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CALIFORNIA STATE
COLLEGE
DOMINGUEZ HILLS

CATALOG 1972 – 73

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ACADEMIC CALENDAR 1972-73

| | <i>Fall 1972</i> | <i>Winter 1973</i> | <i>Spring 1973</i> |
|---|--|---|--|
| First day to file application for admission or readmission | Nov. 1, 1971 Monday | June 1, 1972 Thursday | Aug. 1, 1972 Tuesday |
| Fall General Faculty Meeting..... | Sept. 19 Tuesday | | |
| Registration in person and group academic advisement by faculty for NEW students..... | Sept. 21 Thursday | Jan. 2 Tuesday | March 27 Tuesday |
| Academic advisement by faculty for all students..... | Sept. 22 Friday | Jan. 3 Wednesday | March 28 Wednesday |
| Instruction begins | Sept. 25 Monday | Jan. 4 Thursday | March 29 Thursday |
| Last day to add courses | Sept. 29 Friday | Jan. 10 Wednesday | April 4 Wednesday |
| Last day to file for graduation to insure processing of degree requirements check | Sept. 29 (<i>March graduation</i>) | Jan. 10 (<i>June graduation</i>) | April 4 (<i>Summer Session or Dec. Grad.</i>) |
| Last day for refund of Materials and Service Fee | Oct. 9 Monday | Jan. 18 Thursday | April 12 Thursday |
| Last day to drop classes without academic penalty | Oct. 13 Friday | Jan. 24 Wednesday | April 18 Wednesday |
| Last day for refund of Non-Resident Tuition Fee | Oct. 20 Friday | Jan. 31 Wednesday | April 25 Wednesday |
| Registration materials available for continuing students..... | Nov. 6-17 (<i>for Winter 1973</i>) | Feb. 5-16 (<i>for Spring 1973</i>) | May 7-18 (<i>for Fall 1973</i>) |
| Academic advisement for continuing students..... | Nov. 7-10 Tues.-Fri. | Feb. 6-9 Tues.-Fri. | May 8-11 Tues.-Fri. |
| Examination Study Day..... | Dec. 7 Thursday | March 15 Thursday | June 11 Monday |
| Final examinations | Dec. 8, 11, 12, 13 Fri., Mon.-Wed. | Mar. 16, 19, 20, 21 Fri., Mon.-Wed. | June 12, 13, 14, 15 Tues.-Fri. |
| Quarter ends | Dec. 13 Wednesday | March 21 Wednesday | June 15 Friday |
| Commencement | _____ | _____ | June 16 Saturday |
| Academic Holidays | Oct. 23, Mon. Nov. 23-24 Thurs.-Fri. | Feb. 19, Mon. | May 28, Mon. |

Summer Session 1973

| | |
|---------------------------------|-----------------------------|
| Registration in person | June 14-16, Thurs.-Sat. |
| Instruction begins | June 18, Monday |
| Last date for change of program | June 22, Friday |
| Final examinations | July 26-27, Thursday-Friday |
| Summer Session ends | July 27, Friday |
| Academic Holiday | July 4, Wednesday |

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

| | |
|---|--|
| Honorable Ronald Reagan <i>Governor of California and President of the Trustees</i> | State Capitol, Sacramento 95814 |
| Honorable Ed Reinecke <i>Lieutenant Governor of California</i> | State Capitol, Sacramento 95814 |
| Honorable Bob Moretti <i>Speaker of the Assembly</i> | State Capitol, Sacramento 95814 |
| Honorable Wilson C. Riles <i>State Superintendent of Public Instruction</i> | 721 Capitol Mall, Sacramento 95814 |
| Dr. Glenn S. Dumke <i>Chancellor of the California State University and Colleges</i> | 5670 Wilshire Boulevard, Los Angeles 90036 |

APPOINTED TRUSTEES

Appointments are for a term of eight years expiring March 1 of the years in parentheses. Names are listed in order of accession to the Board.

| |
|--|
| Charles Luckman (1974) 9220 Sunset Boulevard, Los Angeles 90069 |
| Daniel H. Ridder (1975) 604 Pine Street, Long Beach 90801 |
| George D. Hart (1975) 111 Sutter Street, San Francisco 94104 |
| Alec L. Cory (1973) 530 B Street, Suite 1900, San Diego 92101 |
| Edward O. Lee (1974) P.O. Box 23361, Oakland 94623 |
| Karl L. Wente (1976) 5565 Tesla Road, Livermore 94550 |
| W. O. Weissich (1977) 1299 Fourth Street, San Rafael 94901 |
| Robert A. Hornby (1978) P.O. Box 60043, Terminal Annex, Los Angeles 90060 |
| Wendell W. Witter (1979) 45 Montgomery Street, San Francisco 94106 |

Mrs. Winifred H. Lancaster (1977)
P.O. Drawer JJ, Santa Barbara 93102

Gene M. Benedetti (1978)
8990 Poplar Avenue, Cotati 94952

Mrs. C. Stewart Ritchie (1980)
1064 Creek Drive, Menlo Park 94025

Roy T. Brophy (1980)
2160 Royale Road, Suite 20, Sacramento 95815

Robert F. Beaver (1976)
245 East 27th Street, Los Angeles 90011

Frank P. Adams (1973)
235 Montgomery Street, San Francisco 94104

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Vice-Chairman

Chancellor Glenn S. Dumke
Secretary-Treasurer

OFFICE OF THE CHANCELLOR

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

5670 WILSHIRE BOULEVARD
LOS ANGELES, CALIFORNIA 90036
213 938-2981

Glenn S. Dumke

Chancellor

H. E. Brakebill

Executive Vice Chancellor

William B. Langsdorf

Vice Chancellor, Academic Affairs

D. Dale Hanner

Vice Chancellor, Business Affairs

C. Mansel Keene

Vice Chancellor, Faculty and Staff Affairs

Norman L. Epstein

Vice Chancellor and General Counsel

Harry Harmon

Vice Chancellor, Physical Planning and Development

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

| | |
|---|--------------|
| California State College, Bakersfield 9001 Stockdale Highway, Bakersfield, California 93309 | |
| Paul F. Romberg, <i>President</i> | 805 833-2011 |
| California State University, Chico 1st and Normal Streets, Chico, California 95926 | |
| Stanford Cazier, <i>President</i> | 916 345-5011 |
| California State College, Dominguez Hills 1000 East Victoria Street, Dominguez Hills, California 90747 | |
| Leo F. Cain, <i>President</i> | 213 532-4300 |
| California State University, Fresno Shaw and Cedar Avenues, Fresno, California 93710 | |
| Norman A. Baxter, <i>President</i> | 209 487-9011 |
| California State University, Fullerton 800 North State College Boulevard, Fullerton, California 92631 | |
| L. Donald Shields, <i>President</i> | 714 870-2011 |
| California State University, Hayward 25800 Hillary Street, Hayward, California 94542 | |
| Ellis E. McCune, <i>President</i> | 415 884-3724 |
| California State University, Humboldt Arcata, California 95521 | |
| Cornelius H. Siemens, <i>President</i> | 707 826-3011 |
| California State University, Long Beach 6101 East Seventh Street, Long Beach, California 90804 | |
| Stephen Horn, <i>President</i> | 213 498-4111 |
| California State University, Los Angeles 5151 State College Drive, Los Angeles, California 90032 | |
| John A. Greenlee, <i>President</i> | 213 224-0111 |

California State University, Northridge
18111 Nordhoff Street, Northridge, California 91324

James W. Cleary, *President*

213 885-1200

California State Polytechnic University, Pomona
3801 West Temple Avenue, Pomona, California 91768

Robert C. Kramer, *President*

214 964-6424, 714 595-1241

California State University, Sacramento
6000 J Street, Sacramento, California 95819

916 454-6011

California State College, San Bernardino
5500 State College Parkway, San Bernardino, California 92407

John M. Pfau, *President*

714 887-6311

California State University, San Diego
5402 College Avenue, San Diego, California 92115

Brage Golding, *President*

714 286-5000

California State University, San Francisco
1600 Holloway Avenue, San Francisco, California 94132

S. I. Hayakawa, *President*

415 469-9123

California State University, San Jose
125 South Seventh Street, San Jose, California 95114

John H. Bunzel, *President*

408 294-6414

California Polytechnic State University, San Luis Obispo
San Luis Obispo, California 93401

Robert E. Kennedy, *President*

805 546-0111

Sonoma State College
1801 East Cotati Avenue, Rohnert Park (Cotati), California 94928

Thomas H. McGrath, *President*

707 795-2011

Stanislaus State College
800 Monte Vista Avenue, Turlock, California 95380

Carl Gatlin, *President*

209 634-9101

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

On November 29, 1971, the Governor signed into law Assembly Bill 123 which created The California State University and Colleges, thereby redesignating the system previously known as the California State Colleges. This legislation provided legal recognition that the California State Colleges have achieved the status of universities in their first decade as a unified system of higher education.

First brought together as a system under an independent Board of Trustees by the Donahoe Higher Education Act in the early 1960's, the California State University and Colleges now consists of nineteen campuses covering the state from Humboldt in the north to San Diego in the south. Current enrollment exceeds 263,000 full- and part-time students, with a faculty of approximately 14,500.

Responsibility for the California State University and Colleges is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers on the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University and Colleges, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Each college in the system has its own unique geographic and curricular character, but all emphasize the liberal arts and sciences. Programs leading to the bachelor's and master's degrees are master-planned to anticipate and accommodate student interest and the educational and professional needs of the State of California. A limited number of joint doctoral programs are also offered. Although there is increasing recognition of the importance of research to the maintenance of quality teaching, the primary responsibility of the faculty continues to be the instructional process.

While San Jose State College, the oldest, was founded over a century ago, prior to World War II only seven State Colleges were in existence, with a total enrollment of 13,000. Since 1947, twelve new colleges have been established, and sites have been selected for additional campuses in Ventura, San Mateo, and Contra Costa counties. California State College, Bakersfield, the newest, was opened to students in 1970. Enrollment in the system is expected to pass 300,000 by 1980.

CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS

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Secretary to the President Irene K. Okuda
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Chairman, East Asian Studies Committee _____
Chairwoman, Latin American Studies Committee Frances Lauerhass
Chairwoman, Linguistics Committee Caroline R. Duncan
Chairman, Theater Arts Committee Hal Marienthal

| | |
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| Chairman, Department of Sociology | Steve R. Riskin |
| Director, Afro-American Studies..... | Oliver W. Wilson |
| Chairman, American Business and Economic Systems Committee..... | Jack F. Kilfoil |
| Chairman, American Studies Committee | Walter Wells |
| Chairman, Behavioral Sciences Committee..... | Harvey Nash |
| Chairman, Urban Studies Committee | Judson A. Grenier |
| Chairman, Graduate Behavioral Sciences Program..... | G. Peter Paulhe |
| Chairman, Graduate Business Administration Program | Martin R. Blyn |
| Dean, Teacher Education | M. Milo Milfs |
| Credential Analyst | Miriam Stuart |
| Chairwoman, Early Childhood Studies Committee | Frances M. Epps |

Business Affairs

| | |
|---|-------------------|
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| Administrative Assistant to Business Manager..... | Sidney Goldstein |
| Controller | Edwin E. Ogren |
| Procurement and Support Services Officer..... | Rudolph E. Pliska |
| Personnel Officer | Robert Scott |
| Chief of Plant Operations..... | Woodrow W. Bush |

College Services and Facilities Planning

| | |
|--|----------------------|
| Vice President for Administration | Harry A. Nethery |
| Associate Dean, Admissions, Records, and Relations with Schools..... | Peter D. Ellis |
| Admissions Officer | Gerhard J. Bolli |
| Registrar | Larry D. McClelland |
| Senior Building Program Coordinator | Thomas S. Bullock |
| Campus Judicial Coordinator | Gary B. Colboth |
| Director, Institutional Studies and ADP | Carl Cagan |
| College Librarian | Phillip Wesley |
| Head Public Services Librarian | Diane O. Sternfels |
| Head Reference Librarian..... | Jon L. Breen |
| Head Acquisitions Librarian..... | E. Kenneth Bennett |
| Head Technical Services Librarian..... | Juanita W. Portis |
| Coordinator, Audio Visual Services..... | David J. Hudson, Jr. |

