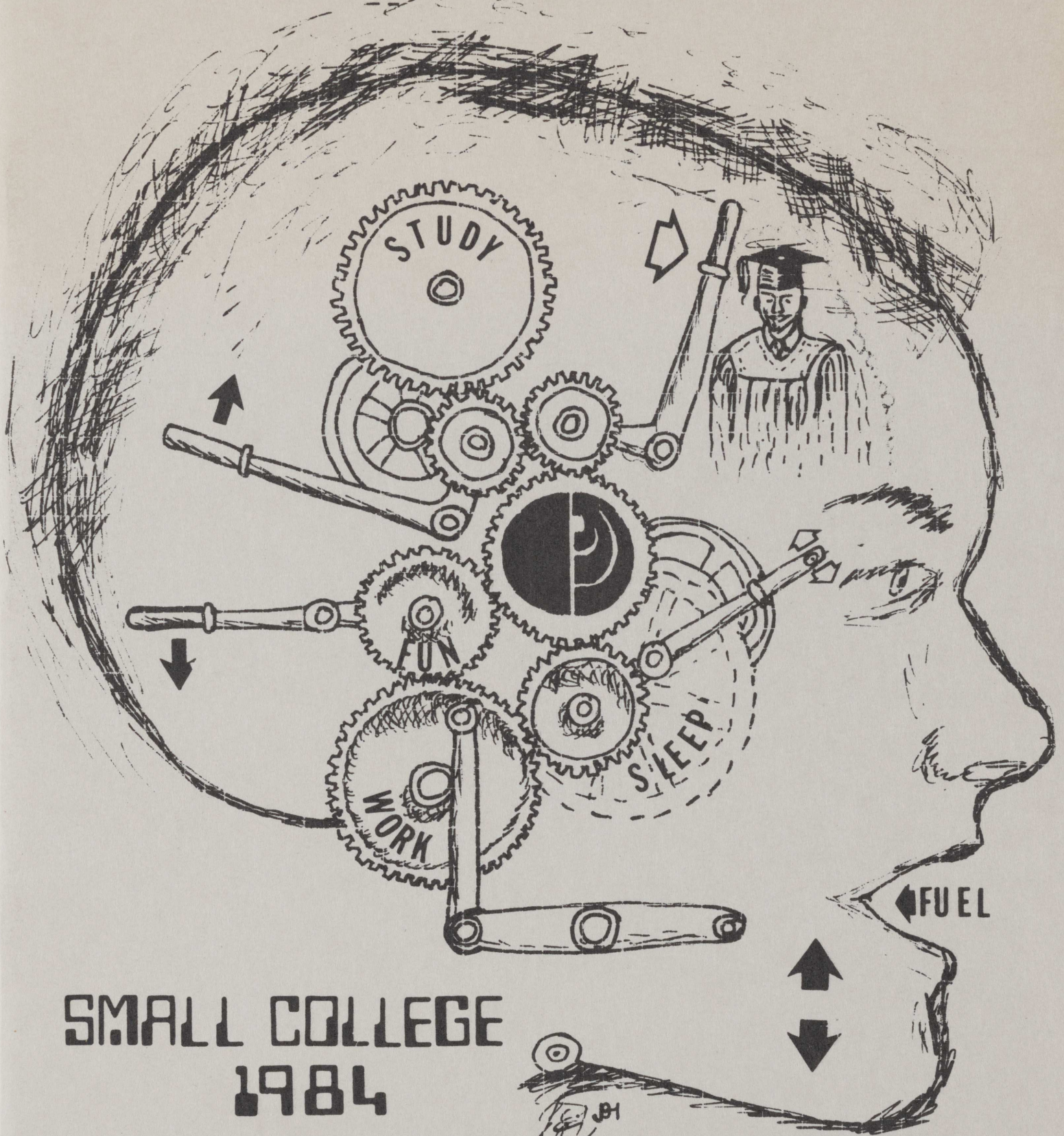


WINTER QUARTER CATALOG



SMALL COLLEGE
1984

California State University Dominguez Hills

This Small College Catalog is produced each quarter for use by students, faculty 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 (213) 516-3649.

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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:

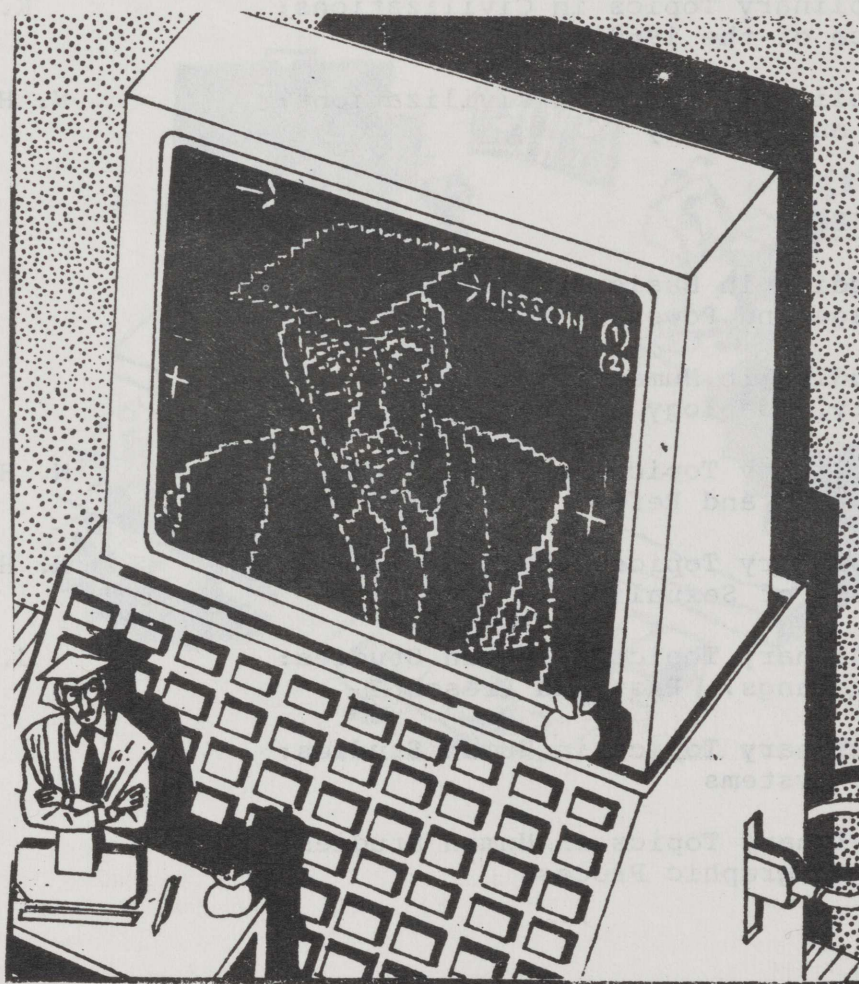
1. A minimum of 36 units divided into the three main areas

