



California State University  
**Dominguez Hills**

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# SMALL COLLEGE CATALOG

FALL

1986





This Small College Catalog is produced each semester 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

#### MINORS:

The Small College offers two alternatives to traditional minors:

- a. An interdisciplinary, individually designed minor consisting of a minimum of 15 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, coursework, field work/research culminating with an evaluable final product.

#### GENERAL STUDIES COURSES:

Each semester, the Small College offers a number of courses that meet the University's General Studies requirements. These courses, like all Small College courses, approach their subject and content material in a manner which provides students with an integrated, interdisciplinary learning experience.

#### 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 courses 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. 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 studies and electives. Other students come to the Small College with a wide range of interests and who have had 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 programs together.

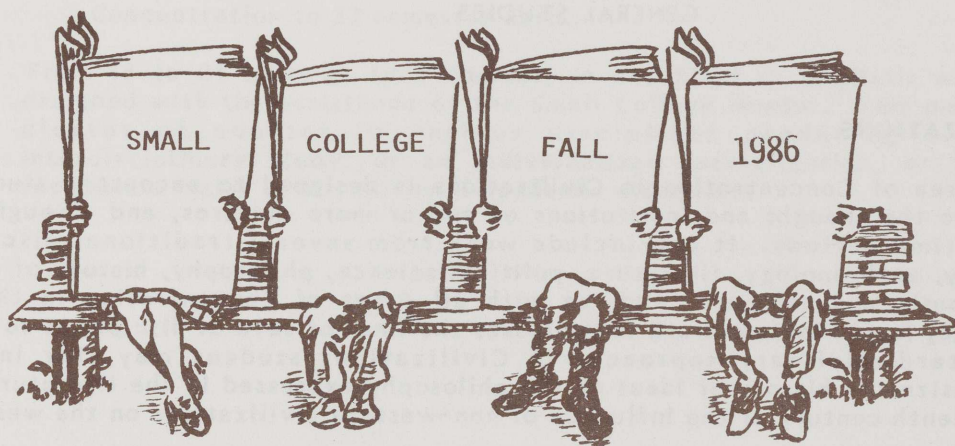
The state of mind extends to the relationship between faculty and students in the Small College. As soon as each student enters the program, he or she is assigned to a faculty member who serves as that student's MENTOR. A mentor is like an advisor, in some sense, but the role of the mentor includes much 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 the feeling to all students 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 semester 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 ask and to answer 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 studied 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 the Small College programs in detail, and it also gives descriptions for all Small College classes offered this semester.

# Look us up.





## 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 fully 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 consists of 33 semester units arranged according to the descriptions that follow. Within each of the Areas, 24 of the units taken must be upper division (except the Area of Concentration in General Studies which requires 27 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 four of the courses (12 units) used to satisfy an Area of Concentration must be Small College integrative courses and at least fifteen units must be completed by the student after he or she has been assigned a mentor for advisement. A grade of "C" or better is required for all courses used in the Small College major. 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 several 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 two Components:

1. 21 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. 12 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.

## 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 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. From 12 to 18 units in core courses:

1. A minimum of 6 units (2 courses), from at least two different areas, of METHODOLOGY courses.
2. A minimum of 6 units (2 courses), from at least two different areas, of THEORY courses.
3. From 0 to 6 units of courses designated as TOPICS courses, as required, to bring the total number of units of this Area of Concentration to 33 semester units.

B. From 15 to 21 units (5 to 7 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 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.** At least 12 semester units of appropriate courses which provide a basis for the successful completion of courses in the Field of Emphasis. These courses are usually chosen from from the natural and social sciences.

**PERSPECTIVES.** At least 6 units (2 courses) concerned with the impact, history or philosophy of science and/or technology. These courses provide the broad interdisciplinary foundation for the Area.

**FIELD OF EMPHASIS.** At least 15 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 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.** At least 12 semester units of appropriate courses which provide a basis for the successful completion of courses in the Field of Emphasis. These courses are usually chosen from from the natural and social sciences.

