

CALIFORNIA  
STATE COLLEGE,  
DOMINGUEZ HILLS

*Graduate Bulletin*  
1970-71



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*Graduate Bulletin*  
*1970-71*

**CALIFORNIA STATE COLLEGE · DOMINGUEZ HILLS**  
**1000 East Victoria Street · Dominguez Hills · California · 90246**

**Telephone: (213) 532-4300**

# Academic Calendar 1970-71

## Fall Quarter 1970

September 15, Tuesday	<i>First day to file application for admission or readmission for the Winter Quarter 1971.</i>
September 21, Monday	<i>Registration for new and continuing students.</i>
September 28, Monday	<i>Classes begin.</i>
October 2, Friday	<i>Last day to add classes.</i>
October 7, Wednesday 10 a.m. to 12 noon	<i>Convocation.</i>
October 12, Monday	<i>Last day for refund of Materials and Service Fee.</i>
October 23, Friday	<i>Last day to drop classes without academic penalty; last day for refund of Non-Resident Tuition Fee.</i>
November 2, Monday	<i>First day to file application for admission or readmission for Fall Quarter 1971.</i>
November 2, Monday- November 13, Friday	<i>Registration Materials available for continuing students.</i>
November 3, Tuesday- November 6, Friday	<i>Academic advisement for continuing students.</i>
November 9, Monday- November 20, Friday	<i>Registration-by-mail period for continuing students.</i>
November 26, Thursday- November 29, Sunday	<i>Thanksgiving recess.</i>
December 4, Friday	<i>Last day of classes.</i>
December 7, 8, 9, 10 Monday to Thursday	<i>Final examinations.</i>

December 11, Friday-  
January 3, Sunday

*Christmas recess.*

December 15, Tuesday

*First day to file for admission  
or readmission for the Spring  
Quarter 1971.*

### Winter Quarter 1971

January 4, Monday

*Registration for new and continu-  
ing students.*

January 7, Thursday

*Classes begin.*

January 13, Wednesday

*Last day to add classes.*

January 21, Thursday

*Last day for refund of Materials  
and Service Fee.*

January 27, Wednesday  
10 a.m. to 12 noon

*Convocation.*

February 3, Wednesday

*Last day to drop classes without  
academic penalty; last day for re-  
fund of Non-Resident Tuition Fee.*

February 8, Monday-  
February 19, Friday

*Registration materials available  
for continuing students.*

February 9, Tuesday-  
February 12, Friday

*Academic advisement for continu-  
ing students.*

February 15, Monday-  
February 26, Friday

*Registration-by-mail period for  
continuing students.*

March 12, Friday

*Last day of classes.*

March 15, 16, 17, 18,  
Monday to Thursday

*Final examinations.*

March 19, Friday

*Academic recess.*

## Spring Quarter 1971

March 29, Monday	<i>Registration for new and continuing students.</i>
March 31, Wednesday	<i>Classes begin.</i>
April 14, Wednesday	<i>Last day to add classes.</i>
April 14, Wednesday, 10 a.m. to 12 noon	<i>Convocation.</i>
April 21, Wednesday	<i>Last day for refund of Materials and Service Fee.</i>
April 28, Wednesday	<i>Last day to drop classes without academic penalty; last day for refund of Non-Resident Tuition Fee.</i>
May 10, Monday- May 19, Wednesday	<i>Registration materials available for continuing students.</i>
May 11, Tuesday- May 14, Friday	<i>Academic advisement for continuing students.</i>
May 17, Monday- July 1, Thursday	<i>Registration-by-mail period for continuing students.</i>
May 31, Monday	<i>Memorial Day - All-College Holiday.</i>
June 4, Friday	<i>Last day of classes.</i>
June 7, 8, 9, 10, Monday to Thursday	<i>Final examinations.</i>
June 12, Saturday	<i>Commencement.</i>

## College Administrative Officers

President . . . . . *Leo F. Cain*

Vice President for Academic Affairs . . . . *Lyle E. Gibson*

    Acting Director of Graduate Studies. . . *Robert B. Fischer*

    Dean of Undergraduate Studies. . . . . *Franklin R. Turner*

    Dean, School of Humanities  
        and Fine Arts . . . . . *Marvin Laser*

    Dean, School of Natural  
        Sciences and Mathematics . . . . . *Robert B. Fischer*

    Dean, School of Social and  
        Behavioral Sciences . . . . . *Donald A. MacPhee*

    Graduate Institute of Education \_\_\_\_\_

    Dean of Students . . . . . *M. Milo Milfs*

Vice President for Administration. . . . . *Harry A. Nethery*

    Associate Dean, Admissions  
        and Records. . . . . *Peter D. Ellis*

        Registrar . . . . . *Larry D. McClelland*

    College Librarian . . . . . *Phillip Wesley*

Business Manager . . . . . *Robert J. Murray*

## The College

California State College, Dominguez Hills, a member of the 19-campus State College system, was founded in 1960 and moved to Dominguez Hills in 1966. Located on the historical Rancho San Pedro, the 346-acre campus has convenient access to three freeways: the Harbor, Long Beach, and San Diego.

The college now occupies an initial set of buildings on the campus as well as rented facilities across the street. During the next decade, extensive construction will be in progress to accommodate the needs as the numbers of students increase. From 45 in 1965, the student enrollment is projected to reach 2100 full-time equivalent students in this academic year.

The Master of Arts degree is now offered in three fields: Behavioral Sciences, Education, and English. In addition, graduate professional programs leading to standard elementary and secondary credentials are offered.

### ACCREDITATION

The California State College, Dominguez Hills, is accredited by the Western Association of Schools and Colleges and is also a member of the Western Association of Graduate Schools.

### THE EDUCATIONAL RESOURCES CENTER

The Educational Resources Center combines the College Library, Audio-Visual Services, and Curriculum Materials Center. It is designed to meet the total informational needs of the college community.

The College Library's book collection of more than 75,000 volumes, including 850 current periodical subscriptions and a collection of bound periodicals and microfilm, is being expanded at the rate of 15,000 to 20,000 volumes a year. Facilities and services include microform reading and reproduction, photo duplication, typing room, and inter-library loan.



Audio-Visual Services provides instructional media for both classroom use and independent study. The Center has over 300 films, 900 recordings, and 10,000 slides. In addition, other materials are provided through rental libraries and free loan services.

The Curriculum Materials Center is designed to support the Teacher Education Program. State textbooks, supplementary texts, curriculum guides, media kits and similar materials are available to both students and faculty.

#### RESEARCH AND DATA PROCESSING SERVICES

The office of Institutional Studies and ADP provides centralized technical assistance and data processing services for instructional support, research, and administration.

Services supporting instructional programs include technical advice and computer processing for students enrolled in the Information Systems field as well as other departmental and interdepartmental programs and for faculty in the development and implementation of improved methods. Technical staff assistance in research methods and data processing services are available for college research programs, including the development and implementation of government and industrial research contracts and institutional evaluations and studies. Technical assistance in the development and implementation of administrative procedures and data processing for all areas of the college are also provided through this office.