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 II: K. McMahon
Creativity and Mass Culture
- Interdisciplinary Topics in Civilizations: M. Sutton
What the Medium Does to the Message:
Oral, Print & Visual Modes
- Interdisciplinary Topics in Civilizations: D. Heifetz
Witchcraft, Magic and the Decline of
Religion in Early Modern England
- Interdisciplinary Topics in Civilizations: K. McMahon
America of the 1960's
- Interdisciplinary Topics in Civilizations: N. Hollander
Women and History

HUMAN STUDIES

- General Studies in Basic Skills I: D. Heath
Language and Power
- General Studies in Human Studies I: D. Heath
Society, Ideology and Healing
- Interdisciplinary Topics in Human Studies: N. Hollander
Revolution and Reform in Central America
- Interdisciplinary Topics in Human Studies: N. Hollander
Ideology of Sexuality in Film
- Interdisciplinary Topics in Human Studies: J. Quicker
Street Gangs: Past and Present
- Interdisciplinary Topics in Human Studies: A. Ryave
Belief Systems
- Interdisciplinary Topics in Human Studies: D. Heath
The Ethnographic Process

SCIENCE, TECHNOLOGY AND SOCIETY

General Studies in Science, Technology and
Society: Perception

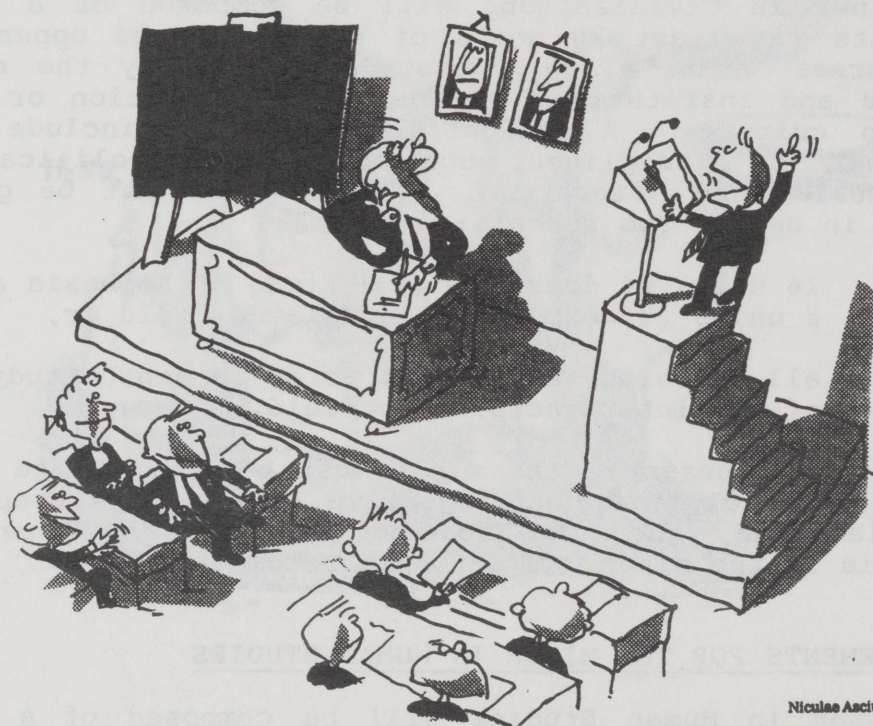
R. Hsiung

Interdisciplinary Topics in Science, Technology
and Society: The Rise of Science and
Technology in the Modern World

J. Grabiner

GENERAL STUDIES

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



Nicolae Asciu

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.

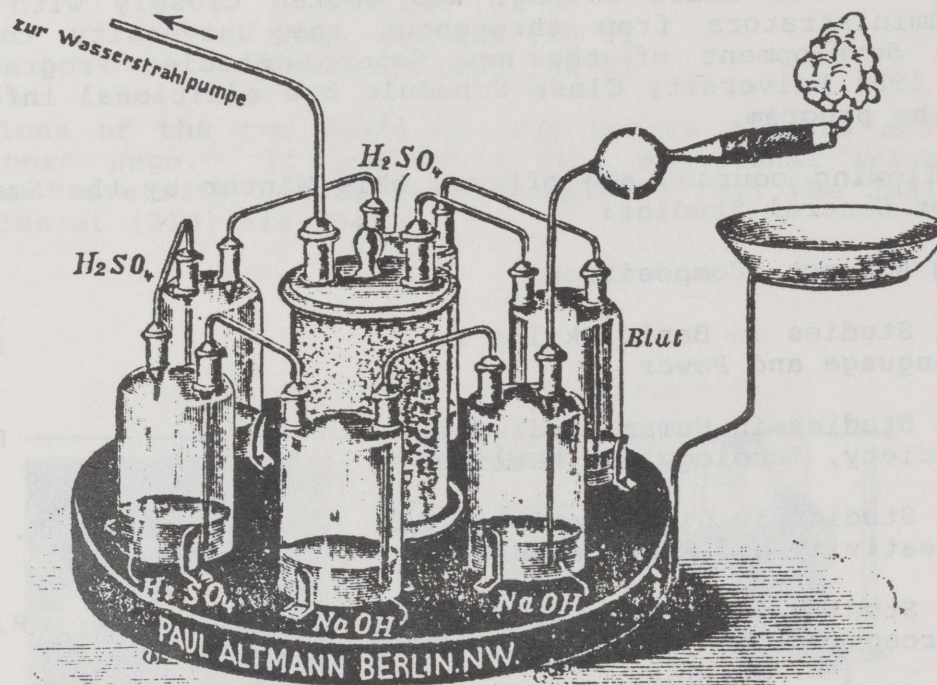
At least 2 courses in the minor must be appropriate Small College interdisciplinary, integrative courses. Appropriate foreign language, such as Japanese with a Far Eastern History emphasis in the minor, is strongly recommended.