**PERSPECTIVES.** At least 6 units (2 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.



**FIELD OF EMPHASIS.** At least 15 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. A minimum of 27 units divided into the three main areas of humanities, social sciences and natural sciences (including technology and mathematics) with no less than 9 units in each of these areas.
2. A minimum of 6 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 27 upper division units in the Area.
2. At least 18 units must be completed by the student after he or she has been assigned a mentor for advisement.



**WISE UP!**



## 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.

### HUMAN STUDIES

SMC 110 01	Critical Thinking and Problem Solving using Microcomputers	G. Marsh
SMC 120 01	Idealistic and Utopian Communities	M. Garber
SMC 320 01	Education, Society and Language	E. Bryan
SMC 320 02	Counseling and the Changing American Family	E. Bryan
SMC 320 03	Ethnographic Methodology	E. Bryan
SMC 320 04	History of Human Sexuality	J. Todd
SMC 320 05	Encounters with the Law	M. Garber
SMC 330 01	The Hero as Madman, The World as Asylum	L. Feuer

### CIVILIZATIONS

SMC 330 01	The Hero as Madman, The World as Asylum	L. Feuer
SMC 330 02	Innocents Abroad: Americans View Europe	N. Larinde
SMC 330 03	Freedom of Expression in American Society	M. Garber
SMC 330 04	Witchcraft, Magic and Religion in Early Modern England	D. Heifetz

### SCIENCE, TECHNOLOGY AND SOCIETY

SMC 150 01	Nature of Matter	R. Hsiung
SMC 150 02	Science and Imagination	K. Gash
SMC 350 01	Computers and the Human Spirit	L. Rosen

### 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.
3. At least six units must be from Small College courses.
4. A grade of "C" or better is required for all courses used in the Small College Minor.

## REQUIREMENTS FOR THE MINOR IN CIVILIZATIONS

The minor in Civilizations will be composed of a minimum of 15 (12 upper division) units 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.

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 15 (12 upper division) units 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 15 (12 upper division) units of courses designed to allow the student to explore the impact of scientific and/or technological changes upon society. At least 12 units of 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

Each semester, the Small College offers a number of courses that meet the General Studies requirements of the university. These courses, like all Small College courses, approach their subject and content material in a manner which provides students with an integrated, interdisciplinary learning experience. These courses are listed in the appropriate categories in the class schedule.

### General Studies in Basic Skills I:

Critical Thinking and Problem Solving Using Microcomputers

G. Marsh

### General Studies in Human Studies I:

Idealistic and Utopian Communities

M. Garber

### General Studies in Civilizations I:

Nature as Source: Naturalist Philosophy East and West

N. Larinde

### General Studies in Civilizations II:

The Self in Performance

M. Sutton

### General Studies in Science, Technology and Society:

Nature of Matter

R. Hsiung

### General Studies in Science, Technology and Society:

Science and Imagination (HONORS)

K. Gash





## PACE PROGRAM

The Project for Adult College Education (PACE) of California State University, Dominguez Hills has been designed to allow full-time working adult students to earn a bachelor's degree in a reasonable period of time while they maintain their full-time jobs. The program is available to all students who have completed a minimum of 56 semester units of transferable course work and who are in good academic standing.

The General Studies major offered through the Small College Pace Program is a broad based liberal arts and sciences program which stresses the development of such transferable skills as oral and written communication, critical thinking, analytical reading, and problem solving. The major consists of 33 semester units made up of 11 courses. The first nine courses (27 units) are "packaged" into a structured course sequence. The remaining two courses (6 units) are chosen by the student with help from a faculty advisor to provide an area of depth within the major. Students will choose these additional courses from any appropriate department throughout the university. Students who have attended other universities prior to transfer to California State University, Dominguez Hills may have one or more upper division courses which can fulfill these additional units in the major.

Listed below are the PACE courses offered for Fall, 1986:

HIS 348 Labor in American Society  
SOC 315 Sociology of Work  
SMC 320 Labor and Ethnicity  
SMC 330 Ordinary Lives: The Autobiography

If you are interested in participating in the Small College PACE Program or if you would like further information, please call (213) 516-3649.





