

Fall Quarter Catalog 1983-84

SMALL COLLEGE

A tradition of excellence



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 for ALL areas of Liberal Arts and Sciences undergraduate education:

AREAS OF CONCENTRATION (MAJORS):

The Small College offers five alternative Majors through the Area of Concentration:

General Studies
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.

**Money is not important.
It's what money can buy.**



**Money
can buy a good education.
That's important.**

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 periods. 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 three 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 two 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 three 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 two 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:

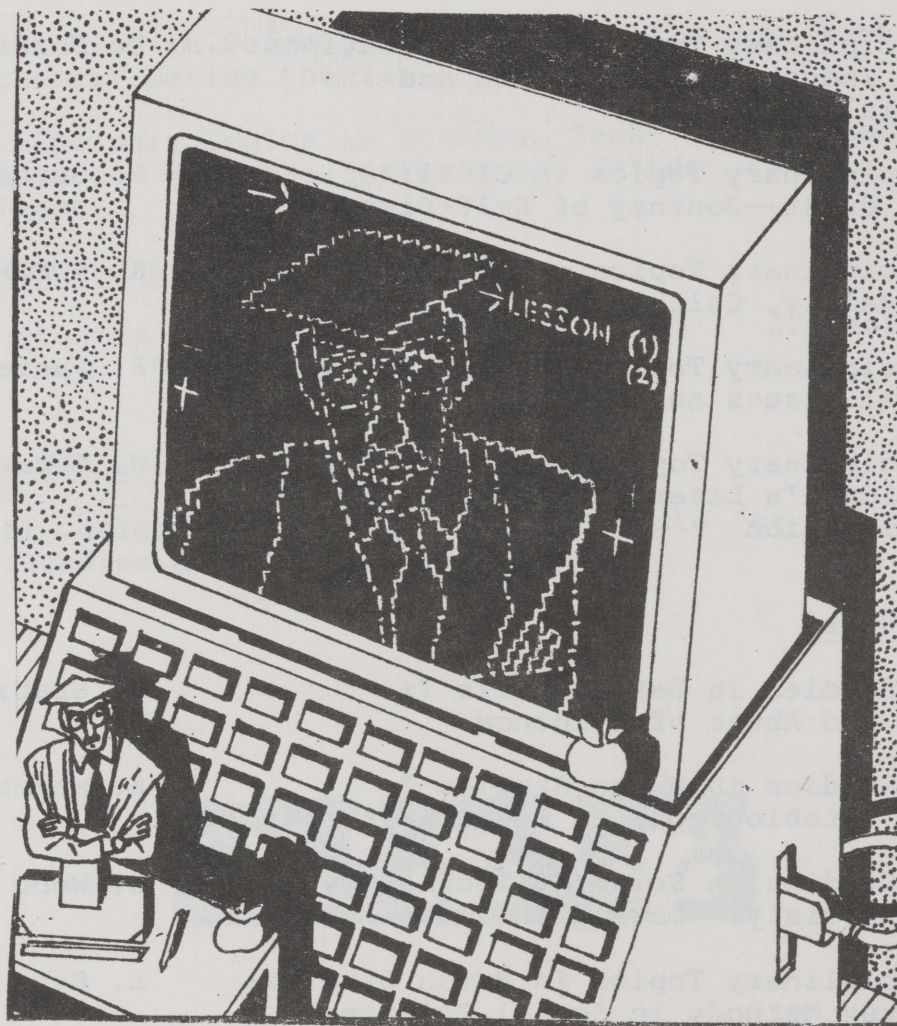
1. A minimum of 36 units divided into the three main areas

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.



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: Ethnography: Interpretation and Documentary Style	D. Heath
General Studies in Civilizations II: Creativity and the Work Ethic	R. Vanterpool
Interdisciplinary Topics in Human Studies: Greek and Roman Thought	J. Grabiner
Interdisciplinary Topics in Civilizations: Greek and Roman Literature	L. Feuer
Interdisciplinary Topics in Civilizations: The Industrial Revolution and Its Social Impact	D. Heifetz
Interdisciplinary Topics in Civilizations: The Quest--Journey of Self-Discovery	M. Sutton
Interdisciplinary Topics in Civilizations: Sexuality, Culture and Literature	K. McMahon
Interdisciplinary Topics in Civilizations: Moral Issues and the Law	R. Vanterpool
Interdisciplinary Topics in Civilizations: Children's Literature: A Psycho-Social Exploration	J. Gross/S. Brown

HUMAN STUDIES

General Studies in Basic Skills I: Use and Abuse of Evidence	J. Grabiner
General Studies in Human Studies I: The Autobiography as Social History	K. McMahon
General Studies in Science, Technology and Society: Dating the Past	J. Webb
Interdisciplinary Topics in Human Studies: Survey Methods in Social Sciences	E. Bryan

Interdisciplinary Topics in Human Studies: Greek and Roman Thought	J. Grabiner
Interdisciplinary Topics in Civilizations: The Industrial Revolution and Its Social Impact	D. Heifetz
Interdisciplinary Topics in Civilizations: The Quest -- Journey of Self-Discovery	M. Sutton
Interdisciplinary Topics in Civilizations: Sexuality, Culture and Literature	K. McMahon
Interdisciplinary Topics in Civilizations: Moral Issues and the Law	R. Vanterpool
Interdisciplinary Topics in Civilizations: A Psycho-Social Exploration	J. Gross/S. Brown

SCIENCE, TECHNOLOGY AND SOCIETY

General Studies in Science, Technology and Society: Dating the Past	J. Webb
Interdisciplinary Topics in Science, Tech- nology and Society: Science and Pseudo- science	K. Gash

ENVIRONMENTAL STUDIES

General Studies in Science, Technology and Society: Dating the Past	J. Webb
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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.