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 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 Winter 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 Winter 1984 University Class Schedule has additional information about the program.

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

Writing Adjunct (Composition)	Staff
General Studies in Basic Skills I: Language and Power	D. Heath
General Studies in Human Studies I: Society, Ideology and Healing	D. Heath
General Studies in Civilizations II: Creativity and Mass Culture	K. McMahon
General Studies in Science, Technology and Society: Perception	R. Hsiung

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. For further information, students should consult with their mentors.

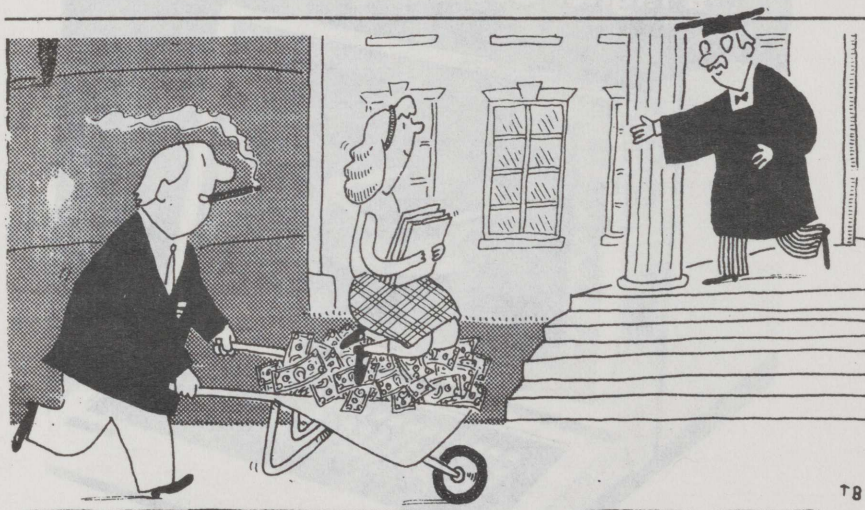
HONORS PROGRAM

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 and Sophomore students who have a combination of an excellent high school grade point average and superior scores on the college entrance examinations. The program, which started in the fall, provides 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 Winter, four classes have been designated as Honors sections:

HISTORY 100 02
ENGLISH 101 06
SMALL COLLEGE 110 01
SMALL COLLEGE 130 01

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) 516-3649.



HONORS PROGRAM

SMC 110 01 General Studies in Basic Skills I: K. Gash
Microcomputers and Logic (4 Units) TTh 9:20-11:00 am
SC E-149

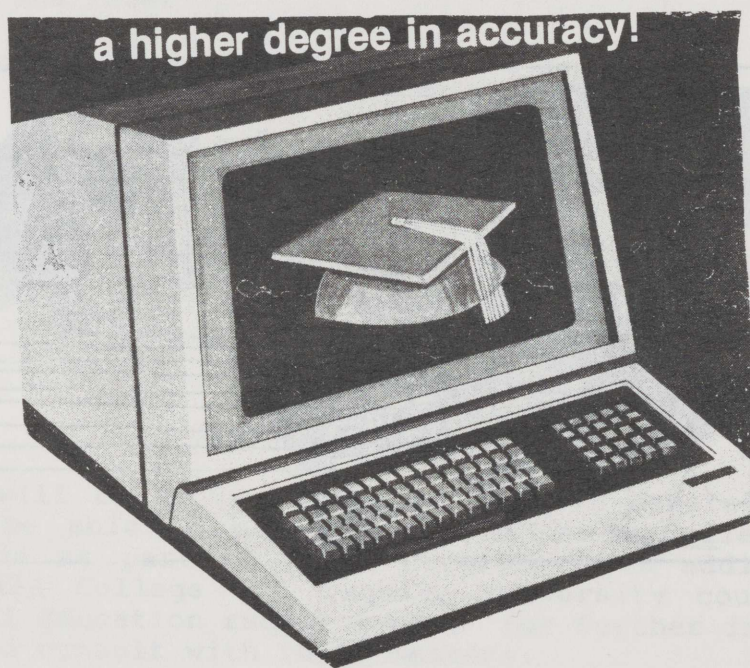
General Studies: Basic Skills (Logical/Critical Reasoning)

Area of Concentration: Science, Technology and Society

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 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 computer may find that this course will assist them to make more efficient use of this powerful "thinker toy."



HONORS PROGRAM

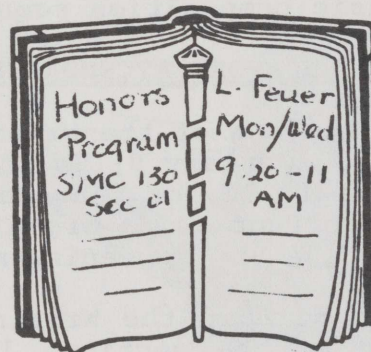
SMC 130 01 General Studies in Civilizations I: L. Feuer
Literature as Evidence of Social Values MW 9:20-11 am
(4 Units) SC E149

W/A Offered

General Studies: Humanities (Critical Discipline)

Area of Concentration: Civilizations
Human Studies (Methods)

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.