## HONORS PROGRAM

The Small College is pleased to have the opportunity to help coordinate the Honors Program for the University. This program is currently open to Freshmen 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 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 Fall, five classes have been designated as Honors sections:

LIBRARY SKILLS AND STRATEGIES 150 02

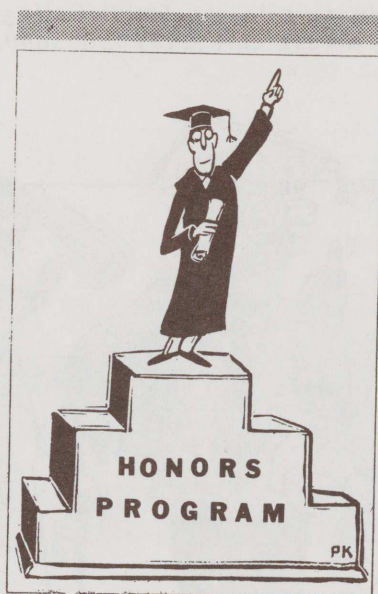
HUMANITIES 100 03

GEOGRAPHY 100 05

HISTORY 100 03

SMALL COLLEGE 150 02

A description of the Small College Honors class is given on the next page. If you would like additional information about the University Honors Program, please call the Small College office, (213) 516-3649.





SMC 150 02

**General Studies in Science,  
Technology and Society:  
Science and Imagination (Honors)**  
(3 Units)

K. Gash  
MWF 9:00-9:50 am  
SC E-145  
W/A Offered

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

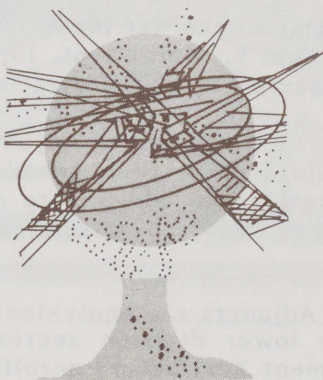
Area of Concentration: Science, Technology and Society

In this course we will examine five major milestones in the development of science through the study of the lives and discoveries of scientists:

Copernicus and heliocentricity  
Galileo and the renaissance of science  
Newton and the mathematical explanation of nature  
Mendel and the laws of heredity  
Bohr (et al) and the structure of matter.

We will look at the fundamental scientific principles underlying these discoveries and we will also look at the way each of the scientists approached the explanation of observable phenomena. Each of the five topics will provide opportunities to attempt to follow the logical reasoning processes of hypotheses formulation and testing. We will therefore see how hypotheses are ventured and tested and how scientific models are used (and misused). We will also look at some of the technological developments made possible as a result of the scientific discoveries. By the end of the course, we will summarize the common aspects of the methods used by scientists to "demystify" nature.

The course is intended to increase your understanding of the nature and methodology of science. You will also have an increased understanding of the relationship between science and technology as well as insights into the impact of science on society and culture. Particular emphasis will be placed on the development of scientific methodology during the Renaissance and the use of that methodology throughout the history of western science from then until now.





## WRITING ADJUNCT

SMC 107 01	Writing Adjunct	(2 Units)	Staff W 8:00-8:50 am SC E-145
SMC 107 02	Writing Adjunct	(2 Units)	Staff T 4:00-4:50 pm SC E-145
SMC 397 01	Writing Adjunct	(2 Units)	G. Smith T 10:00-10:50 am SC E-145
SMC 397 02	Writing Adjunct	(2 Units)	D. Heifetz M 5:30-6:20 pm ERC A121
SMC 398 01	Writing Adjunct Competency Certification	(2 Units)	Staff TH 5:30-6:45 pm SC E-149

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  
Mon. Sept. 8; Tues., Sept 9.; Wed., Sept. 10; or Thurs., Sept. 11  
is most important as an organizational, information and screening meeting.

Students who wish to enroll in the Writing Adjunct 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 semester. 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 397, then SMC 398, may be used to satisfy the upper division Competency-in-Writing requirement. Prerequisite to SMC 398 are both SMC 397 and instructor's permission. SMC 398 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 semester.

The Writing Adjunct is an individualized course, so students who have completed their lower division writing requirements may take the Writing Adjunct for upper division credit. Since students in the Writing Adjunct work on extended pieces of writing, any student who fails to pass a screening test in basic skills (administered at the first class meeting of each section) will be advised to work on basic skills rather than take the adjunct program.