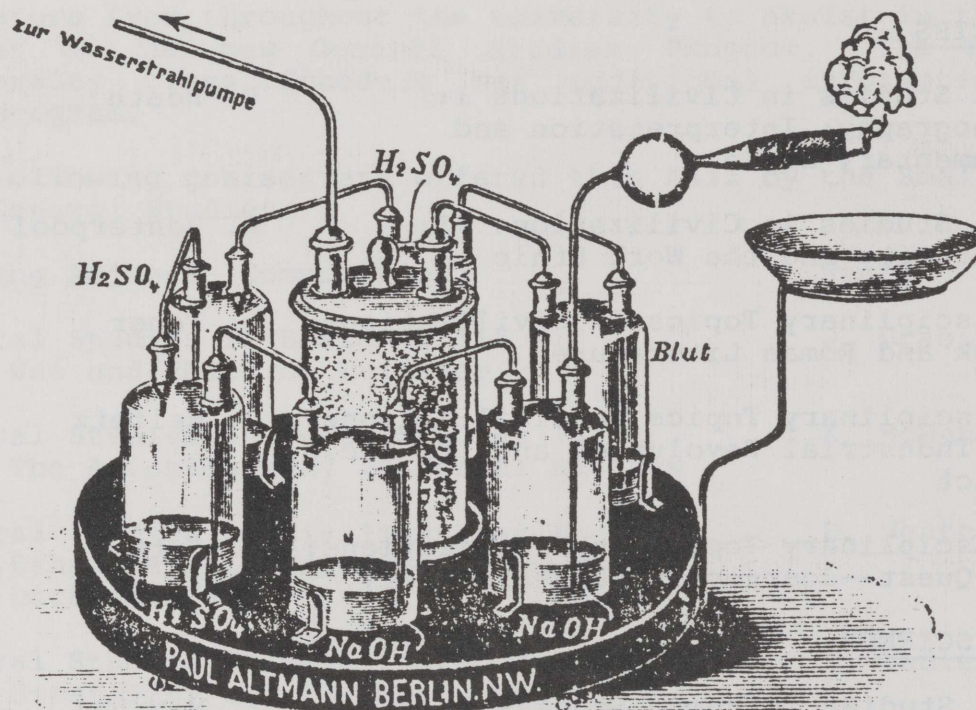
At least 2 courses in the minor must be appropriate Small College interdisciplinary, integrative courses. Appropriate foreign language, such as Japanese with a Far Eastern History emphasis in the minor, is strongly recommended.

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 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 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 Fall.

BASIC SUBJECTS

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

Writing Adjunct

Staff

General Studies in Basic Skills I:
Use and Abuse of Evidence

J. Grabiner

HUMANITIES

General Studies in Civilizations I:
Ethnography: Interpretation and
Documentary Style

D. Heath

General Studies in Civilizations II:
Creativity and the Work Ethic

R. Vanterpool

Interdisciplinary Topics in Civilizations:
Greek and Roman Literature

L. Feuer

Interdisciplinary Topics in Civilizations:
The Industrial Revolution and Its Social
Impact

D. Heifetz

Interdisciplinary Topics in Civilizations:
The Quest--Journey of Self-Discovery

M. Sutton

SOCIAL SCIENCE

General Studies in Human Studies I:
The Autobiography as Social History

K. McMahon

Interdisciplinary Topics in Human Studies:
Greek and Roman Thought

J. Grabiner

Interdisciplinary Topics in Civilizations:
The Industrial Revolution and Its Social
Impact

D. Heifetz

NATURAL SCIENCE

General Studies in Science, Technology and
Society: Dating the Past

J. Webb

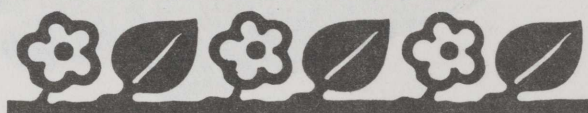
GENERAL STUDIES

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 Fall 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 Fall 1983 University Class Schedule has additional information about the program.

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

Writing Adjunct (Composition)	Staff
General Studies in Basic Skills I: Use and Abuse of Evidence	J. Grabiner
General Studies in Human Studies I: The Autobiography as Social History	K. McMahon
General Studies in Civilizations I: Ethnography: Interpretation and Documentary	D. Heath
General Studies in Civilizations II: Creativity and the Work Ethic	R. Vanterpool
General Studies in Science, Technology and Society: Dating the Past	J. Webb



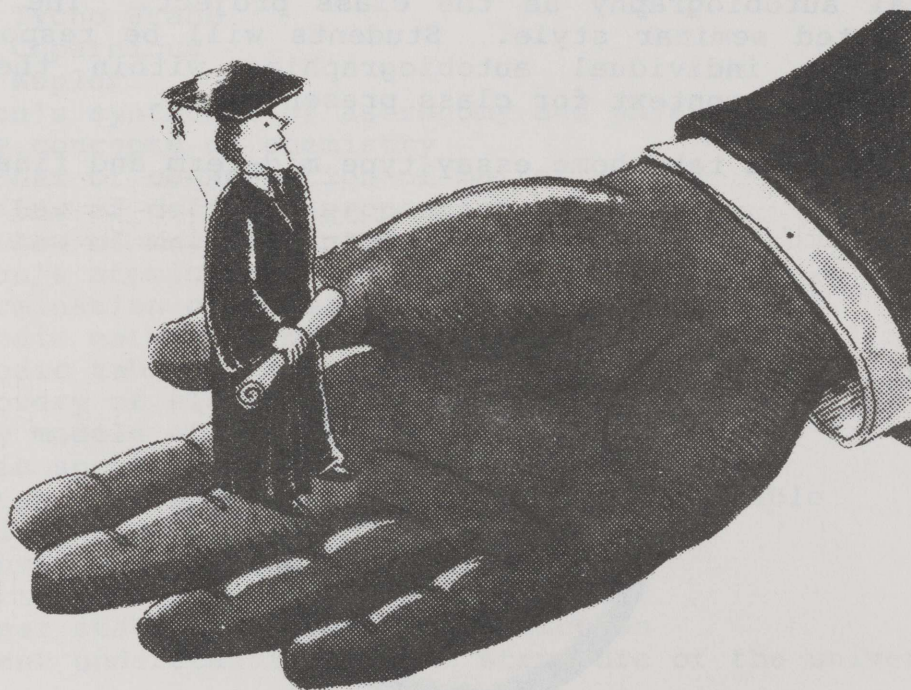
HONORS PROGRAM

The Small College is pleased to have the opportunity to coordinate the new Honors Program for the university. This program is currently open to Freshman students who have a combination of an excellent high school grade point average and superior scores on the college entrance examinations. The program, starting this fall, will provide special sections of General Studies classes designated as Honors sections. As the program develops, additional sections of General Studies courses will be added and special Honors courses and activities will be developed within the various schools and departments as the students progress in their major areas of study.