WRITING ADJUNCT

SMC 107 01/02	<u>Writing Adjunct</u>	Staff M 4:40-5:30 pm SC E-145
SMC 107 03/04	<u>Writing Adjunct</u>	Staff T 9:20-10:10 am SC E-157
SMC 297 01/02	<u>Writing Adjunct</u>	Staff W 8:10-9:00 am SC E-145
SMC 297 03/04	<u>Writing Adjunct</u>	Staff TH 4:40-5:30 pm SC E-145
SMC 298 01	<u>Writing Adjunct</u> <u>Competency Certificate</u> (2 Units)	Staff W 4:40-6:20 pm SC E-145

General Studies: Basic Skills

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, January 9; Tuesday, January 10; Wednesday, January 11; or Thursday, January 12, is most important as an organizational, information and screening meeting.

Students who wish to enroll in the Writing Adjunct Winter Quarter should select one of the sections listed above and should arrange their schedules so that they will be free for class at that time all quarter. In addition to coming to the class

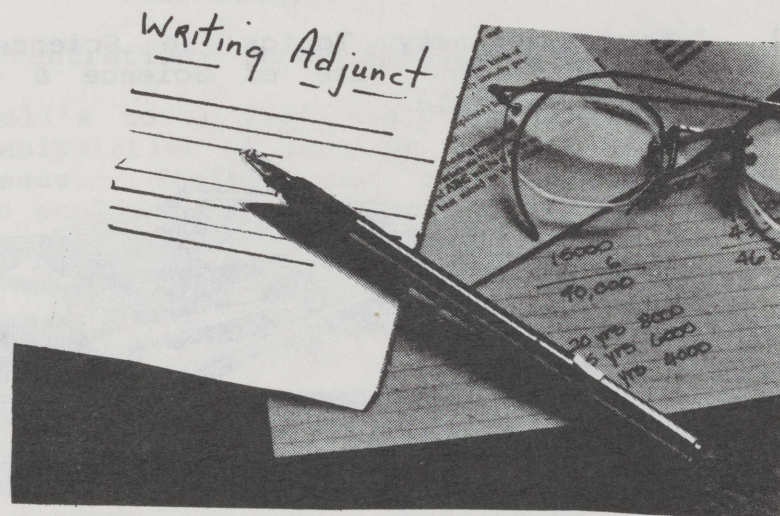
meetings, students should be sure that they can be available for a weekly 20 minute tutorial meeting.

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 110 02 General Studies in Basic Skills I: Language and Power
- SMC 120 01 General Studies in Human Studies I: Society, Ideology and Healing
- SMC 130 01 General Studies in Civilizations I: Literature as Evidence of Social Values
- HONORS
- SMC 150 01 General Studies in Science, Technology and Society: Perception
- SMC 220 01 Interdisciplinary Topics in Human Studies: Revolution and Reform in Central America
- SMC 220 03 Interdisciplinary Topics in Human Studies: Street Gangs: Past and Present
- SMC 220 04 Interdisciplinary Topics in Human Studies: Belief Systems
- SMC 220 05 Interdisciplinary Topics in Human Studies: The Ethnographic Process
- SMC 230 02 Interdisciplinary Topics in Civilizations: Witchcraft, Magic and the Decline of Religion in Early Modern England
- SMC 230 03 Interdisciplinary Topics in Civilizations: America of the 1960's
- SMC 250 01 Interdisciplinary Topics in Science, Technology & Society: The Rise of Science & Technology in the Modern World



SMC 006 01 Intensive Writing Skills Workshop
(4 Units)

M. Paieda
TTh 11:10-12:50

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 02 General Studies in Basic Skills I:
Language and Power (4 Units)

D. Heath
MW 7:30-9:10 am
SC E-157

General Studies: Basic Skills (Logical/Critical
Reasoning)

W/A Offered

Area of Concentration: Human Studies (Theory)

George Orwell's novel 1984 deals with the abuse of power and with the manipulation of language to keep power out of the hands of the masses. Taking Orwell's book as its starting point, this course explores, on the one hand, how language and ideology reflect the nature of society, and, on the other hand, how they may be used to produce and maintain social inequality.

After examining how to construct an argument in terms of rules of logic, students will learn how to apply the rules of rhetoric--the art of persuasion--to their analysis of argument. We will investigate the political uses of language both at the level of mass communications and at the level of everyday interaction. Issues to be covered include propaganda, language and ethnicity, language and class, and gender stereotypes.

SMC 120 01 General Studies in Human
Studies I: Society, Ideology
and Healing (4 Units)

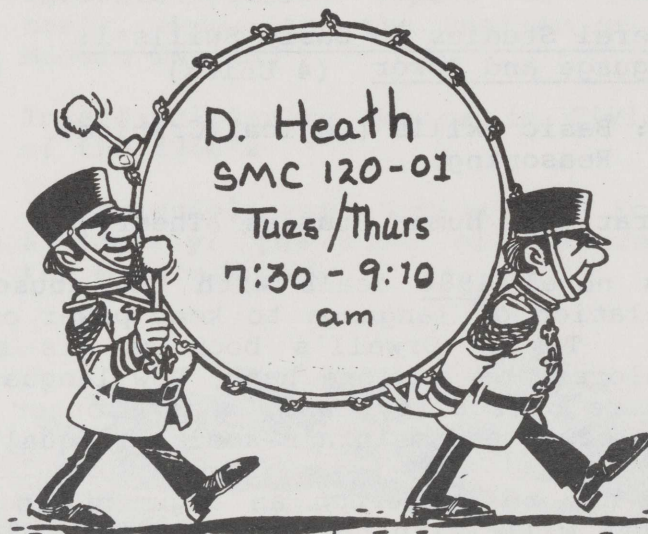
D. Heath
TTH 7:30-9:10 am
SCC E-149
W/A Offered

General Studies: Social Sciences (Groups & Society)
Area of Concentration: Human Studies (Topics)

What do faith healing, exorcism, and Western medicine have in common? In every society healing practices are shaped by commonly held ideas about social life, sickness, and death. These belief systems, in turn, reflect the social and economic institutions of society.