Computer processing services are obtained through the use of the California State College Regional Data Center located at California State College at Los Angeles and through the purchase of time on commercially available computers located nearby. A high-speed teleprocessing terminal to effect data communication between the college and the site of the central computers is now being utilized. In addition, limited amounts of computing services in time-shared (or conversational) mode are available through teletypewriter units installed at the college.

## **Admission, Advisement and Registration**

The periods for filing applications for admission for each of the three quarters are:

Fall Quarter:	November 2-30
Winter Quarter:	September 15-November 13
Spring Quarter:	December 15-February 9

The application period closes either on the scheduled dates or when enrollment quotas are filled. Students who file applications after the enrollment quotas for this college are filled will be notified of enrollment opportunities at other state colleges if they so desire.

Application forms will be provided upon request by mail or in person from:

Office of Admissions  
California State College, Dominguez Hills  
1000 East Victoria  
Dominguez Hills, California 90246

### **Admission with Graduate Standing (Unclassified)**

An applicant who has earned a bachelor's degree or the equivalent from a fully accredited institution is qualified for admission to the college with unclassified graduate standing. Admission to California State College, Dominguez Hills, as an unclassified graduate student does not constitute admission to a graduate degree curriculum.

#### **APPLICATION AND FEE**

All prospective graduate students must submit a completed Application for Admission, showing social security number, with the \$20 non-refundable application fee. This should be done as early as possible in the application period.

#### **TRANSCRIPTS**

If a prospective unclassified graduate student is currently enrolled in his last semester or quarter prior to receiving his baccalaureate degree, he must request that institution to

send a transcript showing all course work completed and work-in-progress directly to the Office of Admissions and Records. He must indicate on his Application for Admission that he will graduate at the end of that term. When work-in-progress has been completed, he must request a complete transcript verifying degree and date it was granted.

If he has a baccalaureate degree, he must request the institution where it was granted to send a copy of his transcript showing degree and date it was granted.

### **Admission to Graduate Degree Curricula (Classified)**

A student who has been admitted to California State College, Dominguez Hills, as an unclassified graduate student may be admitted to a graduate degree curriculum as a classified graduate student if he satisfactorily meets the professional, personal, scholastic and other standards for graduate study, including qualifying examinations.

Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in such curricula. Students whose performance in a graduate degree curriculum is judged to be unsatisfactory by the college may be required to withdraw from all graduate degree curricula.

#### **TEST**

A graduate student who applies for classified status is required to submit results of the Graduate Record Examination.

#### **TRANSCRIPTS**

Also, he must have *two* copies of transcripts from *all* institutions of higher learning he has attended sent to the California State College, Dominguez Hills.

### **Admission to Teacher Education Programs**

Students who wish to work toward a teaching credential at the California State College, Dominguez Hills, must be admitted not only to the college but also to the Teacher Education Programs.

To apply for admission to the college, students must:

1. Submit a completed Application for Admission, showing social security number, with the Residence Questionnaire and \$20 non-refundable application fee.
2. Have each college attended send directly to the California State College, Dominguez Hills, two copies of the transcript of record. All students are urged to have a personal set of transcripts for advising purposes.
3. Complete health forms.

The deadline date to apply for admission to the Teacher Education Programs is the end of the first month of the quarter prior to initiation of professional courses in Education. Specific information on Teacher Education Programs may be obtained from the Office of the Director.

## **REGISTRATION**

Each student registers in the California State College, Dominguez Hills, at times scheduled for this purpose at the beginning of each quarter. Registration covers filling out official cards, paying fees, receiving a student identification card, and enrolling in courses.

Registration by mail is available to certain groups of students; others register in person.

The student should consult the calendar and the registration instructions provided for the quarter he plans to attend.

### **Schedule of Registration Fees**

Tuition is not charged to legal residents of California. All students pay the regular fees shown below. Auditors pay the same fees as students registering for credit. All fees are subject to change by the Trustees of the California State Colleges.

Fees for each quarter are payable at the time of registration. No individual will be admitted to class prior to payment of registration fees.



limits specified. Penalty fees (unless collected in error), the Late Registration Fee, and the Health Center Facilities Fee are not refundable. Petitions received by the Registrar on or before the first day of instruction of each quarter are considered as having an effective date of the first day of instruction of that quarter.

#### Materials and Service Fee

To be eligible for partial refund, a student who is withdrawing from the college must file a refund petition with the Registrar not later than 14 days after the first day of instruction. \$10.00 will be retained by the college to cover the cost of registration.

#### Non-Resident and Foreign Tuition Fee

If the refund petition is filed with the Registrar before or during the first week of the quarter, 100% of the tuition fee will be refunded; during the second week of the quarter, 75%; during the third week of the quarter, 50%; during the fourth week of the quarter, 25%.

#### Parking Fee

Petitions for refund of the Parking Fee must be filed with the Campus Security Office. If the petition is filed before or during the first 25 calendar days of the quarter, 66% of the Parking Fee will be refunded; from the 26th to the 50th calendar days of the quarter, 33%; on or after the 51st calendar day, 0%.

Consult the Business Office of the college for further information.

## General Regulations

### COURSE PREREQUISITES

Course prerequisites cited with each course description in this catalog are intended to advise the student of any previous work needed for the course. Students not meeting the stated prerequisites should determine their eligibility for such courses in consultation with their academic advisers and the appropriate instructor.

### AUDITORS

Auditors must register in the usual way and pay the same fees as would be charged if the courses were taken for credit. Enrollment as an auditor is subject to the approval of the instructor; a student registered as an auditor may be required

to participate in any or all classroom activities at the discretion of the instructor. Credit for courses audited will not subsequently be granted on the basis of the audit. No record of audit appears on the student's permanent record card nor are transcripts issued for audited courses.

A student who wishes to audit a course in addition to his regular program must obtain the approval of the instructor and pay the fees required as if the course were taken for credit.

An audited course should be taken into consideration when planning a program so that the study load will not be excessive.

#### GRADES AND GRADE POINTS

Student performance in each course is reported at the end of each quarter by one of the following grades (with the grade points earned):

<i>Grade</i>	<i>Grade Points</i>
A Excellent	4
B Good	3
C Fair	2
D Barely Passing	1
F Failure	0
I Incomplete	0
W Withdrawal Passing (Not counted in grade average.)	
WF Withdrawal Failing (0 grade points for units attempted.)	

The following grades are to be used for approved courses only:

- P Pass (Not counted in grade average, but units allowed.)
- NP Non-Pass (Not counted in grade average; no units allowed.)
- PR Work-in-Progress (Credit is deferred until completion of course sequence.)

#### INCOMPLETE GRADE

The incomplete grade may be assigned when a student's work has not been completed because of circumstances beyond his control. The student must arrange with his instructor for completion of the required work. An incomplete grade cannot be removed by repeating the course.