Student Affairs

| | |
|---|---------------------|
| Dean of Student Affairs | Richard B. Ross |
| Psychiatric Consultant to Student Affairs | Hiawatha Harris |
| Associate Dean of Evaluation and Applied Research..... | Quentin C. Stodola |
| Director, Personal Counseling and Academic Advisement | Hymen C. Goldman |
| Assistant Director, Personal Counseling and Academic Advisement.. | William J. Seefeldt |
| Director, Career Counseling and Placement..... | Janie MacHarg |
| Placement Counselor..... | Phyllis Hunter |
| Director, Financial Aid..... | Barbara A. Burnham |
| Financial Aids Counselor | David Mendoza |
| Work Study Counselor | Kristine E. Key |
| Director, Educational Opportunity Program | _____ |
| Associate Director, Education Opportunity Program | William Hernandez |
| Director, Student Activities and College Cultural Program..... | William M. Hagan |
| Director, Health Services | Elsie Giorgi |
| Physician | Forrest H. Howard |
| Nurse | Arthelma Johnson |

PHYSICS • POLITICAL SCIENCE • PSYCHOLOGY • SOCIOLOGY
THEATER ARTS • TWENTIETH CENTURY THOUGHT AND EXPERIENCE
URBAN STUDIES • URBAN STUDIES: URBAN ENVIRONMENTAL
MANAGEMENT • AFRO-AMERICAN STUDIES • AMERICAN BUSINESS
ECONOMIC SYSTEMS • AMERICAN STUDIES • ANTHROPOLOGY
URBAN ENVIRONMENTAL MANAGEMENT • **THE COLLEGE** •
ADMINISTRATION • CHEMISTRY • CHINESE • EARLY CHILDHOOD
STUDIES • EARTH SCIENCES • EAST ASIAN STUDIES • ECONOMIC
EDUCATION • ENGLISH • THE FOUNDATIONS OF NATURAL SCIENCE
FRENCH • GEOGRAPHY • GERMAN • HEALTH AND PHYSICAL
EDUCATION • HISTORY • HUMANITIES • INFORMATION SYSTEMS

THE COLLEGE

The California State College, Dominguez Hills, is located on the historic Rancho San Pedro, the oldest Spanish land grant in the Los Angeles area. Its 346-acre campus was in the continuous possession of the Dominguez family through seven generations, from its concession to Juan José Domínguez in 1784 to its acquisition by the college in 1967.

The Legislature of the State of California, at the First Extraordinary Session in 1960, authorized the establishment of this college as part of the California State College system to meet higher education needs in southwest Los Angeles. The first members of the planning staff were appointed in 1962. Freshman and junior students enrolled in the fall of 1965 for the first classes offered by the college.

To guide the development of this new institution, the planning staff, during the pre-opening years, undertook a series of studies designed to provide information on student needs, community needs and trends in higher education. These studies included a compilation of the future plans of students in 21 high schools and four junior colleges in the area, a survey of recent curriculum trends in colleges and universities throughout the United States, an analysis of curricula in eight nearby institutions of higher education, and a survey of industrial, business, and civic needs in the area. In addition, a series of meetings was held with administrators of the nearby junior colleges to develop articulation of program.

The undergraduate academic program, developed by the California State College, Dominguez Hills, emphasizes the liberal arts and sciences as an educational foundation for all students. It has been designed so that students will acquire competency in a specific field as well as a broad understanding of the forces and issues in modern society. Opportunity for specialization, not only in specific disciplines but also in certain applied fields and professions, is provided in later work, particularly at the graduate level. Graduates of this college, it is expected, will have developed the judgment and maturity to function as productive citizens within the changing patterns of our society.

ACCREDITATION

The California State College, Dominguez Hills, is accredited by the Western Association of Schools and Colleges. Standard procedures of credit transfer between accredited institutions are therefore in effect.

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 has a book collection of more than 100,000 volumes, over 57,000 microforms, and subscribes to over 1,000 periodicals. The

collection is increasing at the rate of 15,000 to 20,000 volumes a year.

To further a wide acquaintance with recorded knowledge, the Library has an open shelf arrangement which facilitates direct access to the materials in the collection and encourages browsing or study in any field of interest. Facilities and services include microform reading and reproduction, photo duplication, typing room, and inter-library loan. Expert reference service is available to the entire campus community.

Audio-Visual Services provides instructional media for both classroom use and independent study. The Center has over 300 films, 1,400 recordings, and 22,000 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 University 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.

INTERNATIONAL PROGRAMS

A study abroad program of global scope is offered by the California State University and Colleges International Programs. Year-long study opportunities for students from all nineteen campuses are available at distinguished institutions of higher learning throughout the world.

Cooperating universities abroad include the University of Provence, France; the Free University of Berlin and the University of Heidelberg, Germany; the University of Florence, Italy; the University of Stockholm and the University of Uppsala, Sweden; the University of Madrid and the Uni-

versity of Granada, Spain; Tel Aviv University and the Hebrew University of Jerusalem, Israel; Waseda University, Japan. In the United Kingdom, cooperating universities, which may vary from year to year, have included Dundee, Leicester, Liverpool, London, Oxford, Sheffield, Southampton and Wales. An area studies program, with instruction in English, is also available in Taiwan, Republic of China.

Selected students remain enrolled and continue to earn residence credit at their California State College campus. Full credit is earned for academic work successfully completed at the cooperating institutions abroad. Application of credit earned toward the degree requirements of the home campus is in accordance with college regulations. Students are selected from each campus on the basis of academic, linguistic and personal qualifications, as well as career objectives. Requirements include:

Upper division or graduate standing by the beginning of the academic year abroad;

Grades of B or better in at least 30 semester or 45 quarter units;

Proficiency in the language of instruction, as specified below;

Faculty recommendations.

Proficiency in the language of the host country is a requirement for the programs in France, Germany, Italy (except for students applying for the area studies program), and Spain. Even where language proficiency is not required, however, competence in the language of the host country will assure broader curricular opportunities.

Average expenses for the entire year—including round-trip transportation between California and the study centers, room and board, health and accident insurance, home campus fees, moderate vacation traveling, textbooks, and personal expenses—range from \$2,600 to \$3,050. Students ordinarily remain eligible for any financial aids for which they otherwise would qualify on their home campus.

Application for the 1973-74 academic year must be submitted before March 1, 1973 (except for United Kingdom applicants who must submit applications by January 5, 1973). Applicants are notified of acceptance by April 1, 1973. Detailed information may be obtained from the Dean of Students Office, California State College, Dominguez Hills, or by writing to the California State University and Colleges International Programs, 5670 Wilshire Boulevard, Los Angeles, California 90036.

STUDENT ACTIVITIES AND SERVICES

The same basic educational principles underlie both the student affairs program and the instructional program of the college. The extra-class activities of the college are designed to serve the abilities, needs and interests of all students. Participants must select wisely those activities which will broaden their cultural and intellectual lives and avail themselves of those services which contribute to their self-understanding and long-range career objectives.

Student services are vital to the college in order that students gain a full educational experience—intellectual, personal, social, and physical. While the instructional program focuses on the development of the intellect, student services enrich this classroom experience. Enrolled students are encouraged to make frequent use of these services.

STUDENT ACTIVITIES

The Office of Student Activities and the College Cultural Program works with the Student Activities and Cultural Program Commission of the Student Association, clubs, and individuals to coordinate student activities.

This office, following state and college policy, cooperates in providing a broad program of educational, cultural, social and recreational events for the benefit of the college and the surrounding community and works closely with student government and all student organizations. It also provides other services such as information and personal counseling.

Student Government

The Student Association of the California State College, Dominguez Hills, has been organized, and a constitution and by-laws for this association serve as a framework for student government. Every student enjoys membership in this association. Its activities are supported by a student activity fee which is collected from each enrolled student. The Student Council is the student governing body. Six commissions coordinate the various activities of the Student Association: the Academic Affairs Commission, the Student Activities and Cultural Program Commission, the Communications Commission, the Organizations Commission, the Finance Commission, and the Recreational Sports Commission. There are also two agencies: Environmental Quality and Community Services. Participation in student government is open to all students, including graduate students.

THE CENTER FOR EVALUATION AND APPLIED RESEARCH

The Center for Evaluation and Applied Research assists students to register for national examinations, such as the College Entrance Examination Board tests, the American College Testing Program, the Graduate Record Examination, the Law School Admission Test, and the Admission

Test for Graduate Study in Business, and administers and interprets vocational-academic interest and personality adjustment inventories as a counseling service to students.

The Center is also prepared to assist faculty regarding methods of evaluating student achievement, new instructional procedures, use of modern technology to support instruction, such as television and computer services, and using course objectives as a basis for preparing appropriate course examinations. It also offers assistance in selecting and preparing examinations for granting advanced credit.

COUNSELING CENTER

The Counseling Center provides an integrated service through one office including all phases of counseling, placement, and financial aids.

Counseling is provided for students who wish to confidentially discuss any problem which could deter them from fulfilling their educational objectives. While some students may be concerned with the selection of an appropriate major or vocation, other students may require the opportunity to realistically evaluate a personal or social problem which is related to the achievement of their educational objectives. A testing service, as well as the guidance of counselors, is available to students who desire to clarify the level of ability required to do academic work. Students who wish to may participate in groups in order to achieve greater sensitivity and integration toward fulfilling their educational objectives. The professionally trained staff of the counseling center is available to all enrolled students.

Career Counseling and Placement, an integral part of the Counseling Center, provides the following services: career counseling, career placement, teacher placement, and student employment. Career counseling is provided for students who wish to discuss vocational interests and career plans. A vocational library is maintained for student use, and information about employment opportunities, including job requirements and employment trends, is available. Students are urged to begin career planning early; assistance is available beginning with the freshman year. The placement service arranges for employers to interview candidates for career placement prior to the completion of their degree or credential programs.

Candidates for teaching positions are advised to contact the placement office at least five months prior to completion of their Teacher Education program.

Part-time employment opportunities, both on-campus and off-campus, are listed with the Career Counseling and Placement Service. Students are encouraged to contact this office regarding these opportunities.

Vocational Rehabilitation Services

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.), and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses and transportation.

Appointments may be made with a counselor in the Counseling Center.

STUDENT HEALTH

Limited health services are available through the Health Center. Emergency medical treatment is available to students through the Health Center and through a student health insurance program. All students are encouraged to participate in a supplementary medical plan which is made available through the college. This insurance plan provides for major hospital expenses and surgical benefits at a low cost to students. Information concerning the medical insurance programs of the college can be obtained from the Health Center.

New students are required to have health clearance prior to registration. Medical history forms are sent to each student with his notification of admission and must be returned to the Health Center. Medical examinations are to be conducted by the family doctor at the expense of the matriculating student.

STUDENT HOUSING

Until the college operates student residence halls on campus, it will have no college-approved housing for students. A housing rental listing service will be maintained by the Director of Student Activities and College Cultural Program, but this is provided solely for the convenience of students. Parents are urged to assist minor students in selecting appropriate living accommodations.

STUDENT FINANCIAL AID

The purpose of the financial aid service is to provide appropriate financial assistance to eligible students to aid them in achieving educational objectives. Information, applications, and all necessary forms to file for financial assistance are available in the Counseling Center. Students are invited to contact the Financial Aid Office for counseling and information.

Students should submit the financial aid application in advance of their expected date of entrance, but *not later than April 15* for the following fall quarter. Since several of the financial aid programs are governmentally sponsored, it is important to note that any financial aid commitments are subject to governmental appropriations and regulations.

Loans

National Defense Student Loan Program (NDSL). NDS loans are available to all students who meet the need criteria. The maximum amount that may be borrowed per year is \$1,000 for an undergraduate or \$2,500 for a graduate student. Repayment plus three percent simple interest begins nine months after the student ceases to carry at least one-half of the normal full-time academic load and may be cancelled in part or in entirety if the student enters the teaching field.