This course offers a critical investigation of Western scientific medicine and of magico-religious approaches to health, both in other cultures and in our own. Films, readings, and student fieldwork will contribute to a cross-cultural understanding of the ideological and institutional context of healing.

Students will write two short papers, one of them based on student on-site research.



SMC 132 01 General Studies in Civilizations II: K. McMahon
Creativity and Mass Culture (4 Units) MW 1-2:40 pm
SC E-149

General Studies: Humanities (Creativity)

Area of Concentration: Civilizations

In this course 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. In order to better understand the meaning of creativity in our society, we will consider the role of the artist from a cross-cultural perspective. Course materials include readings, slides, video, and film. Requirement for the course include a creative project and an essay type midterm and final exam.

Readings: Walter Benjamin, Illuminations
John Berger, Ways of Seeing
Eduardo Galeano, "The Revolution as Revelation"

Video: Ways of Seeing
Shock of the New

Film: Man With a Movie Camera

Slide Presentation: The Role of Culture in the New Nicaragua

SMC 150 01 General Studies in Science, R. Hsiung
Technology and Society: Perception MW 2:50-4:30 pm
(4 Units) SC E-149
W/A Offered

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

Area of Concentration: Science, Technology and Society

This course deals with the fundamental processes that lead to "seeing." Topics included are the anatomy and physiology of the human eye, structure and biochemistry of the retina, physical properties of light image formation; optical systems; theory of color vision, visual defects; visual illusions; role of experience in interpreting stimuli, such as the influence of culture on visual perception.

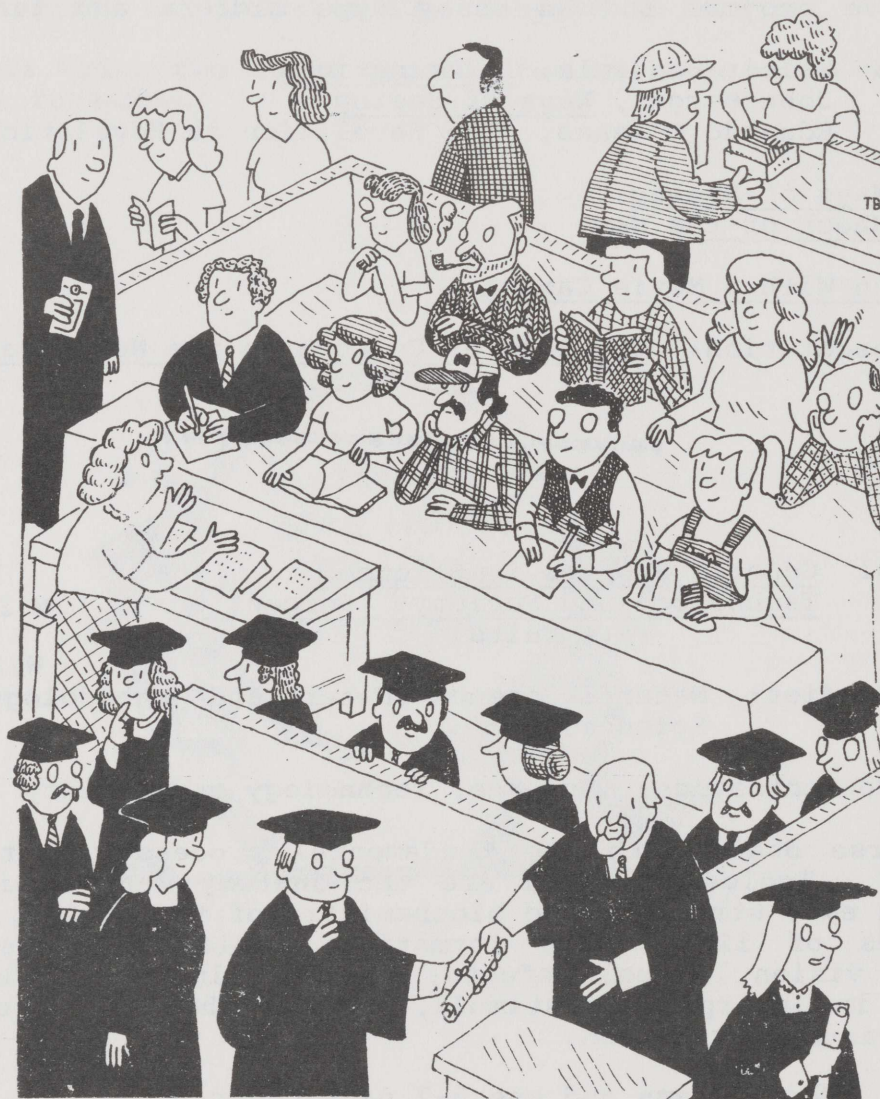
Workload: Three exams and one 5-7 page paper.

SMC 207 01 Peer Tutoring in Writing (1-2 Units) D. Heifetz
TBA

General Education: Basic Subjects

10 Weeks

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



SMC 220 01 Interdisciplinary Topics in
Human Studies: Revolution
and Reform in Central America
(4 Units)

N. Hollander
TTh 11:10-12:50 pm
SC E-149
W/A Offered

Area of Concentration: Human Studies (Topics)

Same as HIS 238 01

Find out the historical roots of the recent invasion of Grenada and learn about why the Nicaraguan and Cuban Revolutions have been a thorn in the side of the U.S. government for years. Read the background of the current civil war in El Salvador and why that tiny country has become one of the cornerstones of U.S. foreign policy under the Reagan administration. Central America has a long history of frustrated economic development and social tensions, and we will examine this history, as well as the traditional relationship between the United States and Central America. We will assess the political opinions which are open to Central Americans as strategies to deal with intensifying economic, social and political crisis in the region. The class will be held in a seminar discussion format, with guest speakers and films on Central America.

Requirements include assigned reading, participation in class discussions, a paper and a final.