A period of one calendar year is allowed for the conversion of an incomplete grade to a letter grade. An incomplete grade not made up is automatically changed to an "F" grade at the end of this period. Forms to change an incomplete to a letter grade are available in the Office of Admissions and Records. It is the student's responsibility to pick up the form, secure the signature of the instructor, and have the instructor return it to the Office of Admissions and Records within the time allowed.

## SCHOLASTIC STANDARDS

All graduate students will be disqualified whose postgraduate grade-point average at California State College, Dominguez Hills, or whose overall postgraduate grade-point average falls below 2.0. Higher standards are required for master's degree candidates and for graduate students seeking teaching credentials.

## OFFICIAL WITHDRAWAL

Students who wish to withdraw from the college are urged to consult the Dean of Students prior to official withdrawal. Official withdrawal is necessary if a student leaves the college at any time after registration and does not intend to complete the quarter. The forms for initiating this process may be obtained from the Office of Admissions and Records.

When official withdrawal from the college occurs before the quarterly deadline for dropping classes (the fourth week of instruction), there is no academic penalty. However, if official withdrawal occurs after the fourth week of instruction, grades of WF will be automatically assigned. A petition to change automatically assigned penalty grades may be filed with the Dean of Students. A student who does not officially withdraw from the college shall automatically receive F grades for all courses on his official study list.

Conditions for readmission shall be clearly indicated on the withdrawal form. A student who withdraws under satisfactory conditions shall be classified as a continuing student for the next quarter.

## CHANGE-OF-PROGRAM AFTER REGISTRATION

A change-of-program after registration is any change that is made in a student's official study list. Such a change includes: dropping a class, adding a class, changing the number of units for a class in which the student is registered, changing the section of the same course.

A change-of-program may be made before the deadline date listed for each quarter in the official college calendar. Forms may be obtained from the Registrar. A fee of \$1 is charged for each change-of-program made after registration. No change is effective until the change-of-program form has been signed by the instructor and filed with the Registrar. If a student officially drops a class by the end of the fourth week of instruction, the course will not be recorded on the student's permanent record. If a class is dropped after the end of the fourth week of instruction, the grade of WF shall be assigned. A student who must drop a course after the fourth week of instruction for reasons beyond his control and who can justify extenuating circumstances may file a petition requesting further consideration of his case.



## POSTGRADUATE CREDIT FOR SENIORS

Students in the last quarter of their senior year may petition to receive postgraduate credit for up to two full courses which are not required to fulfill requirements for the bachelor's degree. To receive graduate credit, courses must be numbered in the 200, 300, or 400 series. Approval must be obtained from the Dean of the School prior to registration. Petitions are available in the Office of Admissions and Records.

### REPEATED COURSE

The conditions under which a course may be repeated are:

1. A course for which a grade of D has been assigned may be repeated, but unit credit for the course is not given again; *or*  
A course for which a grade of F has been assigned may be repeated, with credit given if the grade earned is a passing grade.  
*A repeated course is counted as units attempted and is credited with grade points earned, the effect being to average the grades.*
2. All courses designated with an asterisk following the unit value may be repeated for credit; for example,

#### *One-Fourth Course (1)\**

*The number of credits which may be counted toward the degree will be determined by the academic adviser.*

### COURSE NUMBERING SYSTEM

The course numbering system for the college is based on a three digit number followed by a decimal point, as follows:

- 000.-099. Sub-collegiate courses. Credit is granted for such courses only if equivalent work has not been taken in high school.
- 100.-199. Lower division courses
- 200.-299. Upper division courses
- 300.-399. Graduate professional courses
- 400.-499. Graduate courses

Extension course: Designated by "X" preceding course number.  
Special summer session course which does not appear in the catalog: Designated by "S" preceding course number.

### CONCURRENT ENROLLMENT

Concurrent enrollment in resident courses, or in extension courses, in another institution is permitted only when the entire program has received the approval, first, of the department major adviser and, second, of the Evaluations section of the Office of Admissions. This approval must be obtained before any course work is started.

# Graduate Curricula

## College Requirements for the Masters Degree

### ADVANCEMENT TO CANDIDACY

After meeting certain requirements, the student is advanced to "candidacy" which means that he has cleared the preliminary hurdles on his way to the degree and that the faculty believes he is capable of achieving it. Requirements for advancement to candidacy include: status as a "classified" student, completion of a minimum of three courses (12 quarter units), recommendation of the appropriate department or institute, and approval of the all-college Graduate Studies Committee. Grade point averages will be weighed by the department in determining whether the student's undergraduate and graduate record merits advancement to candidacy. (See Graduate Admission.)

### REQUIREMENTS

The course of study leading to the Master of Arts degree varies considerably in structure and content because different disciplines have different expectations; however, certain minimum standards are prescribed by the *California Administrative Code, Title V*, and by the college. These requirements are:

1. A minimum of 45 quarter units of approved graduate work completed within seven years of the date when all the requirements for the degree are completed, except that the college, at its option, may extend the time for students who pass a comprehensive examination in the relevant course or subject field.
  - A. Not less than 36 quarter units shall be completed in residence.
  - B. Not less than 22 1/2 quarter units shall be in courses organized primarily for graduate students.
  - C. No more than 9 quarter units shall be in student teaching, extension, or a combination of student teaching and extension; and no units in student teaching or in extension classes taken at another college shall apply.
  - D. Not more than 9 quarter units shall be allowed for a thesis.

2. A grade point average of 3.0 (grade of B on a five-point scale) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average.
3. Completion of a satisfactory pattern of studies in an approved field of concentration. (Foreign language requirement is a policy determined by the department concerned.)
4. Completion of one or more of the following: a project in the creative arts; a thesis; a comprehensive examination. The departments will determine which alternatives are most appropriate to particular disciplines.
5. Approval of the department, the Graduate Studies Committee, and the faculty of the college.

## BEHAVIORAL SCIENCES

### MASTER'S DEGREE REQUIREMENTS

The program leading to the MA degree is conceived as a full-year, or four-quarter, sequence. The program should be of value to personnel specialists in business, industry, or agencies; school and college administrators; administrators of programs or agencies; general classroom teachers; specialist teachers of the gifted, disadvantaged, educationally handicapped, or retarded; researchers and Ph.D. candidates in behavioral sciences; and candidates for advanced degrees in higher education.

Goals of the program are: development of a thorough background in the theoretical bases of the Behavioral Sciences; development of awareness of the importance of societal problems in the field, and development of skills and understanding requisite to dealing with problems effectively.