Federally Insured Student Loan (FISL). These are long-term, low-interest loans made to full-time students by commercial lending institutions, such as banks, savings and loan associations, and credit unions, and are

interest-free while the student is in college. The maximum loan per academic year is \$1,500. Repayment and interest begins after graduation or termination of higher education.

Short-Term Loans. Students in good standing who are facing financial emergencies may apply for short-term loans for registration fees and other educational purposes. Generally these loans do not exceed \$50.00 and must be repaid within thirty days. These funds have been provided through the generosity of various individuals and organizations.

College Work-Study. College work-study is available to students who meet the need criteria. High priority is given to students from low income families who can contribute little, if any, towards college expenses. Wages range from \$1.66 to \$3.25 an hour with a maximum of 15 hours per week, except during quarter breaks and the summer when students may be permitted to work 40 hours per week. Employment may be on- or off-campus.

Grants

Law Enforcement Education Program. Law Enforcement Education grants are available for students who are presently regular law enforcement agency employees. Grants may not exceed the exact cost of registration fees.

Educational Opportunity Grant Program (EOG). Full-time undergraduate students who have extreme financial need are eligible for this program. Grants range from \$200 to \$1,000 per year and are renewable for four years for full-time students in good standing who continue to meet the need criteria. These grants must be awarded in combination with other financial aid; therefore, the amount of the grant is matched with either NDSL, college work-study, scholarships, or other institutionally-administered funds.

California Educational Opportunity Grant Program. Full-time undergraduate students admitted under the California Educational Opportunity Program (EOP) may apply for this program. The need requirements are the same as for the EOG Program.

Scholarships

Scholarships and fellowships are awarded for financial need and academic achievement. The Committee on Scholarship Awards receives nominations for these awards and announces recipients at various times throughout the academic year. Applications are available in the Counseling Center during January and February; interviews are arranged in April; and selections are announced in May.

Awards are made for one academic year and are generally renewable if the student maintains high standards of scholarship and personal conduct and continues to need assistance.

P.T.A. The California Congress of Parents and Teachers. Six awards are given to Teacher Education candidates working toward an advanced credential to teach in the public schools in California. The criteria include merit, potential and need.

Josie G. Bain. This award is given to a Teacher Education candidate working toward a California credential to teach in an elementary or secondary school who demonstrates potential as an outstanding teacher. The award covers the fixed expenses of the college for one year.

The Mabel Wilson Richards Award. Awards are given to resident women candidates who demonstrate financial need and reflect high academic performance as well as potential for the professions to which they aspire.

It is hoped that additional scholarship awards will be available soon.

STANDARDS FOR STUDENT CONDUCT

The college seeks to create the optimum climate for academic excellence for both students and faculty. Within this climate, students must have the opportunity to develop an understanding of their roles as citizens in a democracy. In order to achieve these goals, the college strives to minimize its regulatory controls over individual student conduct and to maximize the opportunity for student self-control and self-discipline.

Students who attend the college are expected to conduct themselves in a manner compatible with the laws of federal, state and local governments, as well as with the stated purposes of the college. In general, those individual or group actions which the college finds unacceptable or detrimental to the education process are: (1) conduct generally looked upon as disorderly, unethical, vicious or immoral; (2) misuse, abuse, theft or destruction of property; and (3) willful violation of those regulations (community or college) which have been established for the general safety of all members of the group.

In a college community, it is particularly important to emphasize certain ethical standards which must be maintained, hopefully through student self-discipline. Plagiarism, cheating on examinations and the falsification of records are types of unethical behavior which would constitute an infraction of the college's academic standard for students.

While students have every opportunity to learn self-discipline in matters of social conduct, those who are unable to achieve a reasonably acceptable level of maturity are subject to certain disciplinary actions. State College regulations and campus policy and procedures are cited in the CSCDH Statement on Student Rights and Responsibilities. Copies may be obtained from the Office of the Dean of Students or from the Student Association Office.

THE ACADEMIC PROGRAM

The undergraduate curriculum has been developed within the framework of the liberal arts and sciences. The total program, both undergraduate and graduate, is designed to preserve a balance among offerings in the humanities and fine arts, the social sciences, and the natural sciences and mathematics. The curriculum pattern has been designed to make certain that every student earning a degree from the college will have pursued a program of studies characterized both by breadth and by depth.

The undergraduate program for all students who enter the college as freshmen consists of three segments:

1. The Basic Studies program—approximately 40% of the course work required for the bachelor's degree. Transfer students are referred to "General Education Requirements" on page 40.
2. A major consisting of a departmental field and an interdepartmental field—approximately 40%.
3. Elective courses—approximately 20%.

THE BASIC STUDIES PROGRAM

The Basic Studies program is not conceived as a set of miscellaneous courses covering the various major fields of knowledge. It consists of a group of courses that are organized in a meaningful pattern of study and have been designed to meet specific educational goals.

1. To help students acquire four basic intellectual abilities:
 - a. The ability to read with critical perception materials written for the non-professional in the humanities, social sciences, and natural sciences;
 - b. The ability to express ideas easily and effectively (both in written form and orally);
 - c. The ability to handle quantitative data and concepts easily, to the level that is necessary for the non-professional;
 - d. The ability to think coherently and logically about problems facing human beings.
2. To help students gain a knowledge of the basic facts and key principles and concepts they will need in order to participate constructively as members of a family, a community, a nation, and the entire world.
3. To give students an acquaintance with the nature, scope, and practical applications of every major field of knowledge.

There are eighteen full courses, plus three quarter units in Health and Physical Education 100 and 101. Six courses are required in each of the three schools of the college, with five of these offered in the lower division and the sixth one in the upper division.

Basic Studies Courses

School of Humanities and Fine Arts

Art 100. Basic Studies Art

English 100 and 101. Basic Studies English I, II

English 102. Basic Studies Literature

Music 100. Basic Studies Music

Philosophy 200. Basic Studies Philosophy

School of Natural Sciences and Mathematics

Biological Science 102. Basic Studies Biology

Chemistry 102. Basic Studies Chemistry

Mathematics 100. Basic Studies Mathematics

Physics 100. Basic Studies Structure of Matter

Physics 102. Basic Studies Physics

Chemistry 200. Basic Studies Modern Applications of Chemistry *or*

Physics 200. Basic Studies Earth and Space Sciences

School of Social and Behavioral Sciences

Economics 100. Basic Studies Economics

Geography 100. Basic Studies Geography

History 100. Basic Studies History

Political Science 100. Basic Studies Political Science

Psychology 100. Basic Studies Psychology

Anthropology 200. Basic Studies Anthropology *or*

Sociology 200. Basic Studies Sociology

Substitutions for Basic Studies Courses in the Sciences

Students who plan to select departmental or interdepartmental major fields in the School of Natural Sciences and Mathematics will be permitted to substitute the following six courses for the six Basic Studies courses in the School of Natural Sciences and Mathematics.

Mathematics 110-112
Biological Science 110

Chemistry 110-112
Physics 110

A student majoring in one of the natural sciences or in mathematics will not forfeit his eligibility to use the above substitutions by subsequently transferring to a departmental field in the School of Humanities and Fine Arts or in the School of Social and Behavioral Sciences. If his transfer is made after completing only a portion of this substitution, the student must complete the Basic Studies requirements by selecting, under advisement, some of the regular Basic Studies courses.

MAJOR WITH DUAL FIELDS OF CONCENTRATION

The curriculum pattern developed at the California State College, Dominguez Hills, joins the disciplinary and interdisciplinary approaches through the major with dual fields of concentration, providing for depth in a single discipline and, through an interdepartmental field or area not yet considered a discipline, the breadth of perspective which specialized study confined to a single field often does not give.

For the bachelor's degree, every undergraduate at the California State

College, Dominguez Hills, must complete a major with two fields of concentration, a departmental field and an interdepartmental field.

The programs in the interdepartmental fields are designed to explore areas of study to which several disciplines contribute, and courses from the total offerings of the college which are pertinent to the topic under study are utilized. Each interdepartmental field will culminate in a senior seminar, which serves as a capstone to the program. The seminar is planned to give the student an opportunity to interrelate and extrapolate meanings from the content of the entire curriculum.

Departmental Fields of Concentration

- | | |
|--------------------|-------------------|
| Anthropology | Mathematics |
| Art | Music |
| Biological Science | Philosophy |
| Chemistry | Physics |
| Economics | Political Science |
| English | Psychology |
| French | Sociology |
| Geography | Spanish |
| History | |

In addition to the above, lower division courses are offered in Chinese, German, and Japanese.

Interdepartmental Fields of Concentration

- | | |
|--|--|
| Afro-American Studies | Latin American Studies |
| American Business and Economic Systems | Linguistics |
| American Studies | Mexican American Studies |
| Behavioral Sciences | Physical Education (See Health and Physical Education) |
| Early Childhood Studies | Theater Arts |
| Earth Sciences | Twentieth Century Thought and Expression |
| East Asian Studies | Urban Studies |
| The Foundations of Natural Science | |
| Information Systems | |

Combined Departmental-Interdepartmental Majors

- Urban Studies: Environmental Management
- Urban Studies: Urban Management

GRADUATE PROGRAMS

The California State College, Dominguez Hills, is a member of the Western Association of Graduate Schools. In addition to the professional programs in Teacher Education which prepare candidates for elementary and secondary credential certification, the college offers the following graduate programs:

- Master of Arts in Behavioral Sciences
- Master of Arts in Education
- Master of Arts in English
- Master of Business Administration

Consult the appropriate sections of this catalog for graduate admission requirements and college requirements for the master's degree. Specific program requirements are shown with the curricula in Behavioral Sciences, Business Administration, Education and English.

THE SCHOOL OF HUMANITIES AND FINE ARTS

The School of Humanities and Fine Arts offers instruction in language, literature, music, philosophy and visual arts. In addition to the fields of concentration shown below, the School is responsible for instruction in the Basic Studies program and elective courses in the humanities and fine arts.

Students choosing departmental or interdepartmental fields offered by the School of Humanities and Fine Arts will ordinarily be pursuing one or more of the following objectives: completing a college education in the liberal arts and sciences with an emphasis on humanistic and fine arts studies; preparing for graduate study leading to advanced degrees in one of the fields offered by the School; preparing for a career in teaching; or preparing for a variety of pursuits in which an emphasis on the humanities and fine arts is especially desirable.

Among the course offerings open to all students in the college are activities courses and workshops in drama, music, and art. These courses offer training and experience in creating works in the visual arts and in creating and performing works in the arts of music and drama. Such courses are designed as part of an overall framework for lifelong interests and not primarily as preparation for a professional career in one of these arts.

Fields of Concentration

The departmental fields offered by the School are:

| | |
|---------|------------|
| Art | Music |
| English | Philosophy |
| French | Spanish |

The interdepartmental fields are:

| | |
|------------------------|---|
| East Asian Studies | Mexican American Studies |
| Latin American Studies | Theater Arts |
| Linguistics | Twentieth Century Thought and Expression |

The school also offers a Master of Arts Degree in English. Other M.A. degree programs are projected for subsequent years.

In addition to the above, the School of Humanities and Fine Arts currently offers lower division courses in Chinese, Japanese, and German and a number of courses not assigned to specific departmental or interdepartmental programs (see page 117).

School Requirements for the B.A. Degree

In addition to satisfying all other college requirements for the B.A. degree, students who plan to take the degree in one of the departmental fields offered by the School of Humanities and Fine Arts must complete

satisfactorily at least nine upper division full courses (or a combination of full and half courses equivalent to nine full courses) in the pattern specified for the departmental field.

THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The School of Natural Sciences and Mathematics includes departments of biological science, chemistry, health and physical education, mathematics and physics. In addition to the fields of concentration shown below, the School is responsible for instruction in the Basic Studies program and elective courses in the biological and physical sciences and mathematics.