This fall, four classes have been designated as Honors sections:

ENGLISH 100, SECTION 4
PHILOSOPHY 101, SECTION 3
SMALL COLLEGE 120, SECTION 2
SMALL COLLEGE 150, SECTION 2

Descriptions of the two Small College Honors classes are given on the next page. If you would like additional information about the University Honors Program, please call the Small College office at (213) 516-3640.



HONORS PROGRAM

SMC 120 02 General Studies in Human Studies I:
The Autobiography as Social History

K. McMahon
TTh 11:10-12:50
SC E-157
W/A Offered

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

Area of Concentration: Human Studies (Topics)

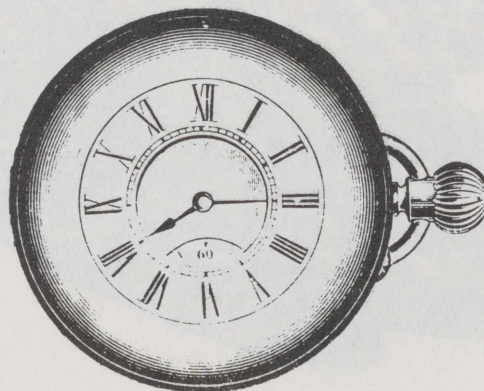
10 Weeks

"Re-vision - the act of looking back, of seeing with fresh eyes...is for us more than a chapter in cultural history: it is an act of survival."

Adrienne Rich, When We Dead Awaken:
Writing as Re-Vision.

In this class we will read autobiographies as personal account, as social history, as a process of "re-vision" and as literature. We will place the autobiographies we read within the social, political, and cultural context of the times in which the authors we are reading lived and wrote, with the understanding that history is not something "out there" but of the essence of people's social relations and lived experience. Students will be expected to keep an autobiographical journal related to the course. The journal will then be used to write a social autobiography as the class project. The class will be conducted seminar style. Students will be responsible for placing the individual autobiographies within their social and historical context for class presentation.

There will be a take-home essay type mid-term and final.



R. Hsiung
MW 1-2:40
SC E-149

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WRITING ADJUNCT

SMC 107 01	<u>Writing Adjunct</u>	(2 Units)	Staff M 4:40-5:30 pm SC E-149
SMC 107 02	<u>Writing Adjunct</u>	(2 Units)	Staff T 9:20-10:10 am SC E-149
SMC 297 01	<u>Writing Adjunct</u>	(2 Units)	Staff W 8:10-9 am SC E-143
SMC 297 02	<u>Writing Adjunct</u>	(2 Units)	Staff Th 4:40-5:30 pm SC E-149
SMC 298 01	<u>Writing Adjunct</u> (Competency-in-Writing Certification Only)	(2 Units)	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, September 26; Tuesday, September 27; Wednesday, September 28; or Thursday, September 29, is most important as an organizational, information and screening meeting.

Students who wish to enroll in the Writing Adjunct Fall 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

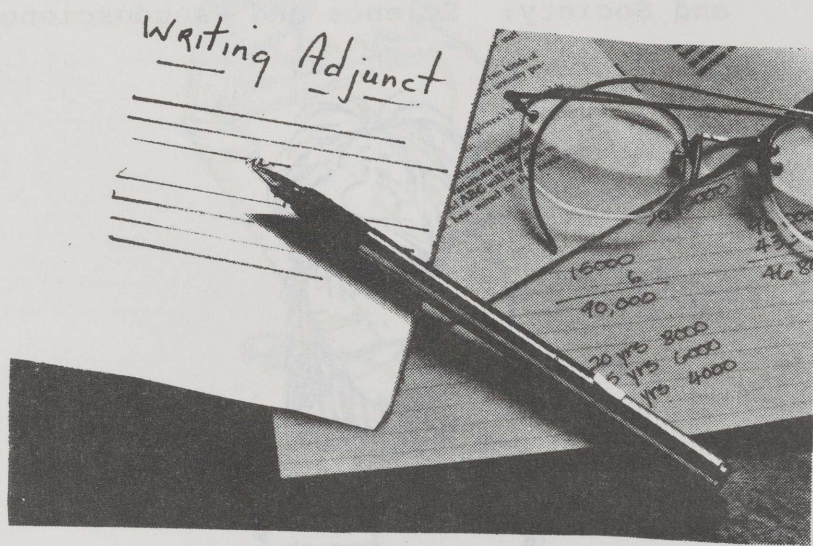
meetings, students should be sure that they can be available for a weekly 20 minute tutorial meeting.

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) 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 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 a Thematic Project in the Small College) OR taking at least one other Small College course during the quarter.



SMALL COLLEGE CLASSES THAT OFFER WRITING ADJUNCT

- SMC 130 01 General Studies In Civilizations I:
Ethnography: Interpretation and Documentary Style
- SMC 132 01 General Studies in Civilizations II:
Creativity and the Work Ethic
- SMC 150 01 General Studies in Science, Technology and Society:
Dating the Past
- SMC 220 02 Interdisciplinary Topics in Human Studies:
Counseling and the Changing American Family
- SMC 220 04 Interdisciplinary Topics in Civilizations:
Greek and Roman Thought
- SMC 230 01 Interdisciplinary Topics in Civilizations:
Greek and Roman Literature
- SMC 230 02 Interdisciplinary Topics in Civilizations:
The Industrial Revolution and Its Social Impact
- SMC 230 03 Interdisciplinary Topics in Civilizations:
The Quest - Journey of Self-Discovery
- SMC 230 04 Interdisciplinary Topics in Civilizations:
Sexuality, Culture and Literature
- SMC 230 05 Interdisciplinary Topics in Civilizations:
Moral Issues and the Law
- SMC 250 01 Interdisciplinary Topics in Science, Technology
and Society: Science and Pseudoscience



Staff
TTh 11:10-12:50 pm
SC E-143

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.

NOTE: May be repeated once with consent of instructor.