Completion of the degree requires the following:

1) *A written examination on the following core areas: (a) theory in behavioral sciences; (b) research methods in the behavioral sciences. This examination may be taken whenever the student believes that he is prepared, but before he can be advanced to candidacy. The student may prepare for the exam by taking upper division or graduate courses as part of his program, but is not required to do so.*

2) *Biological Science 412. Seminar in Biological Bases of Behavior.*

3) *Preparation in a field of special interest. Each student will be expected to do work in an area of special interest (to be defined by the student and approved by his adviser). A final oral examination will be given the student covering his area of special interest and his thesis or special project.*

4) *A thesis or special project (up to 9 units). A student must be advanced to candidacy before he can begin formal work on his thesis or project.*

5) *A total of 45 units in courses (including thesis) at least 27 of which are at graduate level. Courses available at graduate level are listed below.*

GRADUATE COURSE OFFERINGS IN BEHAVIORAL SCIENCES

*An understanding of statistics and research methods, Graduate standing, and consent of instructor is prerequisite to enrollment in the following courses:*

400. INTRODUCTION TO GRADUATE STUDIES IN THE BEHAVIORAL SCIENCES. Consideration of the scope of the M.A. program in Behavioral Sciences. Culminates in planning of individual student programs. *Required as a first course for all students seeking the degree.*

*One-Half Course (2)*

410. SEMINAR IN THEORY. Discussion of the origin, development, and usefulness of theory in general, followed by a critical examination of specific theories from various fields investigating all aspects of behavior (anthropology, biology, psychology, etc.) and a determination of their value in leading to understanding of human beings as individuals and in social relations.

*Full Course (4)*

414. SEMINAR IN RESEARCH METHODS. Consideration of various types of research methods in the Behavioral Sciences with reading and evaluation of selected published research reports. Demonstration of skill in selecting appropriate statistical procedures and interpreting results. Development of a brief research proposal, including definition of problem and description of procedures.

*Full Course (4)*

416. STUDIES IN RESEARCH LITERATURE. Critique of selected major research studies in the student's special interest field.

*Full Course (4)*

420. CRITIQUE OF PROGRAMS AND PRACTICES. Critical evaluation of operational programs and practices, with reference to the student's special interest field, as described in the literature and as studied in special field assignments. Development and analysis of evaluation criteria.

*Full Course (4)*

430. STUDIES IN HUMAN COMMUNICATION. Reading and discussions concerning verbal and nonverbal communication. Critical reviewing of the theories of Miller, Skinner, Shorf, Chomsky, and others. Discussion of psycholinguistics and the mechanisms whereby language influences and is influ-

enced by individuals and societies. *Three hours of discussion; research projects by arrangement.*

*Full Course (4)*

440. SEMINAR IN APPLIED BEHAVIORAL SCIENCES. Selected applications of the behavioral sciences to the schools, military, business, industry, and other institutions. Observations, field experiences, readings and discussion related to topics such as leadership, industrial engineering, human factors, personnel selection and classification, social work and employment counseling, industrial sociology, and industrial anthropology. *Three hours of discussion, field work and observation by arrangement.*

*Full Course (4)*

497. DIRECTED RESEARCH. Research in any area of Behavioral Science such as psychological, social, neurophysiological, or biochemical problems. Choice of area with consent of adviser. *May be repeated for a total of 8 units.*

*One-Half Course (2)\* or Full Course (4)\**

498. DIRECTED READING. In consultation with a faculty member, assignment of a list of readings which may be used as background information for preparation for examinations or for orientation in a little known area. Or, reading in an area of special interest which may serve as an introduction to a future research proposal. *May be repeated for a total of 8 units.*

*One-Half Course (2)\* or Full Course (4)\**

499. THESIS. A thesis or special project.

*(9 units)*

ANTHROPOLOGY 440. SEMINAR IN SOCIAL ANTHROPOLOGY. Selected studies of the theory and research of social anthropology, with specific subject matter varying from quarter to quarter. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

ANTHROPOLOGY 442. SEMINAR IN APPLIED ANTHROPOLOGY. A consideration of practical applications of anthropological theory and research to contemporary societies and social systems. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

BIOLOGICAL SCIENCE 412. SEMINAR IN BIOLOGICAL BASES OF BEHAVIOR. Review and discussion of current literature on topics

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\* Repeatable course

related to behavior: Genic control of cellular metabolism, hormonal regulation, structure and function of the nervous system and integrative mechanisms of the brain. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

ECONOMICS 410. STUDIES IN ECONOMIC BEHAVIOR. The study of the economically motivated decisions and acts of individuals and groups as they shape and are shaped by the economy. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

EDUCATION 430. THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. Issues and problems, techniques, procedures and materials for teaching the dominant language (standard English) to the bilingual and to the bidialectal. *Prerequisite: Graduate standing and English 210 or English 219, or consent of instructor.*

*Full Course (4)*

EDUCATION 450. EDUCATION AND HUMAN DEVELOPMENT. A course designed to familiarize students with empirical studies of human development which have special relevance to educational practice. Emphasis on studies of the normal range of human development. Examination of major studies for their implications for teaching. Review of methods of research. *Prerequisite: Graduate standing and introductory course in developmental psychology, child psychology or Psychological Foundations of Education or consent of instructor. Teaching experience desirable.*

*Full Course (4)*

EDUCATION 460. PSYCHOLOGY AND EDUCATION OF THE GIFTED. The study of research on the gifted and its implications for curriculum planning. Analysis of problems in planning related to school structure, work with school personnel, parents, and the community. Specific curriculum changes. *Prerequisite: Graduate standing.*

*Full Course (4)*

EDUCATION 470. THE EDUCATION OF DISADVANTAGED LEARNERS. Examination of the nature of socio-cultural disadvantage in learning; review of contemporary theory and research regarding children from a variety of backgrounds who often do not succeed in school; examination of current programs of compensatory, remedial, preventive and enrichment education for such learners. *Prerequisite: Graduate standing.*

*(Full Course (4))*

POLITICAL SCIENCE 410. STUDIES IN POLITICAL BEHAVIOR. A study of man's political beliefs, values and goals as the bases for his political behavior. Includes analysis of directly and indirectly observable political action and also those perceptual, motivational, and attitudinal components of behavior which make for man's political identifications, demands and expectations. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

PSYCHOLOGY 410. SEMINAR IN LEARNING. An intensive study, examination, and critical analysis of contemporary theory and research in animal and human learning. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

PSYCHOLOGY 420. STUDIES IN DIFFERENTIAL PSYCHOLOGY. Readings, discussions and research projects concerning the dimensions and significance of human individual differences. Research, measurement techniques, and theories in differential psychology will be critically reviewed. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

PSYCHOLOGY 440. SEMINAR IN SOCIAL PSYCHOLOGY. A comprehensive investigation of the major theoretical perspectives in the field of social psychology, with a review of exemplary classic and contemporary research literature. Emphasis is divided among different schools such as Gestalt psychology, field theory, reinforcement theory, psychoanalytic theory, role theory, and other views which relate to the problem of how people affect one another. Students participate in individual or joint research projects. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