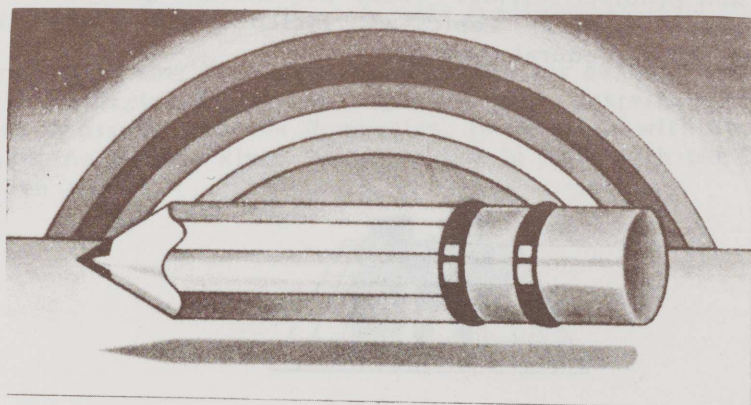
In the event that the Writing Adjunct is over-enrolled, priority will be given to students who are either Small College students (Majors or Minors) OR taking at least one other Small College course during the semester.

SMC 407 01/02

**Peer Tutoring in Writing**  
(1-2 Units)

D. Heifetz  
TBA

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 006 01

**Intensive Writing Skills Workshop**  
(3 Units)

Staff  
TTH 5:30-6:45 pm  
SC E-145

The Intensive Writing Skills Workshop is an individualized program in the basic skills of English composition, emphasizing particularly the construction of sound sentences and sound paragraphs. Since the best way to improve one's writing is to write, this course will require a good deal of writing: journals, in-class essays, and one longer essay. Constructive suggestions about all of this work will be presented to each student so that the next piece of work will be better.

Each student enrolled in this course will also work in the Learning Assistance Center on appropriate self-study modules. Each student, in consultation with the instructor, will specify goals for the quarter and will work on these goals in class and the Center. This course is particularly recommended for any student who has considerable difficulty with the mechanics of written expression.

NOTE: May be repeated once with consent of instructor.

SMC 110 01

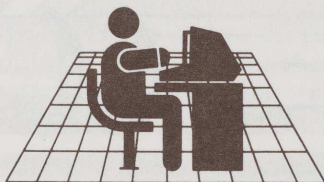
**General Studies in Basic Skills I:  
Critical Thinking and Problem Solving  
Using Microcomputers**  
(3 Units)

G. Marsh  
MW 1:00-2:15 pm  
SC E-139

General Studies: Basic Skills (Logical/Critical Reasoning)

Area of Concentration: Human Studies (Methodology)

Students will investigate various "microworlds" using a microcomputer as a tool for critical thinking and problem solving. These will include games, simulations and the computer language - LOGO. Topics will include logic-inductive, deductive, plausible reasoning and procedural thinking.





SMC 120 01

**General Studies in Human Studies I:  
Idealistic and Utopian Communities  
(3 Units)**

M. Garber  
TTH 10-11:15 am  
SC E-149

General Studies: Social Sciences (Groups and Society)

Area of Concentration: Human Studies (Topics)  
Civilizations

Can communities founded by idealists survive amidst the freedoms and stresses of the world at large? Can any utopian society be "perfect" in its realization, or even at the proposal stage? If the society is perfect, can people live in it? What do idealistic and utopian theories have to offer members of the ordinary society with respect to family, work, legal, political and other arrangements? Must one give up one's freedom and individuality to live in a "better" society? We will discuss these and other issues during a detailed examination of historical and literary ideal and utopian communities, such as Oneida, the kibbutz and More's Utopia, and the criticisms of these communities.

SMC 130 01

**General Studies in Civilizations I:  
Nature as Source:  
Naturalist Philosophy East and West  
(3 Units)**

N. Larinde  
TTH 2:30-3:45 pm  
SC E-149  
WA Offered

General Studies: Humanities (Critical Discipline)

Area of Concentration: Civilizations

'Culture is the humanizing of technology,' claims historian Lewis Mumford, who sees the antidote to the dehumanizing alienation of modern technological society to lie in a return to nature as the source for creativity. The notion is neither new nor strictly a Western concept as centuries ago Asian philosophers spoke of going to the mountains to integrate the self with the environment.