Programs in the departmental fields are sufficiently flexible to serve students with various educational, vocational and professional goals. Suitable combinations of departmental and interdepartmental fields will enable a student to prepare for graduate work and a subsequent career as a professional scientist; to prepare for professional graduate schooling in such fields as medicine and dentistry; to enter directly into industrial or government laboratories; to prepare for teaching; or to provide a scientific background for a future career in business, law, or management.

Lower division students who plan to choose departmental or interdepartmental fields in the School of Natural Sciences and Mathematics will normally substitute for the prescribed group of Basic Studies courses in sciences and mathematics most or all of a separate group of courses designed as preparation for the upper division major fields. The complete group of lower division courses to be substituted consists of course sequences in chemistry and in mathematics in the freshman year, and course sequences in physics and in biological science in the sophomore year.

Fields of Concentration

The departmental fields of concentration offered by the School of Natural Sciences and Mathematics are:

- Biological Science
- Chemistry
- Mathematics
- Physics

The interdepartmental fields of concentration offered by the School are:

- Earth Sciences
- The Foundations of Natural Science
- Information Systems
- Physical Education (See Health and Physical Education)

Institute of Urban-Environmental Management

The Institute of Urban-Environmental Management, in the School of Natural Sciences and Mathematics, offers two combined departmental-interdepartmental programs—Urban Studies: Environmental Management, and Urban Studies: Urban Management.

THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

The School of Social and Behavioral Sciences includes departments of anthropology, economics, geography, history, political science, psychology, and sociology. In addition to the fields of concentration shown below, the School is responsible for courses in the Basic Studies program and elective courses in the social and behavioral sciences.

Curriculums in the School are designed to explain the cultural landscape, human attitudes and human behavior through methods already well established, and through the use of newer analytical techniques frequently involving quantitative procedures.

Programs in the departmental fields combined with interdepartmental fields, chosen from any of the three Schools in the college, provide a wide degree of flexibility for attaining various educational, vocational, or professional goals. Appropriate combinations will enable students not only to complete their bachelor's degree with an emphasis on social and behavioral sciences, but also to prepare for graduate work and to obtain a background for additional study leading to careers in business, government service, law, and other professions. Graduate degree programs in departmental and interdepartmental fields are also being implemented in accordance with the academic master plan of the college.

Fields of Concentration

The departmental fields of concentration offered by the School of Social and Behavioral Sciences are:

- Anthropology
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

The interdepartmental fields of concentration offered by the School are:

- Afro-American Studies
- American Business and Economic Systems
- American Studies
- Behavioral Sciences
- Urban Studies

The School also offers a Master of Arts Degree in Behavioral Sciences and a Master of Business Administration.

THE SMALL COLLEGE

With the aid of a Carnegie Corporation grant, the California State College, Dominguez Hills, plans to enroll a limited number of freshman students each fall in a creative, accelerated program leading to the baccalaureate degree. The Small College, while a part of the larger institution, has its own facilities, faculty, goals, and standards of achievement.

The Small College concept, permitting educational innovation and closer student-faculty contact, has been in the master plan of California State College, Dominguez Hills, since its inception, and facilities to house the College are now available.

Three-Year Baccalaureate

Although a variety of learning experiences are available at the College and students may pursue their education at varying rates of speed, perhaps most unusual is that the program is designed to permit the typical student to complete a B.A. degree in three years' time. The three-year baccalaureate can be achieved by the elimination of repetition of subject matter and utilization of such techniques as student acceleration, advanced placement and independent study. It does not require additional work, such as summer session or extension.

Study Tailored to the Student

Primary philosophy of the Small College is to restore to the individual the central role in the educational process by designing individual programs to meet the needs of each student. Each student works directly with a faculty "mentor," who serves as friend and adviser during the student's college career. The advisement function of the College is highly flexible: faculty members help each student define his goals and devise the means of achieving them. Students are encouraged to develop independence, self-reliance and resilience both in learning and in learning how to learn.

Program Design

The academic program for each student (as developed with his mentor) earns the equivalent of 186 quarter units now required for the conventional four-year bachelor's degree. For a large number of students, the actual time is reduced to three years by means of the curriculum described below.

The program has four major parts:

Basic Education. To satisfy legal requirements for general education in the California State University and Colleges, Basic Education is designed to equal the prescribed minimum units of credit in three areas: humanities, social sciences, and natural sciences and mathematics. Each of the Basic Education segments contains a number of modules of varying time duration and includes provisions for completing work in a variety of ways.

Field of Emphasis. Since the experimental approach to education used in the Small College should in no way inhibit the student's possibilities in the future for admission to graduate school, to a teacher education pro-

gram or to specialized employment, each student must select a field of emphasis (major). Most students begin work in their field of emphasis during the first quarter; those not ready to do so are exposed to the range of knowledge and activities associated with typical majors and professions. Four broad fields of emphasis are available—General Studies, Humanities, Social Science, and Natural Science—with or without concentration in specific subject matter areas.

Thematic Component. Students have the option of participating with others in an organized thematic program (for example, Man in the Twentieth Century) or to propose an individualized theme for exploration and study, to be developed in consultation with a mentor. Typically, however, the thematic component is conducted through a series of seminars, with each student engaging in considerable independent learning.

Elective Choices. Although the program described already provides much individualization, it is possible for a student to study a subject or take a course for such reasons as curiosity, avocational or leisure time interests, personal development, topical appeal, etc. An ample amount of each student's total program is open to accommodate elective choices.

Characteristic Options

Common to all parts of the program are such features as:

1. Opportunities for demonstrating competencies in other ways than taking regular courses. Equivalent credit may be achieved through a variety of devices, including proficiency examinations.
2. Instructional modules of varying lengths. Within a single quarter modules may vary from one or two weeks' duration to five or six weeks, or some other time span suggested by the nature of the material.
3. Independent Study consisting of such approaches as utilizing technological aids, directed reading, field study (off-campus experiences), and individually directed research projects.
4. Cooperative education—work experiences in business, industry, government, or social agencies, related to the student's academic needs and supervised by both employer and faculty member.
5. Flexible assignment of credit, dependent upon the amount and quality of student work.
6. Use of instruction in the larger college when appropriate or necessary.

JAPANESE • LATIN AMERICAN STUDIES • LINGUISTICS • MATHEMATICS
MEXICAN AMERICAN STUDIES • MUSIC • NATURAL SCIENCES
MATHMATICS • PHILOSOPHY • PHYSICS • POLITICAL SCIENCE
PSYCHOLOGY • SOCIOLOGY • SPANISH • THEATER ARTS • TWENTIETH
CENTURY THOUGHT AND EXPRESSION • URBAN STUDIES • U.S. HISTORY
• ENGLISH • THE FOUNDATIONS • **DEGREE REQUIREMENTS** •
STUDIES • AMERICAN BUSINESS AND ECONOMIC SYSTEMS •
STUDIES • ANTHROPOLOGY • ART • BEHAVIORAL SCIENCES •
BIOLOGICAL SCIENCE • BUSINESS ADMINISTRATION • CHEMISTRY
CHINESE • EARLY CHILDHOOD STUDIES • EARTH SCIENCES •
STUDIES • ECONOMICS • EDUCATION • ENGLISH • THE FOUNDATIONS

COLLEGE REQUIREMENTS FOR THE BACHELOR'S DEGREE

The undergraduate program of study at California State College, Dominguez Hills, is designed to lead to the bachelor of arts degree. Course work for the degree normally extends over 12 full quarters of academic work (3 quarters during each of 4 academic years), but progress may be accelerated through summer sessions, acceptable extension course work, or credit by examination. College-wide requirements for the degree are described in detail in succeeding paragraphs, and specific requirements for the various majors are outlined under their appropriate headings elsewhere in this catalog.

Briefly summarized, the college-wide requirements include all of the following:

1. Completion of 186 quarter units of credit.
2. Completion of General Education—Breadth requirements: either 75 quarter units of credit in the Basic Studies program offered by the college; or, for transfer students, either of the alternatives listed below under General Education Requirements.
3. Completion of a major which includes two fields of concentration: a departmental field and an interdepartmental field (a minimum total of 72 quarter units plus additional units in programs which specify lower division requirements in the field).
4. Completion of elective courses (beyond the requirements in 2 and 3 above) to reach the total of 186 quarter units of credit.

UNITS

Total Units

A minimum of 186 quarter units (46½ full courses) is required for the bachelor of arts degree.

Upper Division Units

A minimum of 60 quarter units (15 full courses) of upper division credit must be completed.

Resident Units

1. A minimum of 36 quarter units must be completed in residence—i.e., at the California State College, Dominguez Hills.
2. At least 18 of these 36 residence units must be completed among the last 30 quarter units counted toward the degree.¹

¹ To assure the acceptability of courses taken out of residence toward fulfillment of major requirements at this college, students who plan to complete any of the last 30 quarter units out of residence must petition for approval with the Office of Admissions and Records.

3. Extension credit or credit by examination may not be used to fulfill the minimum residence requirement.
4. Credit received in summer session may be counted as residence credit.

SCHOLARSHIP

A minimum grade point average of 2.0 is required for:

1. All units attempted at California State College, Dominguez Hills;
2. All units attempted (combination of California State College, Dominguez Hills units and transfer units);
3. All units attempted for the departmental major;
4. All units attempted for the interdepartmental major.

GENERAL EDUCATION REQUIREMENTS

Basic Studies

The California Administrative Code, Title V, requires that all graduates of the State Colleges complete minimum general education requirements. The Basic Studies program at the California State College, Dominguez Hills, satisfies these requirements and must be completed by all students who enter the college as freshmen or as transfer students with less than 60 quarter units accepted by this college. The Basic Studies program consists of 18 full courses plus 3 quarter units in health and physical education. (See pages 27-28)

Courses for Transfer Students With 60 or More Quarter Units

Transfer students with 60 or more quarter units accepted by this college must complete the unfulfilled State general education requirements specified in Title V by selecting courses from the following approved list:

Natural Sciences (2 courses required—one in life science, one in physical science—lab course required)

Biological Science 102, 110
 Chemistry 102, 110, 112, 200
 Physics 100, 102, 110, 200

Social Sciences (2 courses required)

History 100 (U.S. History) ¹
 Political Science 100 (United States Constitution and California state and local government) ¹
 Economics 100
 Geography 100
 Psychology 100
 Anthropology 200
 Sociology 200

¹ The Social Sciences shall include required instruction in United States History, United States Constitution, and California state and local government.

Humanities (courses must be taken from two of three areas: literature, philosophy and fine arts)

Art 100
English 102
Music 100
Philosophy 200

Basic Subjects (English composition required)

English 100-101, 111
Mathematics 100, 110, 112, 150
Lower division foreign language courses

Electives

Select from courses not already completed in the above lists.

Certification

Accredited junior colleges and four-year colleges may certify that all or part of the general education requirements have been met. Transfer students with complete certification of Title V requirements will not be required to complete additional courses in general education.

AMERICAN HISTORY AND INSTITUTIONS

Each student to qualify for graduation shall demonstrate knowledge of the Constitution of the United States and American history, including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the State of California.

The State requirement in Constitution of the United States and the principles of California State and local government may be satisfied by completion of Political Science 100, Basic Studies Political Science. The State requirement in American History may be satisfied by completion of either History 100, Basic Studies History, or *two* of the following courses: (a) History 240, United States: Colonial Period, *or* History 242, United States: Early National Period; *and* (b) History 246, Emergence of Modern America, *or* History 248, United States: War and Depression.

Students who successfully complete the Basic Studies program prescribed by the California State College, Dominguez Hills, shall have fulfilled these requirements. Students transferring from other accredited institutions of collegiate grade who have already met these requirements shall not be required to take further courses or examination therein. Students transferring from other colleges who have not already met these requirements must satisfy them either by completing the appropriate courses at this college or by passing a comprehensive examination on these fields.

MAJOR REQUIREMENTS

A candidate for graduation must present a major as part of the state and college requirements. A major at the California State College, Dominguez Hills, must consist of two fields of concentration—a departmental field and an interdepartmental field.