SMC 220 02 Interdisciplinary Topics in
Human Studies: Ideology of
Sexuality in Films (4 Units)

N. Hollander
TTh 2:50-4:30 pm
SC E-149

Area of Concentration: Human Studies (Theory)

Same as HIS 218 01

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.

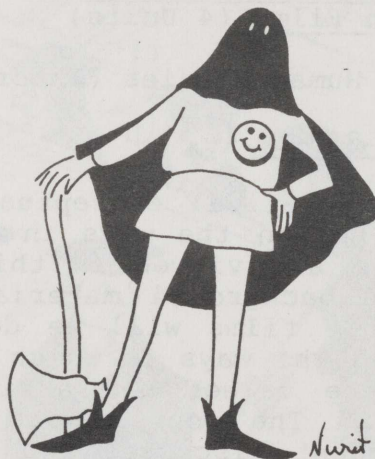
SMC 220 03 Interdisciplinary Topics in Human
Studies: Street Gangs: Past and
Present (4 Units)

J. Quicker
TTH 1-2:40 pm
SC E-149
W/A Offered

Area of Concentration: Human Studies

Same as SOC 204 02

In the past year, California, and Los Angeles in particular, has become the "gang capitol" of the United States. In this course, we will attempt to explain the changes that have occurred to bring about this situation and the form they have taken, and to propose suggestions for amelioration of the problem. Since street gangs can best be understood through an interdisciplinary approach, we will examine the philosophical, historical, humanistic and social factors in gang formation and perpetuation. Utilizing a historical perspective, we will look at the economic, political, ethical, cultural and social relationships gangs have had and continue to have. We will study the cultural conflict explanations for gang formations and see how the threads of economic and political realities play fundamental roles in the gang's perpetuation and growth. We will address the moral implications of life in the gang versus life in straight society, and question the options actually available to gang members. The "typical" gang member, "psychological anomaly" or average ghetto member will be discussed. We will focus on the political connections between gang leaders and various government agencies and explore the relationship between street gangs and prison gangs. Gang "experts" from the Los Angeles area will be utilized to supplement course content.



SMC 220 04 Interdisciplinary Topics in
Human Studies: Belief Systems
(4 Units)

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

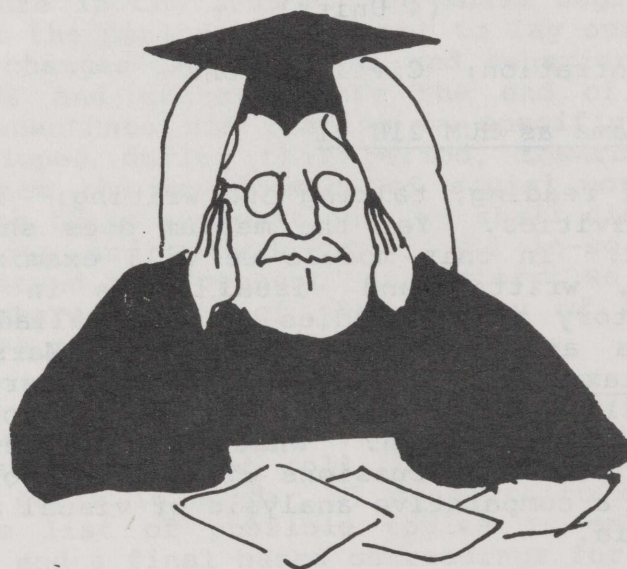
Area of Concentration: Human Studies (Theory)

Same as SOC 204 03

Belief systems are those organized systems of knowledge that humans use for identifying, describing and explaining the world about them. Belief systems range from astronomy to astrology, from physics to Azandi divination, from Jungian psychology to tarot cards, and so forth. In this class the guiding research question will be the search for features that are common to all belief systems, regardless of their content differences. Students will learn techniques for recognizing the internal coherency of systems of belief, however alien they might appear. In pursuit of a non-judgmental attitude, no particular belief system will be accorded a privileged status.

Course requirements will include reading and class discussion of assigned texts. In addition, each course participant will be required to select a belief system to personally investigate and report on (field research will be encouraged). The research paper will serve as the basic criteria for assigning a grade. Films and guest speakers will supplement the above activities.

Texts: Pearce, Joseph, The Crack in the Cosmic Egg
Kuhn, Thomas, The Structure of Scientific Revolutions
Castaneda, Carlos, Journey to Ixtlan
Polanyi, Michael, The Tacit Dimension



SMC 220 05 Interdisciplinary Topics in Human
Studies: The Ethnographic Process
(4 Units)

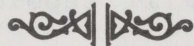
D. Heath
TTh 9:20-11 am
SC E-145
W/A Offered

Area of Concentration: Human Studies
(Theory & Methodology)

Same as ANT 275 01

What is an ethnography? It grows out of the ethnographer's attempts to observe, communicate with, and understand a group of people, and then to convey his or her findings through a final product: a film or a monograph. We will investigate this process of observation, interpretation and communication on three levels: 1) by viewing films and reading written ethnographies (the ethnographers' end products); 2) by reading ethnographers' reflections on their fieldwork experience (what ethnographers say they do); and 3) by carrying out student fieldwork projects (doing ethnography).

Texts: Laura Bohannan, Return to Laughter
Clifford Geertz, The Interpretation of Cultures
Paul Rabinow, Reflections on Fieldwork in Morocco
Peter J. Wilson, Oscar: An Inquiry into the Nature
of Sanity



SMC 230 01 Interdisciplinary Topics in Civil-
izations: What the Medium Does to
the Message: Oral, Print & Visual Modes
(4 Units)

M. Sutton
TTh 1:00-2:40 pm
SC E-143

Area of Concentration: Civilizations

Same as HUM 210 01

Listening and reading, talking and writing: ideas flow in each of these activities. Yet the medium does shape ideas as they are expressed. In this module we will examine the differences between oral, written and visual modes in song, literature, film and history with studies of the ballad, epic, folktale, drama, cinema and historical account. Marshall McLuhan's Gutenberg Galaxy will serve as a spring board for our discussions. We will explore such issues as what does a message gain/lose by oral transmission? What are the benefits of written transmission? Class discussions will extend to a study of visual literacy with a comparative analysis of visual media (TV, Cinema) and print media.