PSYCHOLOGY 450. INDIVIDUAL ASSESSMENT. Study of techniques for analyzing the individual's role within his cultural-economic milieu and measuring his personal characteristics, such as abilities, interests, and other personality variables. Development of skill in interviewing and observing the individual and integrating results of these procedures with psychometric data to provide a valid overall assessment. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

PSYCHOLOGY 452. INDIVIDUAL TESTING. Study of techniques for administering and interpreting results of individual ability tests such as the Wechsler and the Stanford-Binet Intelligence Scales. Supervised practice in administering at least



one of these tests so that a level of skill is reached to assure valid results. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

PSYCHOLOGY 460. SEMINAR IN PERSONALITY. Readings, discussion, and empirical study designed to broaden and deepen the understanding of major issues and problems in personality theory and to enhance the ability to plan, conduct, and evaluate personality research. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

SOCIOLOGY 411. SEMINAR IN SOCIAL ORGANIZATIONS AND INSTITUTIONS. Selected studies of the organization of contemporary social systems and the forms and functions of social institutions. Emphasis upon the integral relationship between social organizations and social institutions. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

SOCIOLOGY 450. SEMINAR IN INTERACTION PROCESSES. Experiences in both the theoretical and practical study of group dynamics. Stress on the small group, with specific concern for problems such as communication, leadership, decision making, gamesmanship, equilibrium and change. Relevant research literature reviewed, and laboratory experiments in interaction processes conducted. *Prerequisite: Graduate standing and consent of instructor.*

*Full Course (4)*

BEHAVIORAL SCIENCES FACULTY

The faculty members teaching in the program have typically been from the Department of Anthropology, Biology, Economics, Political Science, Psychology, and Sociology, and the Graduate Institute of Education. The list which follows is representative, but not inclusive, of the faculty members participating in this program.

JACK ADAMS, Associate Professor of Psychology, Ph.D., Claremont Graduate School.

HARBANS L. ARORA, Associate Professor of Biological Science, Ph.D., Stanford University.

HAROLD CHARNOFSKY, Associate Professor of Sociology, Ph.D., University of Southern California.

HYMEN C. GOLDMAN, Coordinator of Counseling and Testing and Associate Professor of Education, Ed.D., University of Southern California.

LARRY G. KJOSA, Assistant Professor of Political Science, M.A., Southern Illinois University.

HERMAN LOETHER, Professor of Sociology, Ph.D., University of Washington.

PENROD MOSS, Associate Professor of Education, Ed.D., University of California, Berkeley.

HARVEY NASH, Associate Professor of Psychology, Ph.D., University of California, Berkeley.

NANCY W. NERENBERG, Assistant Professor of Psychology, Ph.D., Ohio State University.

LISA SHELLBERG, Assistant Professor of Psychology, Ph.D., Claremont Graduate School.

G. PETER PAULHE, Professor  
of Behavioral Sciences and Sociology  
Ph.D., Stanford University

## EDUCATION

### CREDENTIAL PROGRAMS

The Graduate Institute in Education offers programs of teacher preparation leading to the standard elementary and secondary teaching credentials. Each of the credential programs is a three-quarter sequence which includes concurrent courses, field assignments, and directed teaching.

Details regarding the requirements for each program are available from the Office of the Director of Teacher Education Programs. Prerequisites for admission to these programs are:

1. *Completion of courses in Motivation and Learning (Psychology 210) and Developmental Psychology (Psychology 220).*
2. *Application for admission to the Teacher Education Program before or during the first month of the quarter prior to enrolling in professional courses in Education. Application forms are available on request from the Office of the Director of Teacher Education Programs.*
3. *Acceptance by the Teacher Education Committee.*

### REQUIREMENTS FOR STANDARD ELEMENTARY CREDENTIAL

Education 300. *Field Studies in Education*  
Education 320. *Principles and Methods of Teaching*  
Education 330. *The Teaching of Reading*  
Education 340. *Materials and Procedures for Elementary School Social Studies*  
Education 350-351. *Materials and Procedures in the Humanities and Fine Arts*  
Education 395-396. *Supervised Teaching in the Elementary School*  
Education 397. *Seminar in Student Teaching*  
History 386. *History and Philosophy of Education*  
Plus added courses to complete the fifth year  
(minimum: 45 units)

### REQUIREMENTS FOR STANDARD SECONDARY CREDENTIAL

Education 300. *Field Studies in Education*  
Education 320. *Principles and Methods of Teaching*  
Education 380. *Methods and Materials in Secondary Education*  
Education 390-391. *Supervised Teaching in the Secondary School*  
Education 397. *Seminar in Student Teaching*  
History 386. *History and Philosophy of Education*  
Plus added courses to complete the fifth year  
(minimum: 45 units)

All credential candidates are required to pass an examination

in advanced English composition prior to program completion. In addition, elementary candidates who have not taken Basic Studies Mathematics must complete this course or a course in mathematics for elementary teaching.

#### MASTER'S DEGREE

The Master of Arts degree in Education is planned as a full year, four-quarter program. The degree will be first offered with two areas of specialization: Socio-Philosophical Foundations of Education; and Curriculum, with emphasis on Elementary or Secondary Education.

The program will be of value to experienced educators who wish to increase their competencies by pursuing an organized program of graduate study, to researchers in the areas of interest represented in the program and to potential candidates for advanced graduate degrees in Education.

Students seeking admission to the graduate program leading to the Master of Arts in Education should confer with a faculty adviser. Specific admission requirements are outlined in a brochure which may be obtained in the Graduate Institute of Education Office.

#### REQUIREMENTS FOR THE MASTER OF ARTS IN EDUCATION

The degree requires completion of the following:

1. A total of 45 units (including thesis) of which at least 20 are in the area of special concentration and not more than 12 are earned from upper division courses.
2. A thesis (up to 9 units). A student must be advanced to candidacy before he may begin formal work on his thesis. At the discretion of the degree committee, a creative special project could be used to satisfy this requirement.
3. Recommendation of the degree committee.

#### CORE COURSES REQUIRED OF ALL STUDENTS

Education 400. Seminar: The Critique and Analysis of Research in Education

Education 451. Seminar: Bio-Psychological Issues in Learning and Development

Education 455. Seminar: Socio-Cultural Aspects of Learning and Development

Education 499. Thesis (4 to 9 units)

#### SPECIAL CONCENTRATION IN SOCIO-PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Education 482. Philosophies of Education

Education 484. Advanced Sociology of Education or

Education 485. Advanced Philosophy of Education

14-22 units in cognate field courses from Sociology or Philosophy, with consent of adviser, or  
Education 425. Comparative Education  
Education 470. The Education of Disadvantaged Learners  
Education 476. Issues in Education  
Education 498. Independent Study: Social or Philosophical Foundations

#### SPECIAL CONCENTRATION IN CURRICULUM

Education 420. The Process of Curriculum Development  
Education 421. Seminar: The Process of Curriculum Development  
12 units in cognate field courses at upper division or graduate level, with consent of adviser.  
Approved electives to complete the minimum requirement of 45 quarter units in either cognate or alternate fields.