SMC 110 01 General Studies in Basic Skills I:
Use and Abuse of Evidence (4 Units)

J. Grabiner
TTh 11:10-12:50
SC E-149

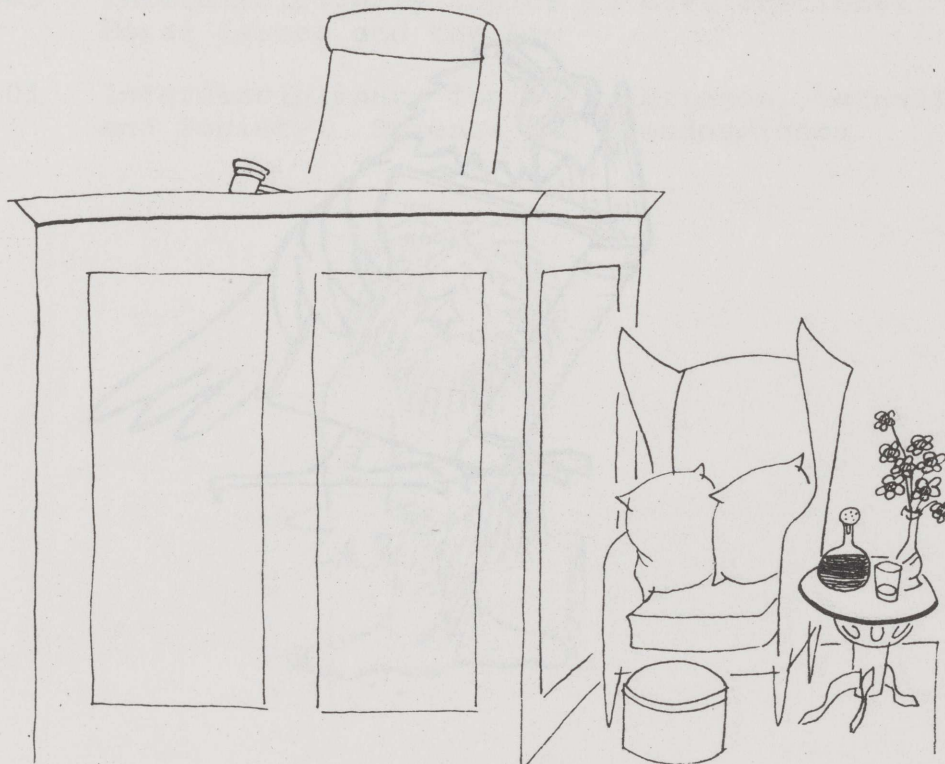
General Studies: Basic Skills (Logical/Critical Reasoning)
General Education: Basic Subjects

Area of Concentration: Human Studies (Methods)

10 Weeks

How can politicians, friends, advertisers, make us believe things that may not be true, on the basis of evidence that may not be adequate? What are the political and moral consequences of the fact that people can be persuaded of things that aren't so?

This course studies logic, history of ideas, rhetoric, grammar-school statistics and philosophy: not just the theory of these subjects, but their applications as well. Students will read a contemporary introduction to deductive logic; Aristotle's analysis of fallacious logical arguments; Darrell Huff's How to Lie with Statistics, which analyzes valid and invalid statistical inferences. They will also read in the history of the answers to the questions asked above (Plato's Gorgias; Machiavelli's The Prince; Freud's Psychopathology of Everyday Life; Orwell's Politics and the English Language.) Students will analyze and evaluate real-world examples, selected from the media and other experiences, of the use and abuse of argument and evidence.



SMC 120 01 General Studies in Human Studies I:
The Autobiography as Social History
(4 Units)

K. McMahon
MW 9:20-11 a
SC E 149

General Education: Social Sciences

General Studies: Social Sciences (Groups and Society)

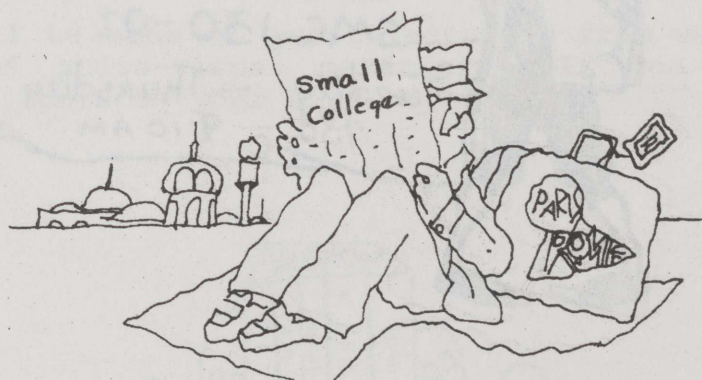
Area of Concentration: Human Studies (Topics)

10 Weeks

"Re-vision - the act of looking back, of seeing with fresh eyes...is for us more than a chapter in cultural history: it is an act of survival."

Adrienne Rich, When We Dead Awaken: Writing as Re-vision.

In this class we will read autobiographies as personal account, as social history, as a process of "re-vision" and as literature. We will place the autobiographies we read within the social, political, and cultural context of the times in which the authors we are reading lived and wrote, with the understanding that history is not something "out there" but of the essence of people's social relations and lived experience. Students will be expected to keep an autobiographical journal related to the course. The journal will then be used to write a social autobiography as the class project. There will be a take-home essay type mid-term and final.



SMC 130 01 General Studies in Civilizations I:
Ethnography: Interpretation and
Documentary Style (4 Units)

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

General Education: Humanities

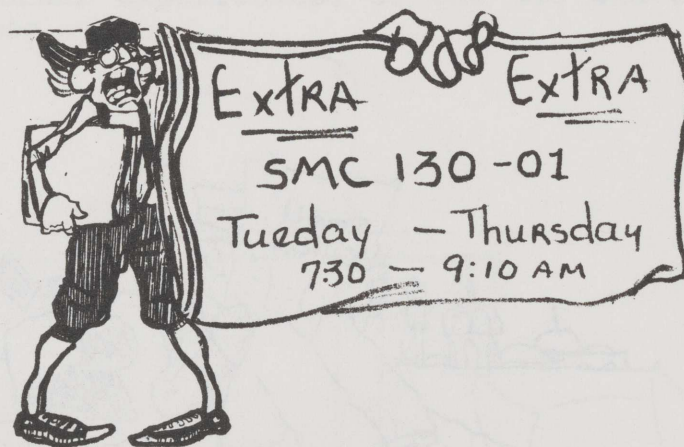
General Studies: Humanities: Critical Discipline

Area of Concentration: Civilizations

10 Weeks

This course deals with the role of interpretation--by the author or filmmaker and by the audience--in filmed and written documentaries. The documentary, like works of fiction, communicates its message by making use of stylistic conventions. The communication of fact requires interpretation in two stages: first, in the act of discovery and then in the communication of these observations. Students will compare and analyze this process in several films and written works. Additional readings will focus on theories of communication, interpretation, and rhetoric.