Course Requirements

A course may not satisfy unit requirements in more than one field of concentration; i.e., a course which is used to satisfy a requirement in a departmental field may not also be used to satisfy minimum course requirements in an interdepartmental field, and vice versa.

Departmental Field of Concentration

A minimum of nine full courses, including lower and upper division requirements, must be completed in a departmental field. Seven of the nine full courses must be in upper division work. Specific course requirements for each departmental field are listed in this catalog under each departmental heading.

Interdepartmental Field of Concentration

A minimum of nine full courses, including lower and upper division requirements, must also be completed in an interdepartmental field. Six of the nine full courses must be upper division work. Specific course requirements for each interdepartmental field are listed in this catalog under each interdepartmental heading.

ELECTIVES

After the Basic Studies or general education course requirements and the major, departmental and interdepartmental, course requirements are completed, additional courses as elective units are required to complete the minimum 186-unit requirement for graduation.

Electives chosen by the student to complete the minimum requirements for graduation may be selected to broaden general education and avocational interests.

REQUIREMENTS UNDER WHICH A STUDENT GRADUATES

A student in continuous attendance in regular quarters and continuing in the same major may, for purposes of graduation requirements, elect to meet the graduation requirements in effect either at the time of his entering the college or at the time of his graduation therefrom. This applies to both departmental and interdepartmental fields. If the student interrupts his attendance, he will then have to satisfy the catalog requirements in effect at the time of his readmission or his graduation therefrom.

Continuous attendance is defined as no interruption in enrollment since the student's first registration in a California community college, in the State College, or in any combination of California community colleges and State Colleges.

APPROVED PROGRAM OF STUDIES

A student should declare his major, with both a departmental and interdepartmental field of concentration, at the beginning of his junior year

(upon completion of 90 quarter units) by completing the departmental and interdepartmental major advisement forms with his advisers. These forms may be obtained from the faculty advisers.

APPLICATION FOR GRADUATION

Undergraduates must file a Candidacy for B.A. Degree Card during the first week of instruction for the second quarter of the senior year so that degree requirements may be checked.

Application for graduation must be filed in accordance with the following schedule:

- First week of Fall Quarter for March graduation
- First week of Winter Quarter for June graduation
- First week of Spring Quarter for Summer graduation
- First week of Spring Quarter for December graduation

Failure to file on time may result in late processing. If a student does not graduate in the term for which he files, he must notify the Admissions and Records Office of the new term in which he plans to graduate. The original graduation check is valid as long as the student remains in continuous attendance and completes the fields of concentration under which the graduation check was requested.

Faculty Approval

Formal approval by the faculty of the college is required in order for a degree to be awarded.

COLLEGE REQUIREMENTS FOR THE MASTER'S 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, 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.

Requirements

The course of study leading to the Master's 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 *22½ 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.

OF NATURAL SCIENCE • FRENCH • GEOGRAPHY • GERMAN •
AND PHYSICAL EDUCATION • HISTORY • HUMANITIES • INF
SYSTEMS • JAPANESE • LATIN AMERICAN STUDIES • LINGUIST
MATHEMATICS • MEXICAN AMERICAN STUDIES • MUSIC • N
• PHYSICS • SPANISH • **MAJOR FIELDS OF CONCENTRATION**
SCIENCES AND MATHEMATICS • AND COURSE OFFERINGS •
TWENTIETH CENTURY THOUGHT AND EXPRESSION • URBAN
URBAN STUDIES: URBAN ENVIRONMENTAL MANAGEMENT •
AFRO-AMERICAN STUDIES • AMERICAN BUSINESS AND ECO
SYSTEMS • AMERICAN STUDIES • ANTHROPOLOGY • ART • B
SCIENCES • BIOLOGICAL SCIENCE • BUSINESS ADMINISTRAT

AFRO-AMERICAN STUDIES

An Interdepartmental Field of Concentration

The interdepartmental field in Afro-American Studies is designed to provide an understanding of the cultural and social roots of Americans of African descent as well as the political, social and economic factors that have influenced their development and contribution in American culture.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN AFRO-AMERICAN STUDIES

Upper Division

- A. History 254. The Afro-American from Africa through Reconstruction
History 275. Africa: Pre-Colonial Period
- B. Any three of the following in the School of Social and Behavioral Sciences, of which not more than two may be selected from the same department:
Anthropology 238. Peoples of Sub-Saharan Africa
Geography 262. Modern Africa
History 255. The Afro-American from Reconstruction to the Present
History 276. Africa: Colonialism to Independence
Political Science 223. Black Politics
Political Science 238. New States in World Politics
Political Science 249. Government and Politics in Sub-Saharan Africa
Psychology 283. Psychology of the Black Experience
Sociology 216. Black Communities: Class, Status, and Power
Sociology 235. Social Movements: Black Awareness
Sociology 260. Minority Racial and Ethnic Relations
- C. Any two courses from the following list in the School of Humanities and Fine Arts:
Art 254. Afro-American Art
Art 265. Art of Black Africa
English 243. Black Poetry
English 244. Afro-American Literature
Music 252. Afro-American Music
- D. An elective outside the student's departmental field from sections B and C or any of the following:
Anthropology 210. Culture and Personality
Anthropology 220. Urban Anthropology
Economics 245. Economic Development and Underdevelopment
Economics 282. Economics of Poverty
Philosophy 270. Philosophy in the Modern World
Philosophy 272. Philosophical Issues in Third World Social Thought
Political Science 220. Urban Government and Politics
Political Science 248. The Politics of Developing Areas
- E. The senior seminar in this field.

COURSE OFFERING

Upper Division

290. SEMINAR IN AFRO-AMERICAN STUDIES. An integrative seminar serving as a capstone to the interdepartmental major in Afro-American Studies. Intensive study of selected topics relating to the Afro-American culture and the preparation of research papers by members of the class. *Prerequisite: Senior standing and consent of the instructor.*

Full Course (4)

AMERICAN BUSINESS AND ECONOMIC SYSTEMS

An Interdepartmental Field of Concentration

The interdepartmental field in American Business and Economic Systems is designed to provide a broad understanding of the American business system, in terms of the internal decisionmaking process and in terms of its current and historical social environment. *Students who elect the Business Track in Economics for their departmental field may not elect American Business and Economic Systems for their interdepartmental field.*

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN AMERICAN BUSINESS AND ECONOMIC SYSTEMS

Course requirements are intended to meet specific objectives consistent with the general goals of the program. It is recommended that courses be taken in the order suggested below.

1. To provide an understanding of the economic role of the business enterprise, that is, to demonstrate the role of the firm in combining and allocating scarce resources in such ways as to optimize production efficiency and consumer satisfaction, students are required to take:

American Business and Economic Systems 200. Business and the Economic System.

NOTE: *Students who have taken Economics 110-111, or the equivalent, may not take American Business and Economic Systems 200 and should consult their adviser to select an additional elective course from 3 below.*

2. Two components provide an understanding of the management function:
 - a. To convey an understanding of how decisions affecting the firm's primary economic functions are made, two courses are required:
Economics 218. Business History
Economics 260. Management in Theory and Practice
 - b. To explore the role of the individual in the modern business enterprise and to see how the individual is accommodated by the organization and the kinds of concessions he is required to make, one course is required:
Sociology 225. Sociology of Work
3. To give the student an appreciation of the interaction between the business system and its external environment, that is, to show the reciprocal influences between business and cultural, political, and social institutions and thought, students may select four of the following courses:
Chemistry 286. American Science and Technology
†Economics 275. Industrial Organization and the American Economy
†Geography 225. Economic Geography I
History 251. Labor in American Society
Philosophy 217. Values and the Future
Political Science 260. American Constitutional Law: Distribution of Powers

† Consult course description for prerequisites.

Sociology 214. Formal Organizations
Sociology 236. Sociology of Economic Life

4. An evaluation of the functions of the contemporary business system and a projection of its possible evolution are dealt with through:
American Business and Economics Systems 290. Seminar in American Business and Economic Systems

COURSE OFFERINGS

Upper Division

200. BUSINESS AND THE ECONOMIC SYSTEM. Fundamental concepts of micro- and macro-economic theory in their business applications. Factor organization, market structure and pricing under conditions of competition, monopolistic competition, oligopoly and monopoly. Governmental policies as they affect business decisionmaking.

Full Course (4)

290. SEMINAR IN AMERICAN BUSINESS AND ECONOMIC SYSTEMS. Designed to integrate perspectives in American business and economic systems afforded by the major. Students will prepare and present seminar papers. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

AMERICAN STUDIES

An Interdepartmental Field of Concentration

The interdepartmental field in American Studies is designed to provide an understanding of the cultural patterns of American life through broad study involving several departments of the college.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN AMERICAN STUDIES

Upper Division

- A. History 252. History of American Thought
- B. Three courses, selected from at least two different departments in the School of Social and Behavioral Sciences (in addition to History 252). Examples of courses which would apply are:
 - Economics 215. American Economic History
 - † Economics 275. Government and the American Economy
 - Geography 260. Geography of the United States and Canada
 - History 240. United States: Colonial Period
 - History 246. Emergence of Modern America
 - Political Science 210. Issues in American National Government
 - Political Science 254. American Political Thought
 - Psychology 240. Social Psychology: Psychological Perspective *or*
 - Sociology 240. Social Psychology: Sociological Perspective
 - Sociology 210. Social Stratification and Class
- C. Three courses, selected from at least two different departments in the School of Humanities and Fine Arts. Examples of courses which would apply are:
 - Art 250. American Art and American Society
 - † English 240. American Literature I
 - † English 241. American Literature II
 - Music 250. American Music
 - Philosophy 255. American Pragmatism
- D. An approved elective in an area outside the School of the student's departmental field.
A course such as Chemistry 286 (American Science and Technology) could apply.
- E. The senior seminar in this field.

COURSE OFFERING

Upper Division

290. SEMINAR IN AMERICAN STUDIES. An integrative seminar serving as a capstone to the interdepartmental major in American Studies. Intensive study of selected topics relating to the American culture and the preparation of research papers by members of the class. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

† Consult course description for prerequisites.

ANTHROPOLOGY

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ANTHROPOLOGY

Lower Division

- Anthropology 110. Cultural Anthropology
- Anthropology 111. Biological Anthropology
- Sociology 120. Elementary Statistical Analysis in Sociology *or*
- Psychology 150. Elementary Statistical Analysis in Psychology

Upper Division

A. Required courses:

- Anthropology 211. Archaeology and Prehistory
- Anthropology 212. Language and Culture
- Anthropology 285. Theory in Cultural Anthropology

B. One course selected from each of the following groups:

1. Anthropology 230. Indians of North America
Anthropology 232. Contemporary Cultures of Latin America
Anthropology 235. Peoples of East Asia
Anthropology 238. Peoples of Sub-Saharan Africa
2. Anthropology 210. Culture and Personality
Anthropology 214. Law and Warfare in Non-Western Cultures
Anthropology 215. Ethnology of Religion
Anthropology 220. Urban Anthropology
Anthropology 240. Social Anthropology
Anthropology 241. Folklore
3. Anthropology 250. Old World Prehistory
Anthropology 251. New World Prehistory
4. Anthropology 260. Human Evolution
Anthropology 261. Methods and Techniques in Biological Anthropology
Anthropology 262. Primate Social Behavior

C. Electives chosen to provide a minimum of 36 quarter units in upper division Anthropology. May be selected in consultation with adviser from any of the above groups *or* from:

- Anthropology 275. Field Studies
- Anthropology 292. Special Topics in Anthropology
- Anthropology 298. Independent Study

COURSE OFFERINGS IN ANTHROPOLOGY

Lower Division

- 110. CULTURAL ANTHROPOLOGY.** Examination of anthropological approach to study of man. The concept of culture, evolution of cultural systems, application of concept of culture to anthropological problems.