COURSE OFFERINGS IN EDUCATION

Graduate Professional

300. FIELD STUDIES IN EDUCATION. Assignment of students to field settings for initial teaching responsibilities. Emphasis on study of individuals and small groups and on planning appropriate activities within the school. *Required of all credential candidates during the first quarter of the professional program. One hour of lecture with field work by arrangement.*

*One-Half Course (2)*

320. PRINCIPLES AND METHODS OF TEACHING. The basic principles which underlie successful teaching, including planning for varying capabilities and interests, design of effective classroom organization, and study of interpersonal relationships. Includes analysis of critical incidents, in printed and taped form, and classroom observation. *Two hours of lecture-discussion and three hours of observation and participation per week.*

*One-Half Course (2)*

330. THE TEACHING OF READING. Procedures and materials for teaching reading throughout the total program, including the use of recent media and methods. *Three hours of lecture-discussion and three hours of observation and participation per week.*

*Full Course (4)*

340. MATERIALS AND PROCEDURES FOR TEACHING IN THE SOCIAL STUDIES. Study of selected approaches to and methods of inquiry within the social and behavioral sciences. Development of applications for elementary school social study. Critical analysis of conventional and experimental social studies programs. *Three hours of lecture-discussion and three hours of observation and participation per week.*

*Full Course (4)*

350. MATERIALS AND PROCEDURES IN THE HUMANITIES AND FINE ARTS. The development of understandings and appreciation in music, art, literary masterpieces, and creative writing at the elementary school level. *One hour of lecture-discussion and three hours of observation and participation per week.*

*One-Half Course (2)*

351. MATERIALS AND PROCEDURES IN THE HUMANITIES AND FINE ARTS. A continuation of Education 350. *Three hours of lecture-discussion and three hours of observation and participation per week.*

*Full Course (4)*

370. MATERIALS AND PROCEDURES IN ELEMENTARY SCIENCE AND MATHEMATICS. Major emphasis on planning and evaluating science and mathematics programs for children. Examination of materials and procedures used in experimental programs. Uses of mathematics in children's scientific inquiry.

*Full Course (4)*

380. METHODS AND MATERIALS IN SECONDARY EDUCATION. Preparation for supervised teaching in both the departmental and interdepartmental fields of emphasis. *Four hours of lecture-discussion and six hours of observation and participation per week.*

*One and One-Half Courses (6)*

390. SUPERVISED TEACHING IN THE SECONDARY SCHOOL. The student is required to complete a minimum of 120 hours of supervised teaching in a two quarter sequence. The supervised teaching will be arranged in conjunction with scheduled observations of outstanding teachers. All students are required to attend a weekly seminar with faculty supervisors and supervising teachers.

*Full Course (4)*

391. SUPERVISED TEACHING IN THE SECONDARY SCHOOL. A continuation of Education 390.

*Full Course (4)*

395. SUPERVISED TEACHING IN THE ELEMENTARY SCHOOL. The student is required to complete a minimum of 180 hours of supervised teaching in a two quarter sequence. The supervised teaching will be arranged in conjunction with scheduled observations of outstanding teachers. All students are required to attend a weekly seminar with faculty supervisors and supervising teachers.

*One and One-Half Courses (6)*

396. SUPERVISED TEACHING IN THE ELEMENTARY SCHOOL. A continuation of Education 395.

*One and One-Half Courses (6)*

397. SEMINAR IN STUDENT TEACHING. Weekly meetings with faculty supervisors and supervising teachers. *Required for all elementary and secondary student teachers. Taken concurrently with Education 390-391; 395-396. Repeated once for credit.*

*One-Half Course (2)\**

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\* Repeatable course

Graduate

400. SEMINAR: THE CRITIQUE AND ANALYSIS OF RESEARCH IN EDUCATION. Considerations of assumptions and techniques of educational research ranging from the theoretical to the empirical. Review of pertinent research studies in emphasizing their applicability to general and specific educational problems. Analysis of statistical concepts. Preview of sources of educational research. *Prerequisite: An ability to interpret statistics.*

*Full Course (4)*

420. THE PROCESS OF CURRICULUM DEVELOPMENT. A course designed to review contemporary developments in curriculum theory and practice, to provide experience in development of units of instruction, to develop criteria for evaluating published curriculum materials. *Prerequisites: Graduate standing; basic teaching credential, or consent of instructor.*

*Full Course (4)*

421. SEMINAR: THE PROCESS OF CURRICULUM DEVELOPMENT. Development of curriculum proposals applicable to local districts and problems; development and defense of total curriculum proposal related to major educational problem or to local district need; critique of curriculum proposals of other seminar members. *Prerequisites: Education 420; admission to graduate standing and to the masters program in the Graduate Institute of Education.*

*Full Course (4)*

425. COMPARATIVE EDUCATION. Systematic study of foreign educational systems; administration, control and finance of schools; the operation of school systems and educational developments in emerging countries. *Prerequisite: Graduate standing.*

*Full Course (4)*

430. THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. Issues and problems, techniques, procedures and materials for teaching the dominant language (standard English) to the bilingual and to the bidialectal. *Prerequisite: Graduate standing and English 210 or English 219, or consent of instructor.*

*Full Course (4)*

431. SEMINAR IN READING: DIAGNOSIS AND REMEDIATION. Survey of reading programs for children with special learning needs; determine techniques and procedures for appraising reading proficiency; discuss the theoretical and practical consideration of the causes of reading disability; know



some classroom techniques and materials for individual diagnosis. *Prerequisites: Education 330, graduate standing or professor's consent. (Section 1-elementary; section 2-secondary)*

*Full Course (4)*

450. EDUCATION AND HUMAN DEVELOPMENT. A course designed to familiarize students with empirical studies of human development which have special relevance to educational practice. Emphasis on studies of the normal range of human development. Examination of major studies for their implications for teaching. Review of methods of research. *Prerequisite: Graduate standing and introductory course in developmental psychology, child psychology or Psychological Foundations of Education or consent of instructor. Teaching experience desirable.*

*Full Course (4)*

451. SEMINAR: BIO-PSYCHOLOGICAL ISSUES IN LEARNING AND DEVELOPMENT. Theories, basic assumptions, research related to the learner and the learning process; emphasis on biological and psychological factors in individual differences; relevant factors in cognitive and affective development. *Three hours of classroom and three hours of field work.*

*Full Course (4)*

452. IDENTIFICATION AND STUDY OF PUPIL DIFFERENCES. The intensive study of pupil variation and search for special pupil abilities and needs within classroom groups. Educational planning based on identified needs of individual pupils. *Prerequisites: Teaching experience and graduate standing.*

*Full Course (4)*

455. SEMINAR: SOCIO-CULTURAL ASPECTS OF LEARNING AND DEVELOPMENT. Examines the total process of socialization and the effects of cultural determinants upon individual growth, development and patterns of learning. Considers the school as an agent of socialization and mediator of culturally determined drives and values.