Course requirements: a filmviewer's journal, written exercises in the use of style and a take-home final exam.



SMC 132-01 General Studies in Civilizations II:
Creativity and the Work Ethic
(4 Units)

R. Vanterpool
MW 11:10-12:50
SC E-149
W/A Offered

General Education: Humanities
General Studies: Humanities

Area of Concentration: Civilizations

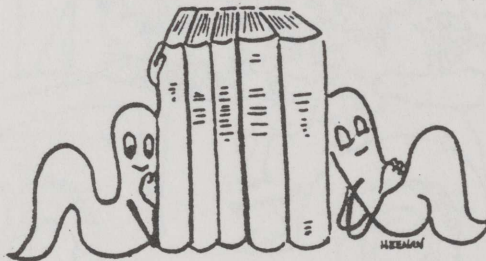
10 Weeks

What is the function and meaning of work in human society? Work is usually examined from an economic or a religious viewpoint. But all too often we are left with conflicting views of work as noble, or a necessary evil, or alienating, or futile.

In this course, however, we will take a different (and more playful) approach to work. We'll study work from the standpoint of creativity in order to develop imaginative responses of our own. We will take up such questions as: To what extent, if at all, is work an expression of personality? Does work provide us with self-worth and meaning in life?

A major goal of the course is to encourage imaginative problem-solving. This is a hands-on approach to the study of the subject matter; as a student you will have the chance to explore and invent possibilities by use of your own creative skills. You will have the opportunity to create a work product which relates to the work ethic theme. Examples of creative works include, but are not necessarily limited to: creative dialogues, skits, montages, poetry, and short stories.

Ample use will be made of guest lecturers from various professions, and of audio-visual material. If you like putting ideas to work, this is your kind of class.



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

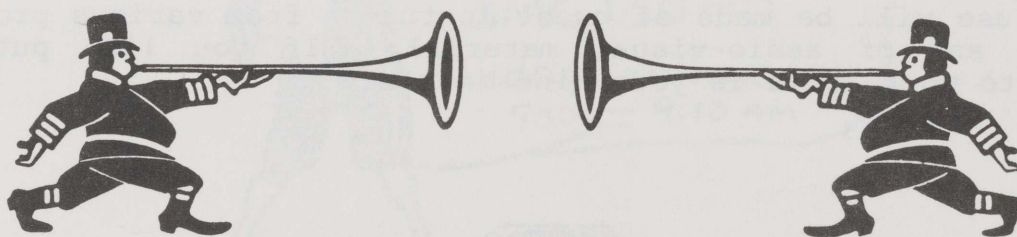
J. Webb
TTh 1-2:40 pm
SC E-149
W/A Offered

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.



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.

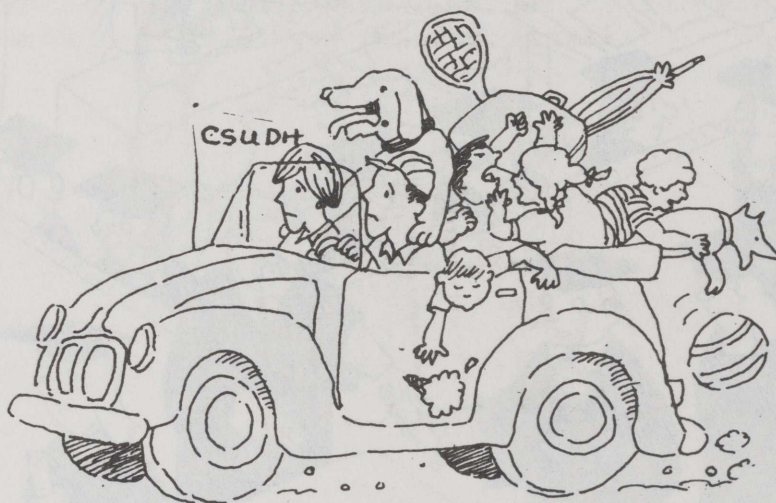
When the faculty member agrees to supervise the independent study, the student will then fill out the Small College Independent Study Agreement form which will describe the project. This form will be signed by both the student and the faculty member; the faculty member will also sign a card for the student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

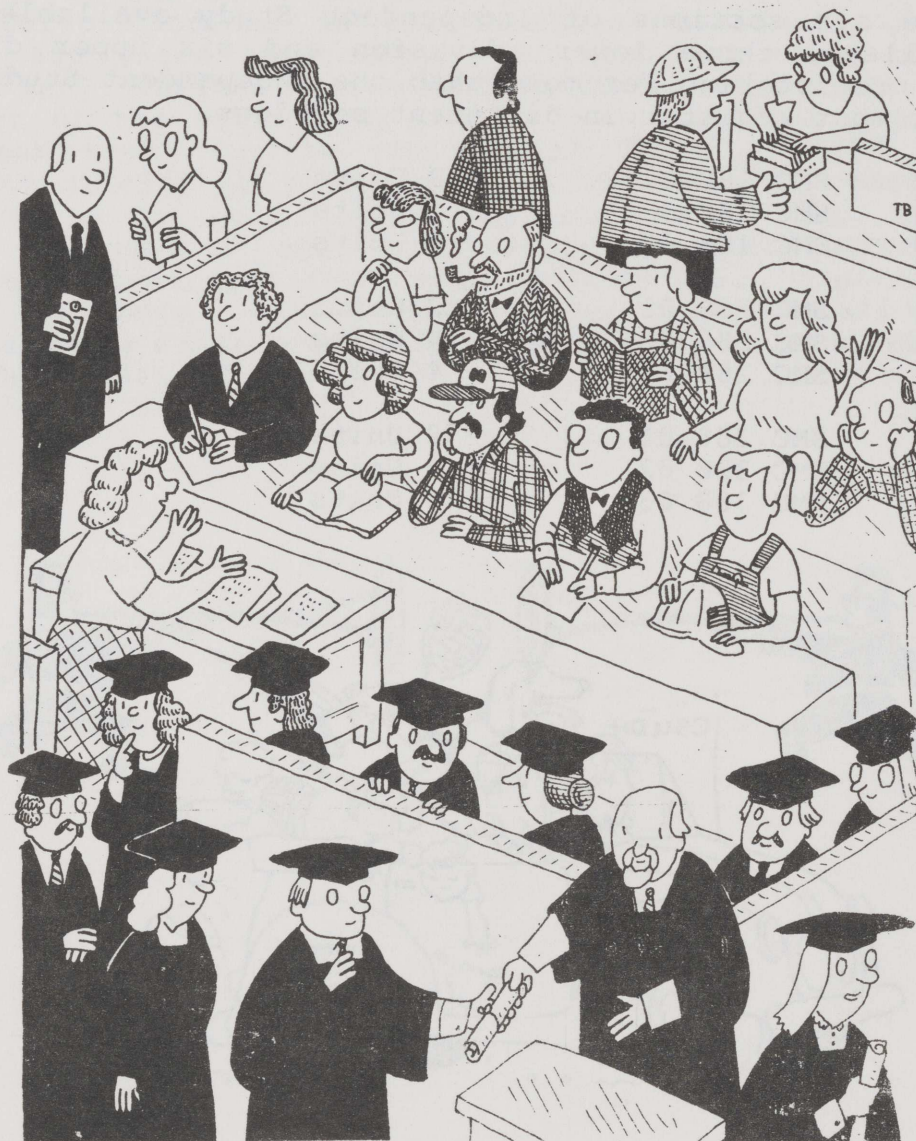
SMC 388 01	2 Units
SMC 388 02	4 Units
SMC 388 03	4 Units