The universality of this concept--the necessity for periodic renewal by a return to nature--will be explored through a study of both Eastern and Western culture, in Europe with Rousseau and the Romantics, in America with the Indians, Thoreau, Whitman and the Hudson River Painters, and in Asia with the Taoist philosopher-poets and Zen artists.



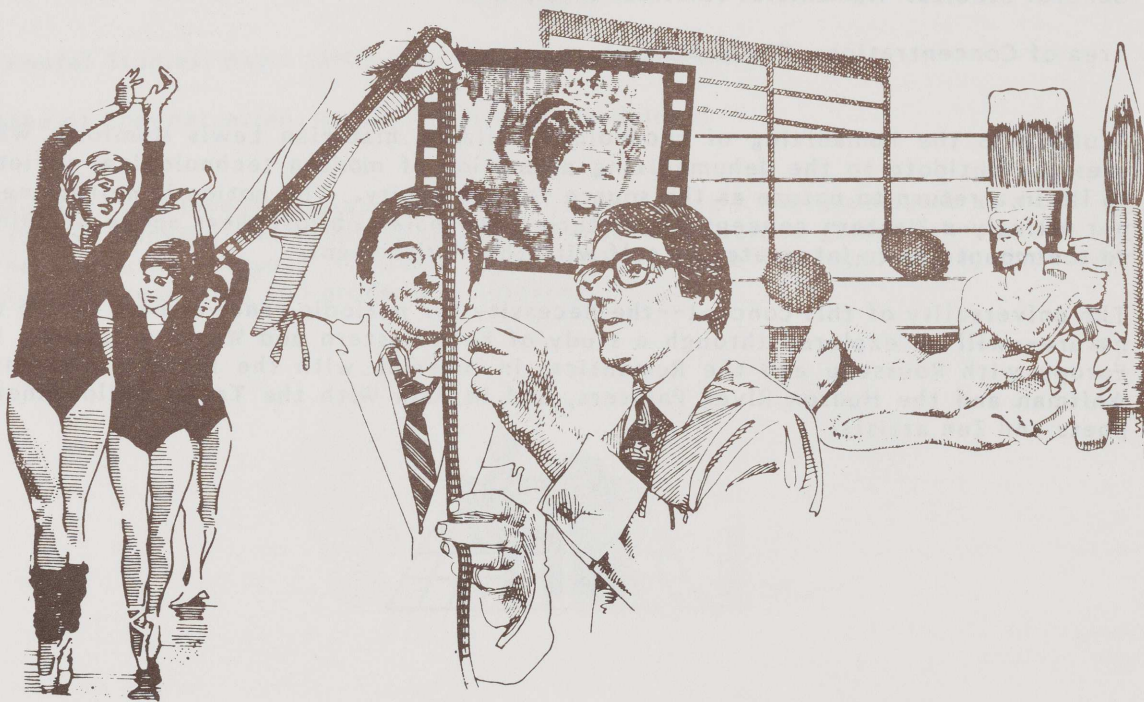
General Studies: Humanities (Creativity)

Area of Concentration: Civilizations

The relationship of a creative artist to his or her work, is at first glance, easy to decipher; on further study, it quickly becomes more complicated. On occasion, the writer may consciously set out to represent him or herself through the writing -- as in the case of autobiography, the diary, a self portrait -- but the impetus for self-representation reaches much further; indeed, some would argue that any piece of work is, at least in part, a representation of the artist.

We will begin our work by examining examples of self-representation in a variety of art forms -- sculpture, painting, film -- primitive and contemporary, sacred and profane. Then we will move to a study of some explanations for self-representation offered both by psychology and literary theory. Throughout the course, we will inquire as to the particular features of a work in performance.

Students will attend a number of performances during the term, the particular schedule to be worked out during the opening class. Evaluation will be based on papers, performance critiques, exams and a creative project.