*Full Course (4)*

460. PSYCHOLOGY AND EDUCATION OF THE GIFTED. The study of research on the gifted and its implications for curriculum planning. Analysis of problems in planning related to school structure, work with school personnel, parents, and the community. Specific curriculum changes. *Prerequisite: Graduate Standing.*

*Full Course (4)*

461. CURRICULUM PLANNING FOR THE GIFTED. An extension of Education 460. Both historical and current studies by students of curriculum movements planned especially for the gifted, and of the writings of curriculum experts past and present. Studies to form a basis of intensive curriculum development in a given topical field. *Prerequisite: Graduate standing and Education 460 or equivalent.*

*Full Course (4)*

470. THE EDUCATION OF DISADVANTAGED LEARNERS. Examination of the nature of socio-cultural disadvantage in learning; review of contemporary theory and research regarding children from a variety of backgrounds who often do not succeed in school; examination of current programs of compensatory, remedial, preventive and enrichment education for such learners. *Prerequisite: Graduate standing.*

*Full Course (4)*

471. PRACTICUM IN TEACHING THE DISADVANTAGED. Provides classroom experience in working with disadvantaged learners in a variety of programs. Includes opportunity to evaluate critically new text and instructional materials and to become acquainted with resources for programs.

*Full Course (4)*

475. SELF-DEVELOPMENT OF THE TEACHER. Study of theories and practices recommended for personal development. Field studies and critical appraisals of non-school programs for development of imagination and creativity in the adult years.

*Full Course (4)*

476. ISSUES IN EDUCATION. Identification of significant and persistent issues in education, preparing students to analyze contemporary issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. *Prerequisite: Graduate standing; experience in teaching desirable.*

*One-Half Course (2)\**

480. SEMINAR IN SUPERVISION OF TEACHING. A weekly seminar in preparation for supervision of candidates for teaching credentials. *Prerequisite: Invitation of Director of Teacher Education Programs only.*

*One-Half Course (2)*

482. PHILOSOPHIES OF EDUCATION. Identifies and surveys the major traditional and modern philosophical positions as

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\*Repeatable course

they relate to education; examines the educational theories which derive from them; and considers certain educational practices in the light of the educational theories by which these are justified.

*Full Course (4)*

484. ADVANCED SOCIOLOGY OF EDUCATION. Analysis of social interaction within the school and between the school and society. Special attention to the problems of urban education. *Prerequisite: Education 455 or equivalent.*

*Full Course (4)*

485. ADVANCED PHILOSOPHY OF EDUCATION. Investigation in depth of the various branches of philosophy as they pertain to educational theory. Examination of the implications for education of metaphysical, epistemological and axiological theories. *Prerequisite: Education 482 or equivalent.*

*Full Course (4)*

498. INDEPENDENT STUDY: SOCIAL OR PHILOSOPHICAL FOUNDATIONS. *Prerequisite: Consent of instructor.*

*One-Half (2) or Full Course (4)*

499. THESIS. An individually planned research effort or a creative project of comparable quality. Students work under individual supervision with assigned faculty.

*(4 to 9 units)*

GRADUATE INSTITUTE OF EDUCATION FACULTY

- MILAGROS R. AQUINO, Assistant Professor of Education, Ed.D.,  
University of California, Los Angeles.
- INGEBORG ASSMANN, Assistant Professor of Education, Ph.D.,  
University of Southern California.
- JACK T. BELASCO, Assistant Professor of Education, M.A.,  
University of Southern California.
- ROBERT L. CALATRELLO, Assistant Professor of Education, Ed.D.,  
University of Southern California.
- MURIEL P. CARRISON, Assistant Professor of Education, Ed.D.,  
University of Southern California.
- PETER DESBERG, Assistant Professor of Education, Ph.D.,  
University of Southern California.
- FRANCES M. EPPS, Associate Professor of Education, M.A.,  
California State College at Los Angeles.
- HYMEN C. GOLDMAN, Coordinator of Counseling and Testing and  
Associate Professor of Education, Ed.D., University of  
Southern California.
- RUTH LARSON, Associate Professor of Education, Ph.D., Ohio  
State University.
- PENROD MOSS, Associate Professor of Education, Ed.D., Uni-  
versity of California, Berkeley.
- JUDSON H. TAYLOR, Assistant Professor of Education, Ph.D.,  
Arizona State University.

M. MILO MILES, Dean of Students and  
Professor of Education and Psychology  
Ed.D., University of Southern California

DRU ANN GUTIERREZ,  
Credentials Counselor

## ENGLISH

### MASTER'S DEGREE REQUIREMENTS

The program leading to the Master of Arts Degree in English is conceived as a full-year (four-quarter) sequence. Opportunities for concentration in English literature, American literature, or creative writing exist in a flexible curriculum that offers two alternative procedures through which candidates may advance toward their degrees. Under Plan 1 students elect to prepare for the Comprehensive Examination; under Plan 2 students elect to write a thesis, a special project arising from scholarly research or creative activity. Regardless of the plan chosen, all Master of Arts candidates in English are advised that:

1. *A reading knowledge of at least one foreign language is a valuable research and teaching tool. While a formal foreign language requirement is not part of this program, those planning to pursue a Ph.D. in English will eventually be held responsible for reading ability in two or three foreign languages.*
2. *Course work must represent reasonable and intelligent distribution among periods and major writers. No more than 12 units selected from upper division undergraduate offerings in English may count toward the Master's degree in English. Each student's program must be approved by a faculty adviser and must also satisfy the all-college policies applicable to Master of Arts degrees.*
3. *A knowledge of the history and structure of English is required. This requirement may be satisfied by: (1) successful completion of English 213 and 214 or equivalents, or (2) passing an examination in the history and structure of English.*

GRADUATE COURSE OFFERINGS IN ENGLISH

*Graduate standing or consent of department head is prerequisite to enrollment in the following courses.*

410. BIBLIOGRAPHY. The tools and methods of literary research. For candidates who elect Plan 2. (Thesis).

*One-Half Course (2)*

434. SEMINAR: STUDIES IN RENAISSANCE LITERATURE (1500-1603). Aspects of English Renaissance Literature within a framework of significant continental achievements, such as those of Erasmus, Aristo, Castiglione, Machiavelli, Tasso, and others.

*Full Course (4)*

437. SEMINAR: STUDIES IN LATE RENAISSANCE LITERATURE (1603-1660). Investigation of the baroque ascendancy in English prose, poetry and drama of the late renaissance with varying emphasis on selected work of such representative writers as Jonson, Shakespeare, Bacon, Beaumont, Fletcher, Webster, Milton, Burton, Browne, Taylor, Donne, and the metaphysical poets.