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: Survey Methods in Social
Sciences (4 Units)

E. Bryan
TTh 11:10-12:50
SC E-145

Area of Concentration: Human Studies (methods)

10 Weeks

Survey Research is a method used by social scientists, business persons, governmental officials and agency personnel to test theories, describe trends and assess program effectiveness.

In this course students will "learn by doing" as they follow the research steps involved in conducting a survey, from defining the problem to data analysis. Practical skills will be acquired as students learn to draw samples, design questionnaires and conduct interviews.

Text: Backstrom, Survey Research

Students will be assessed and graded upon weekly exercises.



SMC 220 02 Interdisciplinary Topics in Human
Studies: Counseling and the Changing
American Family (4 Units)

E. Bryan
TTh 2:50-4:30
SC E-149
W/A Offered

Area of Concentration: Human Studies (Topics)

10 Weeks SAME AS SOC 204 02

While the impact of recent marriage and divorce trends has yet to be felt, we are witnessing a slowdown in the rate of first marriages, a decrease in rate of marriage after divorce accompanied by an increase in divorce. Is the "American" family going to survive? Just as the extended family was replaced by the nuclear family, is the nuclear family being replaced by single parent family or "transitional living arrangement?"

Is marriage becoming a part-time career, a phase in one's life cycle, rather than a lifetime status that is synonymous with being adult? If so, what role does counseling play in preparing adults in adapting to such changes? How will increasing communications, teaching married folks how to relate to each other provide answers to changing societal definitions of marriage and divorce? These and other related questions will be addressed in this course which examines the relationship between counseling strategy and the changing American family.



SMC 220 04 Interdisciplinary Topics in Human
Studies: Greek and Roman Thought
(4 Units)

J. Grabiner
TTh 9:20-11
SC E-145
W/A Offered

General Education: Social Sciences

Area of Concentration: Civilizations
Human Studies (Topics)

10 Weeks SAME AS HIS 250 01 - THE ANCIENT WORLD

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

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

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

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



SMC 230 01 Interdisciplinary Topics in Civil-
izations: Greek and Roman Literature
(4 Units)

L Feuer
MW 1-2:40
SC E-145
W/A Offered

General Education: Humanities

Area of Concentration: Civilizations

10 Weeks

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

We strongly recommend that you take this course in conjunction with SMC 220-04, Greek and Roman Thought; materials from one class will be of great value to your study of the other, though the courses are self-contained and may be taken independently.

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



SMC 230 02 Interdisciplinary Topics in Civil-
izations: The Industrial Revolution
and Its Social Impact (4 Units)

D. Heifetz
MW 2:50-4:30
SC E-145
W/A Offered

General Education: Social Science
Humanities

Area of Concentration: Human Studies (Topics)
Civilizations

10 Weeks SAME AS HIS 238-02

What is an Industrial Revolution? What causes such a revolution? What did the Industrial Revolution mean for the average citizens of the newly industrialized nations of Western Europe and the U.S. in the late 18th and during the 19th centuries? Are we in the midst of a second Industrial Revolution today?

This is a course about the social impact of industrialism in Western Europe and the U.S. in the years between 1760 and 1900. We shall look particularly at how the Industrial Revolution affected the ordinary people of this period--particularly as to how they ate, lived, and died, and we shall, in the last week of the course, examine the "high tech" phase of the revolution which is affecting us today.

The workload will be reading three to six books, several articles, doing two short 3-5 page papers, and taking a final exam. Classroom discussion will be encouraged.



SMC 230 03 Interdisciplinary Topics in Civil-
izations: The Quest--Journey of
Self-Discovery (4 Units)

M. Sutton
TTh 1-2:40
SC E-145
W/A Offered

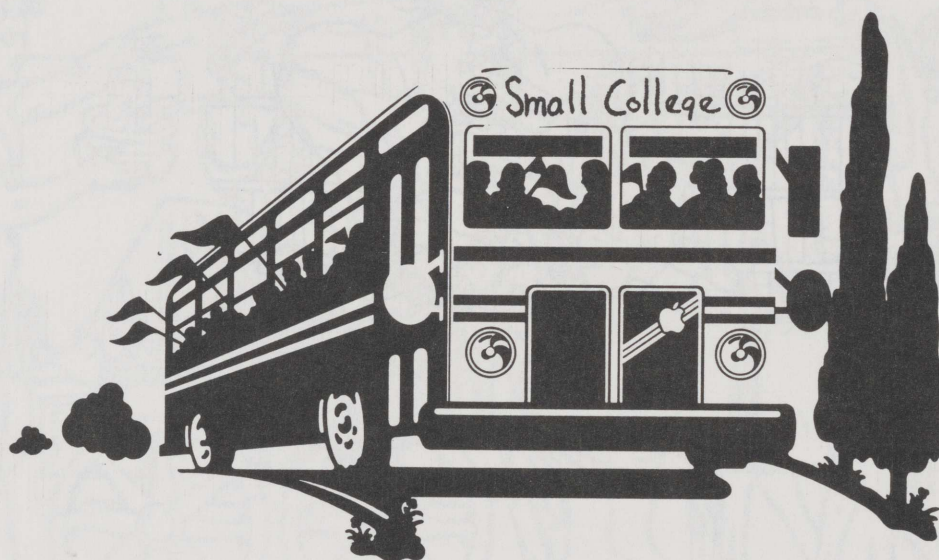
General Education: Humanities

Area of Concentration: Civilizations
Human Studies (Topics)

10 Weeks

Short stories, novels, poems, and plays are frequently presented in the form of a journey or quest. As the main character moves through a series of external experiences, he or she often recognizes an internal transition, perhaps a movement from innocence to experience, or from ignorance to education, or from confusion to a sharper sense of personal or ethnic identity. In each case, the outward journey is paralleled by an inner quest for self-discovery.