SMC 230 02 Interdisciplinary Topics in D. Heifetz
Civilizations: Witchcraft, Magic TTh 11:10-12:50 pm
and the Decline of Religion in SC E-143
Early Modern England (4 Units) W/A Offered

Area of Concentration: Civilizations
 Human Studies (Topics)

Same as HIS 258 01

Coincident with the Reformation of England, especially among the common people, there was a decline in faith towards the State Church and an increase in belief in the "irrational"-in witchcraft and magic. We shall examine the importance of magic and magical practices to 16th and 17th century Englishmen who lived in a time when constant pain and the threats of disease and death were omnipresent. We shall analyze the functions of belief systems in such a pre-industrial society and explore the interrelationships between religion and magical beliefs. And we shall conclude by examining the reasons for the "disenchantment" which began to occur in the middle of the 17th century.



SMC 230 03 Interdisciplinary Topics in K. McMahon
Civilizations: America of the 1960's MW 9:20-11 am
 (4 Units) SC E-143
 W/A Offered

Area of Concentration: Civilizations

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 1984.

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 04 Interdisciplinary Topics in Civil-
izations: Women & History
(4 Units)

N. Hollander
TTH 1-2:40 pm
SC E-145

Area of Concentration: Civilizations

Same as HIS 239 01

This course examines the roles of women in the family and in society from pre-industrial times to the present. The overview includes an analysis of the relationships which women have had with other women, men and children in their roles as wives, mothers and workers. There is an emphasis on the ways in which industrialization affected women of different social classes and how the ideology of true womanhood changed as we evolved from an agrarian to an industrial capitalist society. We will study the historical roots of woman's role today, as well as the forces which are responsible for continuity and change in the subordinate status which still characterizes woman's position in this society. Films, slide shows and video tapes will augment instructor's and class discussions of assignments.

Three texts on the history of women in the majority culture as well as the history of Black women will provide the basic readings. There will be a mid-term essay exam and a final.



SMC 250 01 Interdisciplinary Topics in Science,
Technology & Society: The Rise of
Science & Technology in the Modern
World (4 Units)

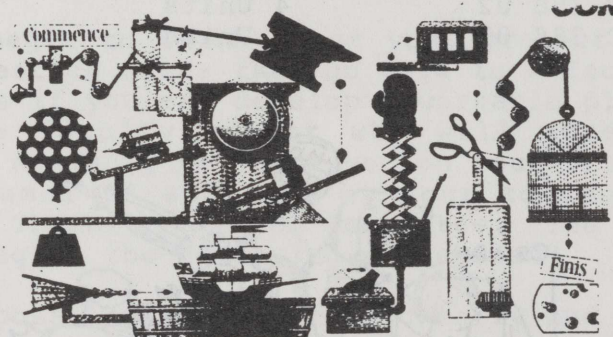
J. Grabiner
TTh 9:20-11 am
SC E-143
W/A Offered

Area of Concentration: Science, Technology & Society

Same as HIS 221 01

Nuclear weapons and computers are present realities whose social implications we need to understand; historians are people who think that understanding past developments gives valuable perspective on the present. This course will use the historian's perspective on the way science, technology, and society have interacted in the past to help understand how they interact now. Topics covered will include: the rise of modern science and its impact on western thought in the seventeenth and eighteenth centuries (the so-called Scientific Revolution); the Industrial Revolution; the rise of applied science and its economic and social effects in the 19th and early 20th centuries; the development and implications of the atomic bomb; and computers and society, with special attention to economic and social effects of the large-scale use of computers.

Student workload: extensive reading, two written reports, mid-term exam, final exam.



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.

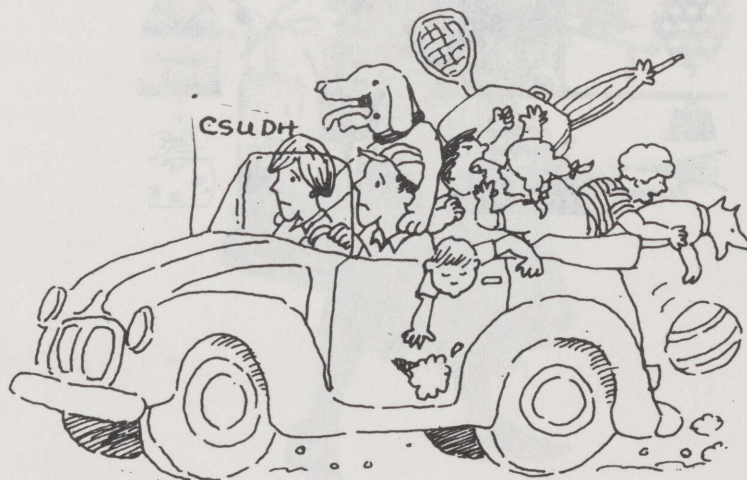
When the faculty member agrees to supervise the independent study, the student will then fill out the Small College Independent Study Agreement form which will describe the project. This form will be signed by both the student and the faculty member; the faculty member will also sign a card for the student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

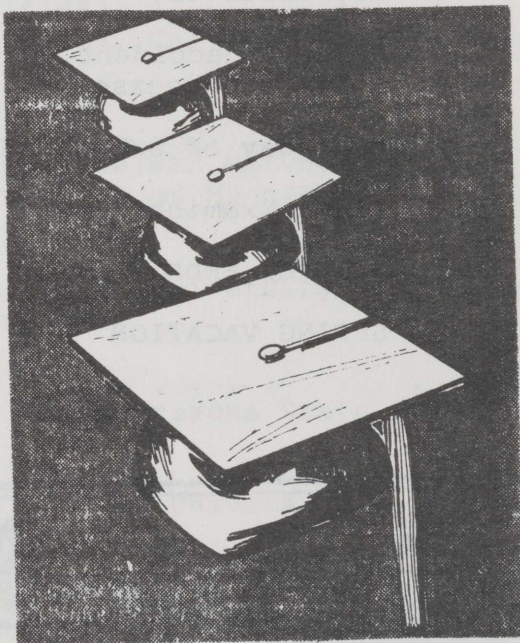
5. Statement, approved by the advisor, or the proposed range of units the student will expect for each part of the Thematic Project⁽ⁱⁱ⁾:

- 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.