General Studies: Nature and Methodology of Natural Sciences

Area of Concentration: Science, Technology and Society

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

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

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

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





## Area of Concentration: Human Studies (Topics)

This course will investigate the major factors affecting learning in the culturally pluralistic setting of Southern California classrooms. In these classrooms we find several distinct immigrant and ethnic groups, each of which may manifest a different style of learning. We shall study some of the Social Science research which has demonstrated that there is a clear relationship between culture and learning. In this course we shall also examine, through required readings and classroom discussions, the major factors that explain learning in a pluralistic setting. One of the most important factors we shall investigate is "home culture" which both shapes expectations for achievement and supports or hinders learning in the school. We shall also explore the role of language, immigrant status and ethnic-group identity in shaping learning.

In the latter part of the course, we shall evaluate the effectiveness of various teaching strategies for ethnic minorities. In particular, we will analyze the theory of cooperative learning.

Students will write three short papers leading to a term paper on the "Effective Schools Movement and the Minority Student." Participation in the Small College Writing Adjunct is strongly recommended. The text, **Beyond Language: Social and Cultural Factors in Schooling, Language - Minority Students**, edited by The Bilingual Education Office, Los Angeles, CA., will be augmented by appropriate journal articles





SMC 320 02

**Interdisciplinary Topics in Human Studies:  
Counseling and the:  
Changing American Family  
(3 Units)**

E. Bryan  
MW 4:00-5:15 pm  
SC E-149  
W/A Offered

Area of Concentration: Human Studies

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 arrangements?"

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 320 03

**Interdisciplinary Topics in Human Studies:  
Ethnographic Methodology:  
(3 Units)**

E. Bryan  
TTH 11:30-12:45 pm  
SC E-149

Area of Concentration: Human Studies (Methods)

The ethnographic interview is a method by which a social scientist acquires in-depth information about the everyday workings of a society or group. Conversations, formal and informal customs, and the rules of decision-making are some of the subjects an ethnographer might study. Ethnographic interviewing techniques can be used by teachers for doing student case studies or by labor-management personnel for organizational studies. An ethnographer needs to go beyond the standard interviewing techniques used by pollsters.

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

SMC 320 04

**Interdisciplinary Topics in Human Studies:  
History of Human Sexuality  
(3 Units)**

J. Todd  
MW 2:30-3:45 pm  
SC E-149  
W/A Offered

Area of Concentration: Human Studies (Topics)

After a brief review of biological, psychological, and sociocultural aspects of human sexuality in the United States today, students will choose topics and research the history of that aspect of sexuality. They will focus on analyzing the socioeconomic, political, religious, and cultural factors affecting historical treatments of sexual issues. Possible topics include early colonial dating and courting practices, early forms of birth control, marriage laws, definition and punishment of sexual transgressions, witchcraft, midwifery, birthing practices, medical treatment of "female disorders," superstitions and customs about menstruation, medical treatment of masturbation, myths about masturbation, the role of women in the old west, history of prostitution, attempts to outlaw or regulate prostitution, the socioeconomic role of prostitution in various periods, history of abortion laws, abortion practices in different periods, attitudes towards and "treatments" for venereal disease, the resistance to the development of birth control, the life of Margaret Sanger, the life of Kinsey, the impact of the Kinsey reports, the research of Masters and Johnson.

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SMC 320 05

**Interdisciplinary Topics in Human Studies:  
Encounters with the Law  
(4 Units)**

M. Garber  
TBA  
WA Offered

Area of Concentration: Human Studies (Topics)

This independent study course is appropriate for students who wish to study the legal background or implications of a topic of current or historical interest, or one which they are presently studying. The instructor is an attorney and can supervise a wide range of subjects. Students may choose a variety of projects: research paper, essays based on reading, video film and others. Groups may work together. Field work may be combined with other forms of study. This course is appropriate for students who are interested in the practical world of law and are eligible for selected field or internship placements.

Note

Students in the Paralegal Studies Certificate Program may use this as an appropriate substitute course with consent of the instructor. These students will do a nationwide search on a topic of current importance.