*Full Course (4)*

440. SEMINAR: STUDIES IN NEO-CLASSIC LITERATURE (1660-1798). Selected studies in Restoration dramatic and non-dramatic literature, and Neo-classical writing in the age of Dryden, Swift, Addison, Steele, Defoe, Pope, Johnson, Richardson, Fielding, and Sterne.

*Full Course (4)*

443. SEMINAR: STUDIES IN ROMANTIC LITERATURE (1798-1832). Selected studies in the Romantic movement in English literature up to the death of Scott, including such precursors as Burns and Blake.

*Full Course (4)*

446. SEMINAR: STUDIES IN VICTORIAN LITERATURE (1832-1901). A study of major writers from the time of the Great Reform Bill to the *fin de siècle*, with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues.

*Full Course (4)*

449. SEMINAR: STUDIES IN MODERN BRITISH LITERATURE. Selected study of the literature of the modern period in England, Ireland, and the Commonwealth, as typified by such novel-

ists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing.

*Full Course (4)*

452. SEMINAR: STUDIES IN AMERICAN LITERATURE (1836-1917). Selected study of major American writing from the Renaissance to the First World War.

*Full Course (4)*

455. SEMINAR: STUDIES IN AMERICAN LITERATURE, THE MODERN PERIOD. Study of selected American authors and their works since the Lost Generation.

*Full Course (4)*

491. SEMINAR: SPECIAL TOPICS IN BRITISH LITERATURE. Intensive study of a single author, period, or literary genre. *Prerequisite: Consent of instructor.*

*Full Course (4)*

493. SEMINAR: SPECIAL TOPICS IN AMERICAN LITERATURE. Intensive study of a single author, period, or literary genre. *Prerequisite: Consent of instructor.*

*Full Course (4)*

499. THESIS. A thesis or special project required of candidates in Plan 2.

*2-9 units.*

ENGLISH DEPARTMENT FACULTY

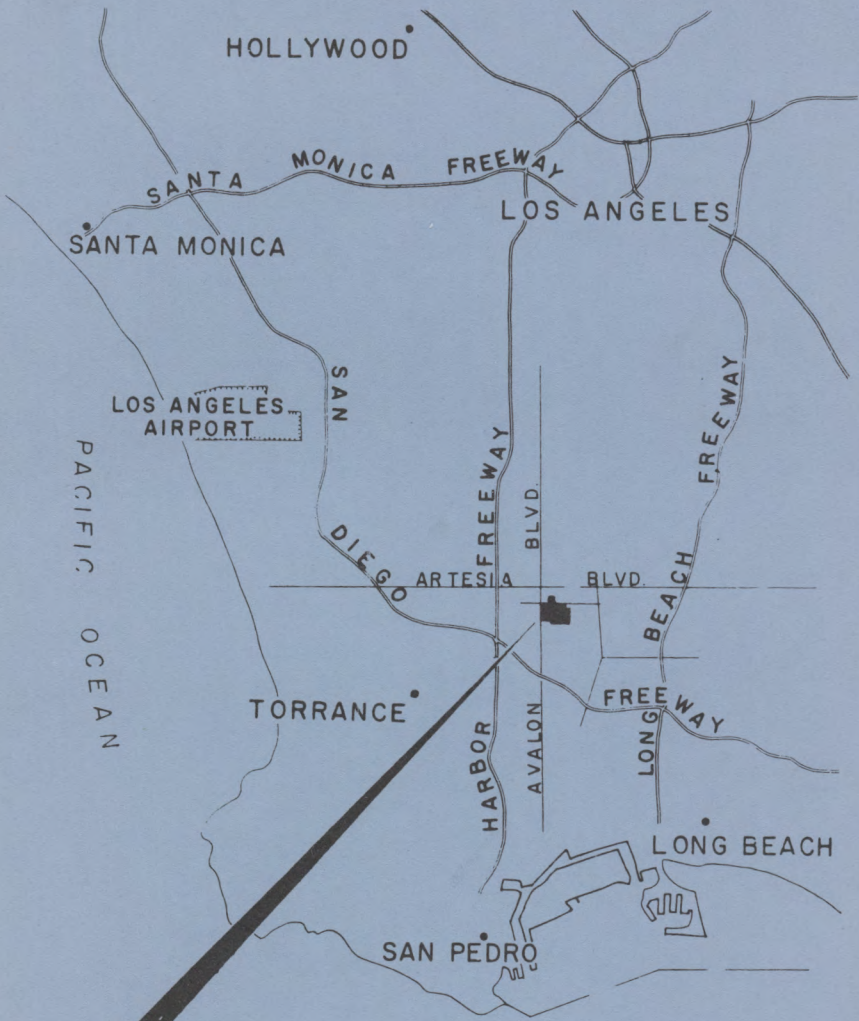
- JOHN J. BULLARO, Associate Professor of English, Ph.D.,  
University of Wisconsin.
- CAROLINE R. DUNCAN, Assistant Professor of English and  
Linguistics, Ph.D., Florida State University.
- PATRICIA S. ELIET, Assistant Professor of English, M.A.,  
Oberlin College.
- DALE E. ELLIOTT, Assistant Professor of English and Linguistics,  
M.A., Ohio State University.
- LILA B. GELLER, Assistant Professor of English, Ph.D.,  
University of California, Los Angeles.
- VIOLET L. JORDAIN, Assistant Professor of English, Ph.D.,  
University of California, Los Angeles.
- C. MICHAEL MAHON, Assistant Professor of English, Ph.D.,  
University of California, Santa Barbara.
- HAL MARIENTHAL, Associate Professor of English, Ph.D.,  
University of Southern California.
- BURCKHARD MOHR, Assistant Professor of English and  
Linguistics, B.A., University of California, Berkeley.
- DAVID B. RANKIN, Associate Professor of English, Ph.D.,  
University of London.
- JAMES A. RIDDELL, Assistant Professor of English, Ph.D.,  
University of Southern California.
- EPHRIAM SANDO, Associate Professor of English, Ph.D.,  
University of California, Los Angeles.
- JOAN F. SANTAS, Assistant Professor of English, Ph.D.,  
Cornell University.
- MICHAEL R. SHAFER, Assistant Professor of English, Ph.D.,  
University of California, San Diego.
- LYLE E. SMITH, Assistant Professor of English, Ph.D.,  
Harvard University.
- BRUCE P. TRACY, Assistant Professor of English, Ph.D.,  
Michigan State University.
- JACK A. VAUGHN, Assistant Professor of English, Ph.D.,  
University of Denver.
- WALTER WELLS, Assistant Professor of English, M.A.,  
New York University.



WILLIAM T. WHEATLEY, Assistant Professor of English, Ph.D.,  
New York University.

MARVIN LASER, Dean, School of Humanities and Fine Arts  
and Professor of English  
Ph.D., Northwestern University

ABE C. RAVITZ, Department Chairman  
and Professor of English  
Ph.D., New York University



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