Full Course (4)

111. BIOLOGICAL ANTHROPOLOGY. Human biology in cultural perspective. Fossil evidence for the biological evolution of non-human primates and of man. The genetic mechanisms which bring about these changes. Basis for racial classification. *Three hours of lecture and three hours of laboratory per week.*

Full Course (4)

Upper Division

200. BASIC STUDIES ANTHROPOLOGY. Cultural institutions and processes, with emphasis on tools and methods used by anthropologists to study the functional and historical aspects of human behavior. *Three hours of lecture and one hour of group discussion per week.*¹

Full Course (4)

210. CULTURE AND PERSONALITY. Personality development in cultural milieu; basic personality, cognition, and other concepts related to cultural variations.

Full Course (4)

211. ARCHAEOLOGY AND PREHISTORY. Introduction to methods and techniques used by archaeologists in reconstructing past cultures and a review of the major stages of cultural development. *Three hours of lecture and three hours of laboratory per week.*

Full Course (4)

212. LANGUAGE AND CULTURE. Analysis of language as an aspect of culture. Relationship between language and culture patterns; dynamics of language and cultural change; the problem of meaning.

Full Course (4)

214. LAW AND WARFARE IN NON-WESTERN CULTURES. Analysis of law and warfare in non-Western cultures; forms of control, institutional violence, resolution of conflict.

Full Course (4)

215. ETHNOLOGY OF RELIGION. Comparative study of magico-religious systems; role of magic and religion in society; origins, forms, elements, symbolism of non-Western religion.

Full Course (4)

220. URBAN ANTHROPOLOGY. Comparative analysis of patterns of urban culture. Evidences of prehistoric urban life. Urban cultural patterns in nonindustrialized societies.

Full Course (4)

230. INDIANS OF NORTH AMERICA. Native peoples of North America, their origins, cultural patterns. Culture change after European settlement.

Full Course (4)

232. CONTEMPORARY CULTURES OF LATIN AMERICA. Analysis of modern day cultures in Middle America, the Caribbean, and South America with emphasis on the ethnohistoric background and the changing social systems.

Full Course (4)

235. PEOPLES OF EAST ASIA. Investigation of rise of civilization in East Asia; comparative analysis of socio-cultural institutions among the peoples of East Asia.

Full Course (4)

238. PEOPLES OF SUB-SAHARAN AFRICA. Comparative analysis of the cultures of Sub-Saharan Africa; historical, cultural, and ecological backgrounds of the regional ethnic groups.

Full Course (4)

¹ Anthropology majors should take Sociology 200 to meet Basic Studies requirement.

240. SOCIAL ANTHROPOLOGY. Structural-functional approach to the comparative study of human institutions, and their place within the total social structure and cultural principles by means of which they are organized. Study of kinship systems and their relation to the culture and history. Focus on non-Western societies.

Full Course (4)

241. FOLKLORE. Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition.

Full Course (4)

250. OLD WORLD PREHISTORY. Examination of the archaeological record of the Old World (Europe, Africa, Asia). Emphasis on the study and critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Anthropology 211 or equivalent; consent of instructor.*

Full Course (4)

251. NEW WORLD PREHISTORY. In-depth examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Anthropology 211 or equivalent; consent of instructor.*

Full Course (4)

260. HUMAN EVOLUTION. Detailed review of all pre-human primate and human fossil discoveries and their theoretical implications for understanding human evolution. *Prerequisite: Anthropology 111 recommended.*

Full Course (4)

261. METHODS AND TECHNIQUES IN BIOLOGICAL ANTHROPOLOGY. An introduction to the identification of skeletal material and the research methods and techniques for analysis of primate and human evolution and genetic information. *One hour of lecture and three hours of laboratory per week. Prerequisite: Anthropology 111.*

One-Half Course (2)

262. PRIMATE SOCIAL BEHAVIOR. Survey of the social behavior and organization of monkeys and apes and their relevance to the evolution of human behavior and social organization. *Prerequisite: Consent of instructor.*

Full Course (4)

275. FIELD STUDIES. Field study observation of a selected ethnic population or site, under supervision and with instruction, to acquaint students with techniques of research and reporting. Emphasis on development of skills. Students to complete a research project based on field experience. *One hour of lecture and three hours of activity per week. Prerequisites: Anthropology 110 and 111, or equivalent.*

One-Half Course (2) *

285. THEORY IN CULTURAL ANTHROPOLOGY. A historical and critical survey of the main theoretical approaches to the study of the origin and development of culture, of the principal concepts developed within anthropology, and of the important figures who have contributed to the discipline. *Prerequisites: Anthropology 110, 111, 211, and three additional upper division courses in Anthropology, or consent of instructor.*

Full Course (4)

* Repeatable Course.

288. ANTHROPOLOGICAL THEORIES OF BEHAVIOR. A critical analysis in terms of anthropological research and findings of current theories, both cultural and biological, that have been advanced to explain human behavior. *Prerequisite: Anthropology 110 or 200, or consent of instructor.*

NOTE: This course will not count toward the Anthropology major.

Full Course (4)

292. SPECIAL TOPICS IN ANTHROPOLOGY. An intensive study of an issue, or concept or theory in anthropology that is of special interest to both the faculty member and the students. *Prerequisite: Consent of instructor.*

Full Course (4)

298. INDEPENDENT STUDY. Independent study of a particular problem under the direction of a member of the anthropology department. *Prerequisite: Consent of instructor.*

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

Graduate

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)

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)

* Repeatable Course.

ART

**REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF
CONCENTRATION IN ART**

Lower Division

Art 179. Beginning Drawing

Select one of the following:

Art 180. Painting Workshop I

Art 181. Life Drawing

Art 190. Three-Dimensional Media Workshop I

Upper Division

A. Required Courses:

Art 210. Art of Greece and Rome

Art 215. Medieval Art

Art 220. Renaissance Art

Art 225. Baroque Art

Art 230. Nineteenth Century Art

Art 234. Oriental Art I: Art of India *or*

Art 235. Oriental Art II: Art of China *or*

Art 236. Oriental Art III: Art of Japan and Korea

NOTE: An art major electing East Asian Studies as his interdepartmental field and taking Oriental Art I or II or III as part of that program must take a second Oriental art course to satisfy the departmental requirement.

B. One course selected upon advisement from the following:

Art 208. Art of Egypt and the Near East

Art 231. Twentieth Century Art

Art 234. Oriental Art I: Art of India *or*

Art 235. Oriental Art II: Art of China *or*

Art 236. Oriental Art III: Art of Japan and Korea

Art 250. American Art and American Society

Art 253. Art of California and the Southwest

Art 254. Afro-American Art

Art 260. Latin American Art

Art 262. Pre-Columbian Art

Art 265. Art of Black Africa

Art 270. Twentieth Century Artists: Their Writings and Their Art

Art 291. Special Studies in Art

C. Select by advisement either:

Art 280. Painting Workshop II *and*

Art 285. Three-Dimensional Media Workshop II *or*

Art 297. Directed Research

D. Art 295. Seminar in Theories of Art Criticism

COURSE OFFERINGS IN ART

Lower Division

- 100. BASIC STUDIES ART.** A course presenting a series of steps designed to lead to an art of seeing. Intensive study of the materials, elements, and compositional factors of a limited number of art works to uncover the underlying principles of knowing and discerning the literature of art works in several different media.
Full Course (4)
- 120. FIELD STUDY IN ART.** Guided observation and analysis of visual arts in various media through visits to studios, galleries, museums, and public buildings. *One hour of lecture and three hours in the field per week.*
One-Half Course (2)
- 175. VISUAL ELEMENTS WORKSHOP.** A foundation course introducing the various elements and principles of design and vision with emphasis on structure, color study, and composition. *Three hours per week plus additional work by arrangement.*
One-Half Course (2) *
- 179. BEGINNING DRAWING.** A foundation course in drawing, oriented to the understanding and use of various systems of graphic representation. *Three hours per week plus additional work by arrangement.*
One-Half Course (2) *
- 180. PAINTING WORKSHOP I.** A studio course introducing the student to problems of pictorial space and organization through the use of two-dimensional drawing and painting media, with emphasis on individual expression and critical analysis of the student's own work. *Three hours per week plus additional work by arrangement.*
One-Half Course (2) *
- 181. LIFE DRAWING.** A course developing the graphic representation of human form. Live models used to introduce problems of form, structure, and anatomy. *Prerequisite: Art 179.*
One-Half Course (2) *
- 190. THREE-DIMENSIONAL MEDIA WORKSHOP I.** A studio course introducing the student to problems and materials of a three-dimensional medium. *Three hours per week plus additional work by arrangement.*
One-Half Course (2) *

Upper Division

- 208. ART OF EGYPT AND THE NEAR EAST.** The architecture, sculpture, painting, and minor arts of Egypt and the Near East from the beginnings of civilization to the time of Alexander the Great.
Full Course (4)
- 210. ART OF GREECE AND ROME.** The architecture, sculpture, painting, and minor arts of ancient Greece and Rome from the 3rd millennium B.C. to ca. 315 A.D.
Full Course (4)
- 215. MEDIEVAL ART.** The architecture, painting, sculpture, and minor arts of Europe and the Near East from the founding of Constantinople to ca. 1400. *Prerequisite: Art 210 or consent of instructor.*
Full Course (4)
- 220. RENAISSANCE ART.** The architecture, painting, and sculpture of Western Europe in the fifteenth and sixteenth centuries. *Prerequisite: Art 215 or consent of instructor.*
Full Course (4)

* Repeatable Course.

- 225. BAROQUE ART.** The architecture, painting, and sculpture of Western Europe in the seventeenth and eighteenth centuries. *Prerequisite: Art 220 or consent of instructor.*
Full Course (4)
- 230. NINETEENTH CENTURY ART.** The architecture, painting, and sculpture of Europe in the nineteenth century. *Prerequisite: Art 225 or consent of instructor.*
Full Course (4)
- 231. TWENTIETH CENTURY ART.** The architecture, painting, and sculpture of Europe and the United States in the Twentieth Century. *Prerequisite: Art 230 or consent of instructor.*
Full Course (4)
- 234. ORIENTAL ART I: ART OF INDIA.** Development of the visual arts in India from the earliest times to the modern era.
Full Course (4)
- 235. ORIENTAL ART II: ART OF CHINA.** A study of the visual arts of China.
Full Course (4)
- 236. ORIENTAL ART III: ART OF JAPAN AND KOREA.** A study of the visual arts of Japan and Korea. (Art 234, 235 and 236 may be taken separately and in any order.)
Full Course (4)
- 250. AMERICAN ART AND AMERICAN SOCIETY.** A study of the ways in which American artists, architects, and designers have reacted to, been influenced by, and initiated important world trends in the arts.
Full Course (4)
- 253. ART OF CALIFORNIA AND THE SOUTHWEST.** The art and architecture of California, Arizona, New Mexico, Texas and contiguous areas from prehistoric to more recent times. Emphasis on the nature of regional variations related to broader art historical movements.
Full Course (4)
- 254. AFRO-AMERICAN ART.** A study of selected works in Afro-American culture including an examination of African and other influences.
Full Course (4)
- 255. HISTORY OF URBAN AESTHETICS.** Explores the aesthetic problems of design within the framework of the development of urbanization.
Full Course (4)
- 260. LATIN AMERICAN ART.** The architecture, painting, and sculpture of the various Latin American nations from the conquest to present times.
Full Course (4)
- 262. PRE-COLUMBIAN ART.** The architecture, sculpture, painting, and minor arts of the pre-Columbian cultures of the Western Hemisphere with emphasis on Mexico and Peru.
Full Course (4)
- 265. ART OF BLACK AFRICA.** A study of the civilization and culture of Black Africa through the examination of architecture, painting, sculpture and related arts.
Full Course (4)
- 268. ART OF OCEANIA.** A study of selected works of architecture, sculpture, painting and related arts from Australia, Indonesia, Melanesia, Micronesia, and Polynesia.
Full Course (4)

- 270. TWENTIETH CENTURY ARTISTS: THEIR WRITINGS AND THEIR ART.** An examination of some of the outstanding art and documents by or concerning twentieth century artists to understand the art of this period and to locate both similarities and differences between their "20th-century-ness" and their relationship to tradition. *Prerequisite: Art 100 or equivalent or consent of instructor.*
Full Course (4)
- 275. ENVIRONMENTAL DESIGN.** Problems of design in relation to the urban environment from a functional and aesthetic point of view. *Two hours of lecture, three hours of studio work plus field work by arrangement. Prerequisite: Art 175 or equivalent.*
Full Course (4)
- 280. PAINTING WORKSHOP II.** A continuation of Art 180. *Three hours per week plus additional work by arrangement. Prerequisite: Upper division standing and Art 180 or equivalent.*
One-Half Course (2) *
- 285. THREE-DIMENSIONAL MEDIA WORKSHOP II.** A continuation of Art 190. *Three hours per week plus additional work by arrangement. Prerequisite: Upper division standing.*
One-Half Course (2) *
- 291. SPECIAL STUDIES IN ART.** Detailed study of a period, area, figure, or movement in the history of art.
Full Course (4) *
- 295. SEMINAR IN THEORIES OF ART CRITICISM.** Various approaches to art criticism throughout the centuries with particular emphasis on contemporary problems of criticism. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4)
- 297. DIRECTED RESEARCH.** Preparation of a research paper on a selected topic. *Prerequisite: Senior standing and consent of department head.*
Full Course (4)
- 298. INDEPENDENT STUDY.** *Prerequisite: Senior standing and consent of the department head.*
Full Course (4)

* Repeatable Course.