Students in the Liberal Studies Program will research and write on topics in the areas of personal and civil rights, consumer, family and landlord tenant law. Students will be encouraged to analyze issues and to apply their findings to everyday life.



SMC 330 01

**Interdisciplinary Topics in Civilizations:  
The Hero as Madman, The World as Asylum  
(3 Units)**

L. Feuer  
MW 1:00-2:15 pm  
SC E-149  
W/A Offered

Area of Concentration: Civilizations  
Human Studies (Topics)

The way to examine society and its attitudes toward madness is through the imaginative literature produced by members of a given society. Many novels and plays have as their central character a person who is "mad" in a social, moral or psychological sense; many others use an "insane" universe as their central premise. By reading and discussing various literary "case studies," from *Don Quixote* to *One Flew Over the Cuckoo's Nest*, we'll be trying to develop several views of the individual's relationship to his society and of human values as they are reflected in literature.

Previous college-level study of literature is not a prerequisite to this course. Students will be asked to write a few brief papers in addition to reading the assigned texts. Human Studies students will be given the opportunity to apply their expertise to the texts, though no Human Studies courses are prerequisite to this course.

SMC 330 02

**Interdisciplinary Topics in Civilizations  
Innocents Abroad:  
Americans View Europe  
(3 Units)**

N. Larinde  
TTH 11:30-12:45 pm  
SC E-145  
W/A Offered

Area of Concentration: Civilizations

Jean-Paul Sartre, the modern French philosopher, once remarked that he did not like Americans because never having experienced a war on their own soil, they could not accept the existence of absolute evil! This anecdote points to the reality that Americans and Europeans hold different views as they have had diverse experiences. This course will explore those differences by focusing on the American's encounter with the European perspective via literature and art.

The readings will include the following:

Mark Twain, Innocents Abroad  
Henry James, The Americans  
Ernest Hemingway, "In Another Country"  
John Cheever, Italian Stories  
James Baldwin, Giovanni's Room  
John dos Passos, 1919.



SMC 330 03

**Interdisciplinary Topics  
in Civilizations:  
Freedom of Expression  
In American Society  
(3 Units)**

M. Garber  
TTH 1:00-2:15 pm  
SC E-145  
W/A Offered

Area of Concentration: Civilizations

To what extent and in what ways is free expression protected? We will explore such topics as freedom of the press, freedom of speech, freedom of religion, and freedom of action comparing the meaning and history of free expression in the United States with that of other nations.

SMC 330 04

**Interdisciplinary Topics  
in Civilizations:  
Witchcraft, Magic and Religion  
in Early Modern England  
(4 Units)**

D. Heifetz  
MWF 10-10:50 am  
SCC E-145  
W/A Offered

Area of Concentration: Civilizations

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.





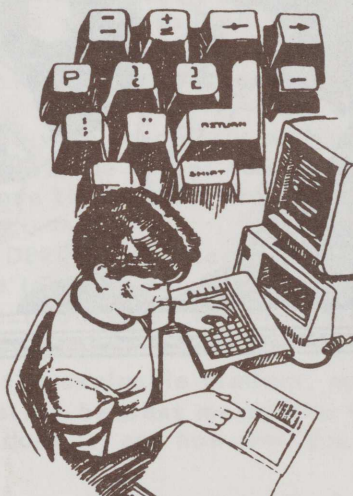
Area of Concentration: Science, Technology and Society

This course will examine computers as a part of the American culture. Rather than looking at what computers can do, the course will focus on how computers affect our lives and the way that we view ourselves. The course will present an interdisciplinary view of the "computer culture" covering such topics as: "smart" machines from a child's viewpoint, the lure of video games, computers in the educational system, personal computers, "hackers", computer crime and computer ethics, artificial intelligence, technological changes in the home, public computer attitudes and computerphobia.

The course will include lectures with classroom discussion playing an integral part. There will be two required texts and weekly readings of articles (placed in the library's reserve reading room) from my comprehensive multidisciplinary bibliography on computerphobia, selections from computer science, and from science fiction.

Required Texts:   Turtle, S. The Second Self, Simon and Schuster, 1984.  
Papert, S. Mindstorms: Children, Computers, and  
Powerful Ideas, Basic Books, 1980.

