an essay exam early in the quarter, another in the 8th week; one four page paper (that may be lengthened for Writing Adjunct students) in lieu of a final examination.



SMC 220 07 Interdisciplinary Topics in Human Studies:
Methods for Studying Everyday Social Life
(4 Units)

A. Ryave
MW 2:50-4:30 pm
SC E-145
W/A Offered

Area of Concentration: Human Studies (Methods)

10 Weeks

SAME AS SOC 204-02

In this course, serious attention will be given to the mundane circumstances that are part and parcel of everyday life. This concern will involve treating ordinary scenes as a problematic topic in its own right, inquiring into the kinds of cognitive and interactive styles/skills that renders our experiences and actions as socially meaningful. Since everyday life is experienced and created from moment to moment, in multi-faceted detail, attention will be focused on describing the activities and practices of daily life in its specifics.

The major focus of this course is to provide the student with a series of methodological issues and techniques for carrying out their own field research. A lecture format will be used to introduce the student to the theoretical-methodological issues involved in studying the details of everyday social behavior. With each research strategy for studying this topic, the course participant will be required to conduct a field study utilizing the technique, and to write a paper reporting the issues encountered and the findings developed. The results of these research experiences will be discussed in class. A total of four or five short papers will be required.



SMC 230 01 Interdisciplinary Topics in Civilizations:
 The Black Plague (4 Units)

M. Sutton/D. Heifetz
TTh 1-2:40 pm
SC E-149
W/A Offered

Area of Concentration: Civilizations
 Human Studies (Topics)

10 Weeks SAME AS HIS 238-01

Twentieth century man is not far from his fourteenth century forebears. Despite the accomplishments of our technological age, the survival of an individual, or even a people, remains highly precarious. We live in the shadow of the Holocaust of World War II and on the brink of potential disaster by nuclear accident (or design), earthquake, flood, or fire.

Five centuries ago, the fourteenth century witnessed one of the most significant disasters in Western History -- the Black Death. In 1347-1348, a bubonic plague broke out in Western Europe resulting in the death of at least one-third of the population and periodically continuing its devastation for well over the next three hundred years.

In this course we will examine the evidence for the devastation of the plague, its impact on society, population, economy and communication. We will use the methods of social history, literature, philosophy and art criticism to reconstruct the experience of plague-ridden Europe. The class will begin with a short story which uses the plague as a structural symbol, then move to a study of historical background, philosophic assumptions and socioeconomic trends of the fourteenth century. We will examine the treatment of the plague in literature by studying Bergman's film, "The Seventh Seal" and by reading selections from Boccaccio's De Camerion and Defoe's Journal of the Plague Year.

Finally the class will take up the topic of long-range impact (even reaching to the present) of the Black Plague in the institution of the public health system.



SMC 230 02 Interdisciplinary Topics in Civilizations:
William Blake and the Prophetic Tradition
(4 Units)

L. Feuer
MW 9:20-11 am
SC E-145
W/A Offered

Area of Concentration: Civilizations
 Human Studies (Topics)

10 Weeks SAME AS ENG 233-02

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

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

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



SMC 23C 03 Interdisciplinary Topics in Civilizations:
Bridges to God (4 Units)

V. Jordain
MW 11:10-12:50 pm
SC E-143

Area of Concentration: Civilizations

10 Weeks

From thousands of years before Christ to today, the arts have tried to bridge the gap between humanity and the Divine -- through the media of literature, music, art, and architecture. Because of the large scope of the subject, this course will limit itself to exploring some ways the arts have bridged this gap for the Christian world.

We will listen to various types of music (Gregorian Chant, Country Gospel, Spirituals, Folk Mass, etc.); look at religious art and architecture of various ages; and (tentatively) read the works listed below:

Song of Roland (a French epic dealing with the Crusades)
Dante's Inferno (an imaginative view of hell and its punishments)
"Morality" Plays (short popular "lesson" plays of the Middle Ages)
Milton's Paradise Lost I and II (a small portion of a long epic dealing with Satan's revenge on Adam and Eve)
Bunyan's Pilgrim's Progress (a spiritual allegory of salvation)
Melville's Billy Budd (the story of modern Satan-and-Christ figures)

The course will have a midterm and a final examination. An informal personal essay (instead of the usual term paper) may be assigned, if the class agrees that it would be a profitable learning experience.