BEHAVIORAL SCIENCES

An Undergraduate Interdepartmental Field of Concentration and a Graduate Degree Program

The program in Behavioral Sciences is designed to provide the student with a broad, systematic understanding of human behavior, and of the biological, psychological, cultural, and social forces which influence such behavior.

B.A. DEGREE REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN BEHAVIORAL SCIENCES

Prerequisite

One course in elementary statistics selected from the following:

- † Mathematics 150. Elementary Statistics and Probability
- Psychology 150. Elementary Statistical Analysis in Psychology
- Sociology 120. Elementary Statistical Analysis in Sociology

Upper Division

Any course listed below in categories A, B, C, or D which is being used by a student to satisfy a departmental requirement must be replaced by another upper division course (outside the student's departmental major) in the list. Anthropology, Psychology, and Sociology majors (who must replace two course requirements, one in A and one in B) may select no more than one of their two replacement courses from a single discipline and no more than one from category E.

A. Three courses, on modern theories or systems and their historical origins, in the core areas of the behavioral sciences—anthropology, psychology, and sociology:

- † Anthropology 288. Anthropological Theories of Behavior
- Psychology 205. History and Systems of Psychology
- Sociology 255. Modern Sociological Theories

B. Three additional courses, one in each of the three core areas of the behavioral sciences, selected from the following:

- Anthropology 210. Culture and Personality
- Anthropology 214. Law and Warfare in Non-Western Cultures
- Anthropology 240. Social Anthropology
- Anthropology 241. Folklore
- † Anthropology 262. Primate Social Behavior
- Psychology 212. Theories of Learning
- Psychology 240. Social Psychology: Psychological Perspective
- Psychology 250. Developmental Psychology
- Psychology 260. Theories of Personality
- Psychology 263. The Abnormal Personality
- Sociology 214. Formal Organizations
- Sociology 240. Social Psychology: Sociological Perspective
- Sociology 252. Sociology of Conversation
- Sociology 254. Sociology of Knowledge
- Sociology 265. Deviant Behavior

† Consult course description for prerequisites.

- C. One course relating to political behavior, selected from the following:
 Political Science 214. American Political Parties and Elections
 Political Science 236. Theories of International Relations
 Political Science 270. Public Opinion and Propaganda
 Political Science 271. The Dynamics of Political Change
- D. One course relating biology and human behavior, selected from the following:
 † Biological Science 236. Environmental Biology
 † Biological Science 246. Human Heredity
 † Biological Science 270. Behavioral Biology
 † Psychology 217. Neuropsychology
 † Psychology 218. Comparative Psychology
- E. The following courses, which also approach human behavior in a systematic fashion, are *not required* courses. But a student majoring in Anthropology, Biological Science, Political Science, Psychology, and Sociology may select one of these courses to replace a required course which falls within the student's departmental major:
 Economics 285. Economic Policy and Social Values
 † English 219. Psycholinguistics
 Geography 252. Environmental Perception
 Philosophy 216. Evolutionary Ethics
 Philosophy 230. The Nature of Scientific and Humanistic Inquiry
- F. The senior seminar in this field.

COURSE OFFERING

Upper Division

290. SEMINAR IN BEHAVIORAL SCIENCES. A seminar designed to integrate previous course work by approaching selected problems from the perspectives of the various behavioral sciences. Preparation of seminar paper. *Prerequisites: Senior standing and consent of instructor.*

Full Course (4)

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BEHAVIORAL SCIENCES

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.

To be admitted to classified status in the Behavioral Sciences graduate program, the applicant must submit results of the Graduate Record Examination.

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

† Consult course description for prerequisites.

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 are 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)

422. THE DESIGN OF SOCIAL SYSTEMS. A cross disciplinary examination of the design of small scale social systems; their structure, functions, limitations and the problems of control and coordination. *Prerequisite: Graduate standing and consent of instructor.*

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 influenced 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.

(2-9 units)

Anthropology 440. SEMINAR IN SOCIAL ANTHROPOLOGY. See Anthropology Course Offerings.

Anthropology 442. SEMINAR IN APPLIED ANTHROPOLOGY. See Anthropology Course Offerings.

Biological Science 412. SEMINAR IN BIOLOGICAL BASES OF BEHAVIOR. See Biological Science Course Offerings.

Economics 410. STUDIES IN ECONOMIC BEHAVIOR. See Economics Course Offerings.

Political Science 410. STUDIES IN POLITICAL BEHAVIOR. See Political Science Course Offerings.

Psychology 410. SEMINAR IN LEARNING. See Psychology Course Offerings.

Psychology 431. INDIVIDUAL TESTING. See Psychology Course Offerings.

Psychology 440. SEMINAR IN SOCIAL PSYCHOLOGY. See Psychology Course Offerings.

Psychology 450. SEMINAR IN DEVELOPMENTAL PSYCHOLOGY. See Psychology Course Offerings.

Psychology 460. SEMINAR IN PERSONALITY. See Psychology Course Offerings.

Psychology 467. INDIVIDUAL ASSESSMENT See Psychology Course Offerings.

Psychology 483. SEMINAR IN THE BLACK EXPERIENCE. See Psychology Course Offerings.

Sociology 411. SEMINAR IN SOCIAL ORGANIZATIONS AND INSTITUTIONS. See Sociology Course Offerings.

Sociology 450. SEMINAR IN INTERACTION PROCESSES. See Sociology Course Offerings.

* Repeatable Course.

BIOLOGICAL SCIENCE

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN BIOLOGICAL SCIENCE

Lower Division

- Biological Science 110-112-114. Principles of Biology
- Chemistry 110-112-114. General and Quantitative Chemistry
- Physics 102. Basic Studies Physics *or*
- Physics 110. General Physics
- Mathematics 110-112. Differential and Integral Calculus I and II

Upper Division

- Biological Science 210-212. Organism Biology I and II
- Biological Science 214. Developmental Biology
- Biological Science 220. Cell Biology
- Biological Science 230. Population Biology
- Biological Science 240. Genetics
- Biological Science 294. Senior Seminar in Biology (One-Fourth Course)
- Chemistry 210. Organic Chemistry I

Two full courses selected from:

- Biological Science 222. Microanatomy of Cells and Tissues
- Biological Science 224. Microbiology
- Biological Science 232. Ecology
- Biological Science 250. Plant Physiology
- Biological Science 252. Animal Physiology
- Biological Science 281. Laboratory in Selected Topics in Biology
- Biological Science 295. Selected Topics in Biology
- Biological Science 297. Directed Research
- Chemistry 250. Biochemistry

COURSE OFFERINGS IN BIOLOGICAL SCIENCE

Lower Division

102. BASIC STUDIES BIOLOGY. Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 100.*

Full Course (4)

110. PRINCIPLES OF BIOLOGY. A broad introduction to biological substances and systems on the molecular, cellular, organism and population levels; structures of plants and animals. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 112.*

Full Course (4)

112. PRINCIPLES OF BIOLOGY. A continuation of Biological Science 110. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 110 and Chemistry 114.*

Full Course (4)

- 114. PRINCIPLES OF BIOLOGY.** A continuation of Biological Science 112. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 112.*
Full Course (4)
- 120. FUNDAMENTALS OF MICROBIOLOGY.** General knowledge of microbiology for paramedical students: morphology, physiology, control of microorganisms. Microbiological laboratory techniques. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 110; or completion of the lower division Basic Studies science program. Not open to students with credit in Biological Science 224.*
Full Course (4)

Upper Division

- 210. ORGANISM BIOLOGY I.** The relationship between structure and function of multicellular organisms. Topics include nutrient acquisition and processing, gas exchange, internal transport and body fluid regulation. The laboratory includes gross and microscopic anatomical studies and student designed experiments. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114.*
Full Course (4)
- 212. ORGANISM BIOLOGY II.** Chemical and nervous control mechanisms, periodicity and rhythms, locomotion and behavior. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 210.*
Full Course (4)
- 214. DEVELOPMENTAL BIOLOGY.** Development of plants and animals, including gametogenesis, fertilization, morphogenesis and cell differentiation. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 212.*
Full Course (4)
- 220. CELL BIOLOGY.** Basic biological problems at the cellular level. Chemical composition of cells, metabolism, synthesis and membrane phenomena. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114 and Chemistry 210.*
Full Course (4)
- 222. MICROANATOMY OF CELLS AND TISSUES.** Structure and organization of cells during division, growth and development and their integration into tissues. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Biological Science 114 and Chemistry 210.*
Full Course (4)
- 224. MICROBIOLOGY.** The morphology, physiology, genetics and development of microorganisms. Basic bacteriological techniques included in the laboratory. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Biological Science 220, or Biological Science 114 and Chemistry 250.*
Full Course (4)
- 230. POPULATION BIOLOGY.** Structure and organization of populations; principles of population growth and density control; genetics and evolutions of populations; traffic of materials and energy between population; environmental factors affecting populations. *Three hours of lecture and three hours of laboratory and field work per week. Prerequisite: Biological Science 114.*
Full Course (4)
- 232. ECOLOGY.** Distribution of plants and animals with reference to environmental factors and adaptation to special habitats. *Three hours of lecture and three hours of laboratory and field work per week. Prerequisite: Biological Science 114.*
Full Course (4)

- 236. ENVIRONMENTAL BIOLOGY.** Principles of ecology and contemporary ecological problems, with emphasis on man and his environment. *Designed for non-Biological Science majors. Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 102 or equivalent.*
Full Course (4)
- 240. GENETICS.** Principles of heredity; the action of genes on the molecular and organismic levels; variations and mutations. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 114.*
Full Course (4)
- 246. HUMAN HEREDITY.** Introduction to human genetics, including human reproduction, Mendelian inheritance, chemical basis of gene action, mutation and eugenics. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Biological Science 102 and Chemistry 102. Not open for credit to Biological Science majors or to students with credit in Biological Science 240.*
Full Course (4)
- 250. PLANT PHYSIOLOGY.** A study of plant relations to water and solutes, plant nutrition, photosynthesis and plant metabolism. *Two hours of lecture and six hours of laboratory per week. Prerequisites: Biological Science 212 and 220.*
Full Course (4)
- 252. ANIMAL PHYSIOLOGY.** A study of the digestive, circulatory and respiratory systems, and of the role of muscular, sensory, nervous and endocrine systems in animal organisms. *Two hours of lecture and six hours of laboratory per week. Prerequisites: Biological Science 212 and 220.*
Full Course (4)
- 256. HUMAN ANATOMY AND PHYSIOLOGY.** Anatomical structure and the biological processes occurring in the organ systems of man. *Designed for nonbiological science majors. Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 102. Not open for credit to Biological Science majors.*
Full Course (4)
- 260. GENERAL OCEANOGRAPHY: BIOLOGICAL.** Introduction to the plants and animals of the ocean. Their adaptations to and effects on the environment. *Biological factors of the marine environment. Three hours of lecture and three hours of laboratory per week. Prerequisites: Biological Science 102 or equivalent and Chemistry 270.*
Full Course (4)
- 264. PALEONTOLOGY.** A study of the life of past geological periods on the basis of fossil remains of plants and animals; the significance of such study in understanding natural science today. *Three hours of lecture and three hours of laboratory per week, with field work assignments. Prerequisite: Biological Science 102 or equivalent.*
Full Course (4)
- 270. BEHAVIORAL BIOLOGY.** Animal behavior patterns with emphasis on their anatomical and physiological bases. Includes origins and evolution of human behavior. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 102 or equivalent.*
Full course (4)
- 281. LABORATORY IN SELECTED TOPICS IN BIOLOGY.** Advanced laboratory work for small groups of biology majors. *Six or twelve hours of laboratory per week. Prerequisite: Consent of instructor.*
One-Half Course (2)* or Full Course (4)*