Students will be required to submit two 5-10 page papers. The first paper, due at midterm time, will be a reaction paper addressing the effects of computers on the student's past, present and future personal life. The second paper, due at final exam time, will be a research paper on a topic chosen by the student and approved by the instructor.



## 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.

SMC 494 01	2 Units
SMC 494 02	3 Units





# THEMATIC PROJECT (15 Units)

SMC 491 01	Thematic Project: Proposal	(1 unit )
SMC 492 01	Thematic Project: Fieldwork/Research	(1 unit )
SMC 492 02	Thematic Project: Fieldwork/Research	(2 units)
SMC 492 03	Thematic Project: Fieldwork/Research	(4 units)
SMC 493 01	Thematic Project: Final Product	(1 unit )
SMC 493 02	Thematic Project: Final Product	(2 units)
SMC 493 03	Thematic Project: Final Product	(4 units)

The Thematic Project may serve in lieu of a minor, so requires a minimum of 15 units. It 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 minimum of 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:

- A. 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.
- B. 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.

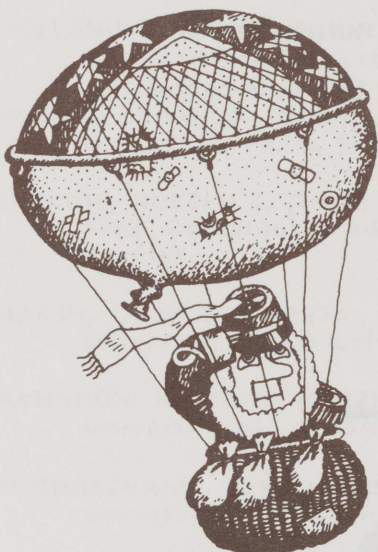
The Proposal must include the following:

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<sup>(i)</sup> 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.<sup>(ii)</sup>
  - 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 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.



# RISE TO THE CHALLENGE

## IMPORTANT DATES

Aug 9, Aug 26	New Student Orientation
Aug 27, Aug 28	Registration in person for all students
Sept 2	<b>Instruction begins;</b> First day for late registration and change of program
Sept 12	Last day to add courses and to complete late registration
Sept 19	Last day for refund of student services fees
Sept 26	Last day to drop courses without record of enrollment
Sept 29-Nov 21	Serious and compelling reasons required to drop a course
Oct 10	Last day for refund of non-resident tuition fee
Nov 24-Dec 12	Serious accident or illness required to drop a course
Nov 27-29	<b>Academic Holiday</b> (Thanksgiving)
Dec 13	Last day of scheduled classes
Dec 15-20	<b>Final Examinations</b>
Dec 23	Grades Due; <b>SEMESTER ENDS</b>





## 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.
- GARBER, MARILYN (1967), Professor. B.A., 1957, M.A., 1960, Ph.D., 1967, University of California, Los Angeles; J.D., 1977, Southwestern University.
- GASH, KENNETH B. (1967), Director of Small College, Professor of Chemistry. B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.
- HEIFETZ, DAVID L. (1975), Associate Professor. 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 (1972), Professor. B.A., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962, University of Michigan
- LARINDE, NOREEN R. (1970), Professor. B.F.A., 1961, University of Utah; M.F.A., 1962, Cranbrook Academy of Art; Ph.D., 1969, University of California, Los Angeles.
- MARSH, GEORGE D. (1970), Professor. B.A., 1957, M.A., 1960, California State University, Los Angeles; Ph.D., 1965, University of California, Berkeley.
- McMAHON, KATHRYN (1982), Lecturer. B.A., 1976, M.A., 1979, Ph.D. Candidate, University of California, Irvine.
- 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.
- STRICKER, FRANK A. (1972), Professor. B.S., 1965, Loyola University, Chicago; M.A., 1969, Ph.D., 1974, Princeton University.
- SUTTON, MARILYN P. (1973), Professor. B.A., 1965, University of Toronto; M.A., 1969, Ph.D., 1973, Claremont Graduate School.
- TODD, JUDITH (1975), Professor. B.A., 1966, M.A., 1968, Ph.D., 1971, University of California, Los Angeles.