This course will examine the use of the quest motif as a literary and psychological pattern for self-discovery. We will begin by examining literary approaches to self-knowledge in contemporary song lyrics, poems, and short fiction as well as psychological interpretations of the archetype of the quest. Then, we will turn to some early forms of the quest motif in the folktale, riddle, pilgrimage, romance, and meditation. This study will provide a basis for our exploration of several novels of self-discovery; some quite contemporary, others from a past age. The novels will exemplify varied emphases in the journey of self-discovery--ethnic, religious, and educational.



SMC 230 04

Interdisciplinary Topics in Civil-
izations: Sexuality, Culture, and
Literature (4 Units)

K. McMahon
TTh 9:20-11
SC E-143
W/A Offered

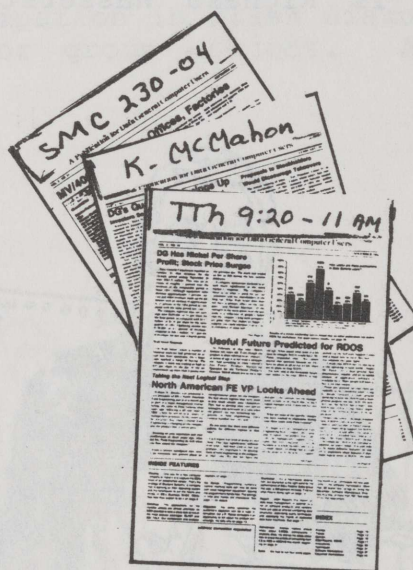
Area of Concentration: Civilizations
Human Studies (Topics)

10 Weeks

"Something important and frightening had been left out of my education--a way of looking at male-female relations, at sex, at strength, and at power. Never one to acknowledge my vulnerability, I found myself forced...to look it squarely in the eye."

Susan Brownmiller

In this course, through literature, we will examine sexuality as a cultural dynamic. One goal of the course will be to become adept at "reading" manifestations of sexuality as an expression of relations of power in our society. Another goal will be to come to an understanding or to derive a hypothesis about why particular relations of power as sexuality should exist in our culture and in our lives. We will read six authors, three men and three women. The instructor will provide theoretical positions on questions of sexuality, power and culture through lectures. The course will be conducted primarily as a discussion. Students will be expected to keep a journal related to the readings and course content. There will be a take-home essay type mid-term and final exam.



SMC 230 05 Interdisciplinary Topics in Civil-
izations Moral Issues and the Law
 (4 Units)

R. Vanterpool
MW 9:20-11 am
SC E-145
W/A Offered

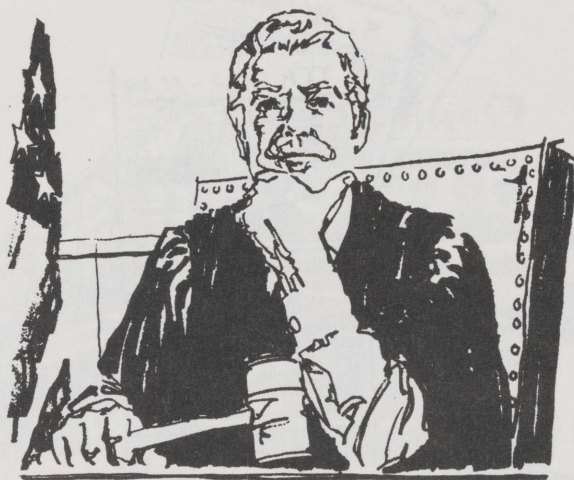
Area of Concentration: Civilizations
 Human Studies (Theory)

10 Weeks

Certain forms of expression such as obscenity, pornography, and prostitution are regarded as generally immoral. However, does the immorality of specific forms of behavior justify making such behavior illegal? To what extent can the law intrude upon a person's privacy? These are questions which force us to address the basic guarantees of free speech on the one hand, and censorship on the other hand. They are questions which pose serious challenges, and the law intervenes in an attempt to resolve the dispute.

Since this topic touches upon issues in such areas as law, philosophy, religion, and ethics, we will take an interdisciplinary approach. In order to blend theory with practice, use will be made of actual legal decisions to determine the courts' reasoning in cases where conduct was declared morally offensive. The primary focus of these cases will be on the enforcement of sexual morality. But the study naturally lends itself to consideration of related issues in other so-called "victimless crimes."

No prior knowledge of ethics, or law is assumed. The main text for the course is Richard Wasserstrom's, Morality and the Law.



SMC 230 06 Interdisciplinary Topics in Civil-
izations: Children's Literature:
A Psycho-Social Exploration
(4 Units)

J.Gross/S.Brow
MW 4:40-6:20
SC K-147
W/A Offered

Area of Concentration: Civilizations
Human Studies (Topics)

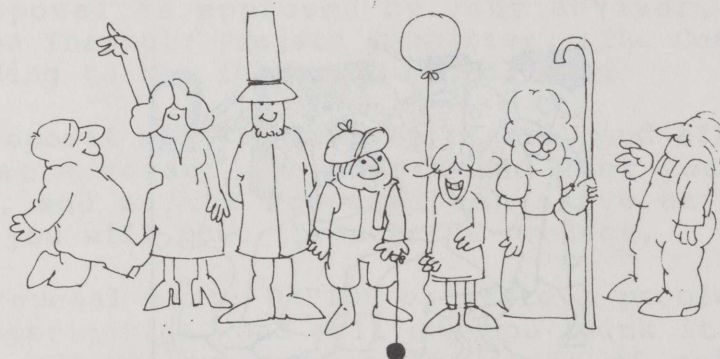
10 Weeks

Traditionally, stories have served as an important means of increasing a people's knowledge of their culture. Throughout the world today, folk stories still serve as the staples of children's literary experience, functioning as instruments of development and socialization.