IMPORTANT DATES

January 3, 4	Registration in person for all students
January 5	INSTRUCTION BEGINS
January 5	First day for late registration and change of program
January 19	Last day for refund of student services fee
January 23	Last day to begin late registration
January 25	Last day to change program without record of enrollment
January 25	Last day to complete late registration
January 26-February 22	Serious and compelling reasons required to drop a course
February 1	Last day for refund of non-resident tuition fee
February 20	ACADEMIC HOLIDAY (Washington's Birthday observed)
February 23-March 12	Serious accident or illness required to drop a course
March 12	Last day of scheduled classes
March 13-17	Final Examinations
March 19	QUARTER ENDS
March 20-25	SPRING VACATION



SMALL COLLEGE FACULTY

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

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

HOOVLER, PATRICIA J. (1983) Lecturer
B.A., 1981; M.A., 1983, California State University,
Dominguez Hills

HSIUNG, CHI-HUA WU (1972). Professor
B.S., 1954, National Taiwan University; M.S., 1957,
Ph.D., 1972, University of Michigan

McMAHON, KATHRYN (1982) Lecturer
B.A., 2976, M.A., 2979, University of California,
Irvine; Ph.D. Candidate

OPARNICA, MARIA (1983) Lecturer
B.A., 1978, M.A. 1980, Arizona State University

QUICKER, JOHN C. (1970) Professor
B.A., 1965, Ph.D., 1970, University of Colorado

RYAVE, ALAN (1969). Professor
B.S., 2964, M.A., 1966, Ph.D., 1973, University
of California, Los Angeles

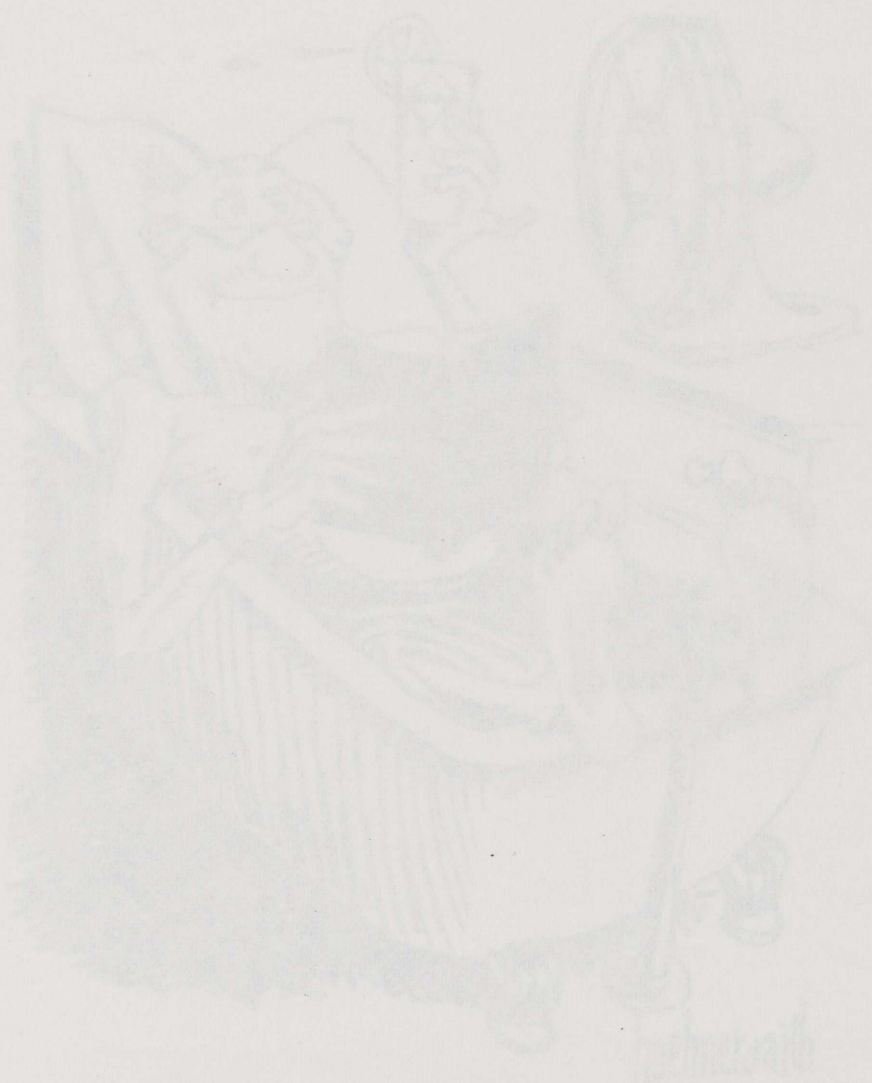
- SCHWARZMANN, JUNE (1980) Lecturer
B.A., 1976, M.A., 1983, California State University,
Dominguez Hills
- SMITH, GREGORY L. (1968). Professor
B.A., 1956, Reed College; Ph.D., 1968, University
of Washington
- SUTTON, MARILYN P. (1973) Professor
B.A., 1965, University of Toronto; M.A., 1969,
Ph.D., 1973, Claremont Graduate School



SCHLESINGER, DONALD (1904-1971) Professor
B.A., 1926, M.A., 1927, California Institute of Technology,
Pasadena, Calif.

SMITH, BRUCE A. (1904-1971) Professor
B.A., 1926, Yale College; Ph.D., 1931, University
of Washington

STERN, HENRY P. (1912-1971) Professor
B.A., 1935, University of Toronto; M.A., 1937,
Ph.D., 1939, Cleveland Graduate School



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

Cardinal Newman