SMC 230 04 Interdisciplinary Topics in Civilizations:
Latin American Film Movement (4 Units)

N. Hollander
TTh 11:10-12:50 pm
SBS E-126
W/A Offered

Area of Concentration: Civilizations

10 Weeks

SAME AS HIS 218/286

In the early 1960's, a film movement emerged in Latin America which began to produce feature documentaries depicting the harsh realities facing the majority of people in the Southern Hemisphere. This movement came to be known internationally as "The New Latin American Film Movement" and it challenged the control over cinema content and aesthetics which Hollywood had maintained for decades. In this class, we will view examples of these award-winning films and analyze their perspective on a number of issues, including poverty, racism, the nature of class society, the relationship between the U.S. and Latin America, the role of women and military repression.

Discussions of the films will occur within the context of background readings and lectures. This is an exciting way to learn about Latin America from the Latin American perspective.

No background in film or Latin American history necessary. There will be a paper and a final required in the course.



SMC 230 05 Interdisciplinary Topics in Civilizations:
America in the 1960's (4 Units)

K. McMahon
TTh 11:10-12:50 pm
SC E-143
W/A Offered

Area of Concentration: Civilizations

10 weeks

This course will be organized around an examination of American politics and culture in the 1960's. We shall begin with a tentative overview of the period, an attempt to lay out the dominant continuities and changes in attitudes and behaviors about self, ideology, politics and culture since the end of the Fifties. We shall then concentrate our reading on specific social movements which developed during this period, toward the goal of understanding better the development of social movements today. In conjunction with these explorations, we shall discuss problems of conceptualization and methodology. And in so far as it is possible to understand the "present" as history, we shall attempt to establish a shared sense of the history of the 1960's as that history shapes our experience in 1983.

Each student will be asked to select an area (e.g. a facet of the New Left, the counter culture, feminism, Black Power, the anti-draft movement, rock and roll, the mass media, etc.) to pursue. With two goals in mind: 1) a report to the class; and 2) a paper. The list of possible topics is endless. There will be a midterm and a final based on readings for the course.

SMC 230 06 Interdisciplinary Topics in Civilizations:
Social Change and Revolution in Early
Modern England (4 Units)

D. Heifetz
TTh 9:20-11 am
SC E-157

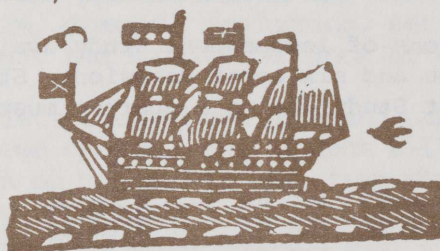
Area of Concentration: Civilizations

10 Weeks

SAME AS HIS 258 01

Under Queen Elizabeth the English achieved a stunning naval victory -- the defeat of the Spanish Armada -- a victory signaling England's arrival as a first-rate military power. But also under Elizabeth, major social, economic, religious and political problems were swept under the rug in the "Gloriana Cult." As a result, Elizabeth's successors, the Stuarts were given a troublesome legacy, and they mishandled it. The result was the English Revolution.

In this course we shall examine some of the major sources of the tension in Tudor and early Stuart England, and the characters of men and one woman who dealt with them.



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

R. Hovard
MW 9:20-11 am
ERC D-131

Area of Concentration: Science, Technology and Society

10 Weeks

SAME AS SOC 235-01

Nuclear issues have become among the major social issues of our time. The dangers, costs and benefits of the "peaceful" and military uses of nuclear energy are emerging as critical public and policy issues. In this course the social consequences of nuclear weaponry and nuclear power will be examined with a focus on the politics of contemporary social change. Both the "imperatives" and alternatives to nuclear societies will be critically explored. Included in the course will be some of the basic factual information necessary to understand the controversies over nuclear power. However, nuclear issues will be considered as more than scientific or technical issues -- but as fundamental economic, political and social issues. The course will also review the treatment of nuclear energy by the mass communication media. The course will focus on the role of the antinuclear movement in nuclear politics and social change.