In this course, we will explore children's literature from a psychological and social perspective. The course will focus on the socializing force of fairy tales, myths and legends, fables, ballads and romances, epics, fantasy, and fiction. It will examine the ways in which cultural expectations and sanctions are imparted to children via the imaginary realms of the story world. Attention will be given to the conflicts arising from differing views of societal or human needs.

Students will read representative stories from various cultures. They will consider the cultural messages transmitted by these works, including ethics, morals and values, and the conventions of role and social interaction.

In addition to assigned readings, requirements for the course will include participation in class discussions and presentation of an individual or group project. An essay final will be given.



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

K. Gash
TTh 9:20-11
SC E-157
W/A Offered

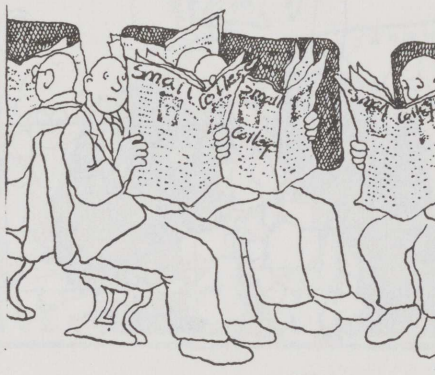
Area of Concentration: Science, Technology,
 and Society

The sum total of scientific learning and its applied technology in the world today is staggering. How does the ordinary citizen deal with the issues that appear in the media concerning "science", whether they are about science or "pseudoscience." In this course, students will examine the methodology of scientific reasoning and apply this methodology to the evaluation of a number of currently popular pseudoscientific ideas such as astrology, creationism, pyramid power, psychic detective work, and ancient astronauts. If these ideas are to attract the serious attention of the scientific community, they should be able to withstand the tests applied in science to validate its ideas.

The course is not designed to teach people to enter the scientific world as independent researchers nor is it intended to change people's cherished beliefs. It is designed to provide students with tools and methodologies which they can use to come to some independent decisions about issues which may have direct effect on their lives, especially if these issues claim to have a basis in scientific reasoning.

The course will require that students participate in classroom discussions based on reading and other assignments, write two short papers, take a mid-term and final examination. The texts for the course are:

Science and Unreason by Radner and Radner
Understanding Scientific Reasoning by Ronald Giere



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 examine 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 be your Thematic Project Advisor, to guide you on your Project Proposal. After your Proposal is approved by 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 the following:

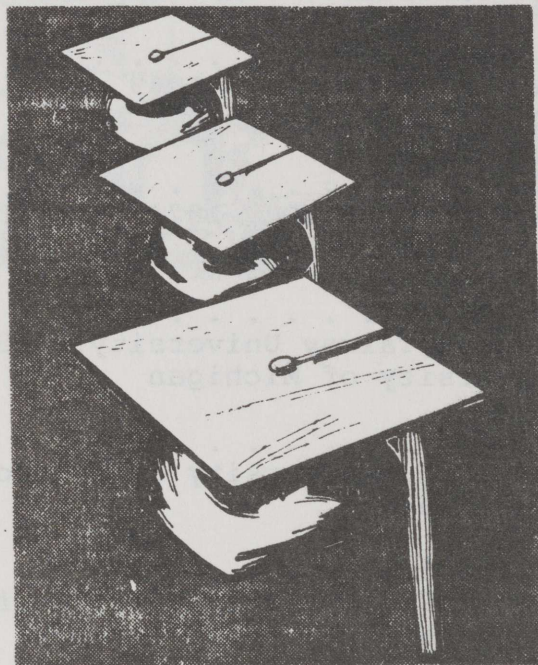
1. A cover page indicating the project title, the proposed completion date (approximate), the name of the student, and the name--and signature--of the Thematic Project Advisor. The Advisor's signature signifies his/her approval of the Proposal and judgement that it meets the criteria for acceptable Thematic Projects.
2. A 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⁽ⁱ⁾ 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 other 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)

5. Statement, approved by the advisor, or the proposed range of units the student will expect for each part of the Thematic Project⁽¹¹⁾:

- a. Proposal
- b. Coursework
- c. Fieldwork/Research
- d. Final Product

NOTES

- (i) 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 work done earlier will contribute to those done later.
- (ii) Except in the case of coursework, the advisor must provide a written "Advisor's Justification of Units" which will explain and describe the basis on which the units were assigned. In general, one quarter's work by a student in a normal-intensity course can be used as a 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 educational experiences he/she has, and the amount of intellectual growth he/she shows.



SMALL COLLEGE FACULTY

- BROWN, SYLVIA F. (1983) Lecturer
B.A., 1971, M.Ed., 1975, Ph.D. Candidate, University
of California, Los Angeles
- BRYAN, DEXTER EDWARD (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
- GRABINER, JUDITH V. (1972). Professor
B.S., 1960, University of Chicago; M.A., 1962,
Radcliffe College; Ph.D., 1966, Harvard University
- GROSS, JACQUELYN W. (1983). Lecturer
B.A., 1950, M.Ed., 1977, Ed.D., 1982, University of
California, Los Angeles
- HEATH, DEBORAH A. (1983). Lecturer
B.A., 1974, Reed College; M.A., 1978, University of
Minnesota; Ph.D. Candidate, Johns Hopkins University
- 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
- HSIUNG, CHI-HUA WU (1972) Professor
B.S., 1954, National Taiway University; M.S., 1957,
Ph.D., 1972, University of Michigan
- McMAHON, KATHRYN (1982) Lecturer
B.A., 1976, M.A. 1979, University of California,
Irvine; Ph.D. Candidate
- SCHWARZMANN, JUNE (1980). Lecturer
B.A., 1976, M.A., 1979, University of California,
Irvine; Ph.D. Candidate

- SMITH, GREGORY L. (1968).Professor
 B.A., 1956, Reed College; Ph.D., 1968, University of
 Washington
- SUTTON, MARILYN P. (1973)Professor
 B.A., 1965, University of Toronto; M.A., 1969,
 Ph.D., 1973, Claremont Graduate School
- VANTERPOOL, RUDOLPH V. (1976).Lecturer
 B.A., 1971, Wheaton College; M.A., 1973, Southern
 Illinois University; Ph.D., 1976, Southern Illinois
 University
- WEBB, JAMIE L. (1975)Assistant Professor
 B.A., 1968, Colorado College; M.S., 1971,
 Ph.D., 1978, University of Arizona