Students will be evaluated on class participation and course projects. Students will be expected to read and review some of the basic documents of the contemporary nuclear debate as well as some select short analyses.

The course will consist of lecture, discussion, guest speakers and various media presentations.

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



THEMATIC PROJECT

SMC 291-01	Thematic Project Proposal	(2 Units)
SMC 292-01	Thematic Project Fieldwork/Research	(1 Unit)
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 on 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.

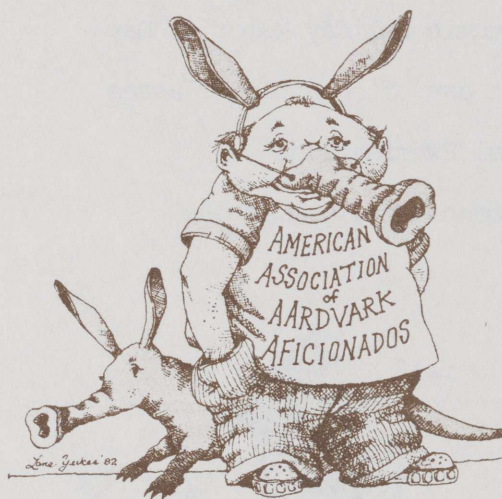
**"WHAT WOULD LIFE BE
IF WE HAD NO COURAGE TO
ATTEMPT ANYTHING?"**

Vincent VanGogh

SMALL COLLEGE FACULTY

- BRYAN, EDWARD D. (1971) Professor
A.B., 1966, M.A., 1969, University of California, Riverside;
Ph.D., 1973, University of California, Los Angeles
- 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
- HEATH, DEBORAH A. (1983) Lecturer
B.A., 1974, Reed College; M.A., 1978, University of Minnesota
- HEIFETZ, DAVID L. (1975) Lecturer
B.A., 1966, Reed College; M.A., 1969, Ph.D., 1978, University
of California, Irvine
- HOLLANDER, NANCY C. (1972) Professor
B.A., 1966, M.A., 1968, Ph.D., 1974, University of California,
Los Angeles
- HOVARD, RICHARD B. (1971) Associate Professor
B.A., 1966, University of California, Santa Barbara;
M.A., 1969, Ph.D., 1976, University of Missouri
- JORDAIN, VIOLET L. (1968) Professor
B.A., 1961, M.A., 1965, Ph.D., 1968, University of California,
Los Angeles
- McMAHON, KATHRYN (1982) Lecturer
B.A., 1976, 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
- 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
- STRICKER, FRANK A. (1972) Associate Professor
B.S., 1965, University of California, Berkeley, M.A., 1977
University of California, Los Angeles

- SUGANO, DOUGLAS (1981) Lecturer
 B.A., 1975, University of California, Berkeley, M.A., 1977,
 University of California, Los Angeles
- SUTTON, MARILYN P. (1973) Professor
 B.A., 1965, University of Toronto; M.A., 1969, Ph.D., 1973,
 Claremont Graduate School
- WEBB, JAMIE L. (1975) Assistant Professor
 B.A., 1968, Colorado College; M.S., 1971, Ph.D., 1978
 University of Arizona



IMPORTANT DATES

SPRING QUARTER 1983

March 28, 29	Registration in person for all students
March 30	INSTRUCTION BEGINS: First day for late registration and change of program
April 13	Last day for refund of student services fee
April 15	Last day to begin late registration
April 19	Last day to change program without record of enrollment; last day to complete late registration
April 20-May 17	Serious and compelling reasons required to drop a course
April 26	Last day for refund of nonresident tuition fee
May 18-June 6	Serious accident or illness required to drop a course
May 30	Academic Holiday Memorial Day
June 6	Last day of scheduled classes
June 7-10	Final Examinations
June 11	Commencement, grades due