* Repeatable Course

294. SENIOR SEMINAR IN BIOLOGY. Intensive use of current biological literature and bibliographies. *Two hours of presentation and discussion per week. Prerequisite: Senior standing and Biological Science major.*

One-Fourth Course (1)*

295. SELECTED TOPICS IN BIOLOGY. Advanced course which may include laboratory exercises. *Prerequisite: Consent of instructor.*

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

297. DIRECTED RESEARCH. Advanced laboratory work, with each student undertaking an independent and original investigation. *Six or twelve hours of laboratory per week. Prerequisite: Upper division standing and consent of instructor.*

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

Graduate

412. SEMINAR IN BIOLOGICAL BASES OF BEHAVIOR. Review and discussion of current literature on topics related to behavior: Genic control of cellular metabolism, hormonal regulation, structure and function of the nervous system and integrative mechanisms of the brain. *Prerequisite: Biological Science 102 or equivalent; Graduate standing and consent of instructor.*

Full Course (4)

* Repeatable Course.

BUSINESS ADMINISTRATION

A Graduate Degree Program

The Master of Business Administration program is designed to meet the professional needs of two groups: recent college graduates who plan careers in business, and those persons already employed who desire to extend their business understanding and potential.

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

The curriculum leading to the M.B.A. is constructed around a common core designed to provide all students with a broad understanding of the business system. The core (11 courses) covers five areas:

1. SOCIAL SETTING OF BUSINESS

- Business Administration 401. The Corporation and Its Social Setting
- Business Administration 404. Law and the Economy

2. MANAGING THE ENTERPRISE

- Business Administration 410. Management Theory
- Business Administration 411. Organizational Theory and Behavior

3. QUANTITATIVE TECHNIQUES IN BUSINESS

- Business Administration 420. Quantitative Methods in Business
- Business Administration 424. Business Conditions Analysis
- Business Administration 430. Managerial Accounting

4. FUNCTIONAL AREAS OF MANAGEMENT

- Business Administration 440. Production Management
- Business Administration 450. Marketing Management
- Business Administration 460. Corporate Finance

5. INTEGRATIVE SEMINAR

- Business Administration 490. Seminar in Business Policy

In addition to the core, each student will take three elective courses from the following:

- Business Administration 415. Seminar in Multinational Business
- Business Administration 426. Seminar in Business and Economic Forecasting
- Business Administration 435-436. Seminars in the Business Applications of Data Processing I-II
- Business Administration 445. Seminar in Industrial Relations
- Business Administration 462-463. Seminars in Finance I-II
- Business Administration 480. Business Internship
- Business Administration 485-486. Seminars in Management I-II

In addition to course requirements, completion of the degree requires passage of a two-part comprehensive examination:

1. Part A to be taken upon completion of the quantitative sequence of the core;
2. Part B, covering the organizational and problem-solving aspects of management and the elective areas, to be taken in the final quarter of coursework.

Admission to the Program

All applicants to the M.B.A. program must submit a completed application for admission to graduate standing at the California State College, Dominguez Hills, and transcripts of all previous college-level work in accordance with the procedures outlined in the Admission section of this catalog.

To be admitted to classified standing in the M.B.A. program, an applicant must:

1. Score a minimum of 450 on the Admission Test for Graduate Study in Business given by the Educational Testing Service;
2. Have achieved a minimum 3.0 grade point average in upper division undergraduate work.

A personal interview and letters of recommendation may be required of individual applicants.

GRADUATE COURSE OFFERINGS IN BUSINESS ADMINISTRATION

Graduate standing is prerequisite to enrollment in the following courses:

- 401. THE CORPORATION AND ITS SOCIAL SETTING.** The business enterprise as a social institution. The interaction of business and its social, political, technological and economic environment. Development of contemporary business organization and ethos. The social role of business.
Full Course (4)
- 404. LAW AND THE ECONOMY.** Significance and development of law in relation to business enterprise. Law and the organization of business. Contemporary issues and developments.
Full Course (4)
- 410. MANAGEMENT THEORY.** Conceptual foundations of the managerial function, organization and structure.
Full Course (4)
- 411. ORGANIZATIONAL THEORY AND BEHAVIOR.** The process by which the capabilities of the organization to attain and sustain an optimum level of performance are developed. A pragmatic approach to the strategies and tactics available to the professional manager.
Full Course (4)
- 415. SEMINAR IN MULTINATIONAL BUSINESS.** Analysis of multinational corporations and their environment with emphasis on market structure, cost factors, and international resource allocation within the firm. *Prerequisite: Consent of instructor.*
Full Course (4)
- 420. QUANTITATIVE METHODS IN BUSINESS.** Mathematical and statistical techniques used in business research, including set theory, matrix algebra, Bayes strategies, minimax. *Prerequisite: Mathematics 150 or equivalent.*
Full Course (4)
- 424. BUSINESS CONDITIONS ANALYSIS.** Problems of business forecasting in the light of business cycle analysis; predictive performance of various types of historical relationships. *Prerequisite: Mathematics 150 or equivalent.*
Full Course (4)
- 426. SEMINAR IN BUSINESS AND ECONOMIC FORECASTING.** Methods of forecasting business conditions; business index construction; time series analysis; econometric models; input-output analysis; indicator analysis. Forecasting for the firm, the industry and the economy. *Prerequisites: Business Administration 424, and consent of instructor.*
Full Course (4)

- 430. MANAGERIAL ACCOUNTING.** The use of accounting data in internal management decisions. Topics emphasized include: cost accounting, cost-volume-profit analysis, and budgeting. *Prerequisite: A basic course in accounting or equivalent.*
Full Course (4)
- 435. SEMINAR IN THE BUSINESS APPLICATIONS OF DATA PROCESSING I.** Computer structure, programming languages, flow-charting, software tools, systems analysis, integrated systems, modeling and simulation, management information systems, planning, programming budgeting systems, group projects in system design. *Prerequisite: Consent of instructor.*
Full Course (4)
- 436. SEMINAR IN THE BUSINESS APPLICATIONS OF DATA PROCESSING II.** A continuation of Business Administration 435. *Prerequisite: Business Administration 435.*
Full Course (4)
- 440. PRODUCTION MANAGEMENT.** Organization and theory of manufacturing operations; production planning, scheduling and control; inventory management; layout; quality and cost control; materials, transport and equipment utilization.
Full Course (4)
- 445. SEMINAR IN INDUSTRIAL RELATIONS.** Employee-employer relationships: selection and testing, training, wages and salary administration, staff personnel functions, collective bargaining. *Prerequisite: Consent of instructor.*
Full Course (4)
- 450. MARKETING MANAGEMENT.** Organization and operation of the distributive system from manufacturer to ultimate user; emphasis in achieving corporate objectives.
Full Course (4)
- 460. CORPORATE FINANCE.** An analytical approach to the optimization of the firm's financial structure.
Full Course (4)
- 462. SEMINAR IN FINANCE I.** Requirements, procedures and institutions for financing world trade, investment and economic development and international monetary cooperation. Market for loanable funds and relation to saving-investment process; analysis of flow-of-funds; characteristics of financial institutions; monetary and financial policy, the role of the Federal Reserve. *Prerequisite: Consent of instructor.*
Full Course (4)
- 463. SEMINAR IN FINANCE II.** A continuation of 462. *Prerequisite: Business Administration 462.*
Full Course (4)
- 480. BUSINESS INTERNSHIP.** For those students with limited business experience, none of it managerial. At least twenty hours of employment per week. *May be repeated for a second quarter. Prerequisite: Consent of instructor.*
Full Course (4)*
- 485. SEMINAR IN MANAGEMENT I.** For those students with considerable business experience, including some of a managerial nature, a two-quarter sequence in management simulation and problem-solving. *Prerequisite: Consent of instructor.*
Full Course (4)
- 486. SEMINAR IN MANAGEMENT II.** A continuation of 485. *Prerequisite: Business Administration 485.*
Full Course (4)
- 490. SEMINAR IN BUSINESS POLICY.** Administration of the firm from the viewpoint of top management. Managerial decision-making through participation in a business simulation. *Prerequisites: Completion of all other core courses; and consent of instructor.*
Full Course (4)

* Repeatable Course.

CHEMISTRY

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN CHEMISTRY

Lower Division

Chemistry 110-112-114. General and Quantitative Chemistry
Mathematics 110-112-114. Differential and Integral Calculus I, II, III
Physics 110-112-114. General Physics
Biological Science 102. Basic Studies Biology *or*
Biological Science 110. Principles of Biology

Upper Division

Chemistry 210. Organic Chemistry I
Chemistry 212-214. Organic Chemistry II, III
Chemistry 211-213. Organic Chemistry Laboratory I, II
Chemistry 220-222-224. Physical Chemistry
Chemistry 230-231. Analytical Chemistry
Chemistry 240. Inorganic Chemistry

COURSE OFFERINGS IN CHEMISTRY

Lower Division

102. BASIC STUDIES CHEMISTRY. Bonding and structure of compounds; nature of chemical change, theoretical and practical aspects of chemical reactions. *Prerequisite: Physics 100.*

Full Course (4)

110. GENERAL AND QUANTITATIVE CHEMISTRY. Atomic structure and periodicity, chemical bonding; elementary thermodynamics, kinetics and equilibrium; inorganic chemistry; qualitative analysis; quantitative measurements. *Three hours of lecture and three hours of laboratory per week.*

Full Course (4)

112. GENERAL AND QUANTITATIVE CHEMISTRY. A continuation of Chemistry 110. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 110.*

Full Course (4)

114. GENERAL AND QUANTITATIVE CHEMISTRY. A continuation of Chemistry 112. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 112.*

Full Course (4)

Upper Division

200. BASIC STUDIES: MODERN APPLICATIONS OF CHEMISTRY. The role of modern chemistry in fields such as medicine, agriculture, and manufacture and use of household products. *Prerequisite: Completion of lower division Basic Studies science program.*

Full Course (4)

- 210. ORGANIC CHEMISTRY I.** A systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms. Introduction to spectroscopic methods of analysis of organic compounds. Basic experimental techniques. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 114.*
Full Course (4)
- 211. ORGANIC CHEMISTRY LABORATORY I.** Preparation of organic compounds. Introduction to infrared spectroscopy, gas chromatography, and other instrumental methods. *Eight hours of laboratory per week. Prerequisite: Chemistry 210; and 212, or concurrent enrollment in Chemistry 212.*
One-Half Course (2)
- 212. ORGANIC CHEMISTRY II.** A continuation of Chemistry 210 with emphasis on aromatic systems; spectroscopic methods of structure determination; and structures and reactions of organic compounds containing oxygen, sulfur, and nitrogen. *Prerequisite: Chemistry 210.*
Full Course (4)
- 213. ORGANIC CHEMISTRY LABORATORY II.** Preparation of organic compounds. Introduction to qualitative and quantitative organic analysis. Methods of investigating reaction mechanisms. *Eight hours of laboratory per week. Prerequisites: Chemistry 211 and 212.*
One-Half Course (2)
- 214. ORGANIC CHEMISTRY III.** Polyfunctional systems, heterocyclics. Advanced aspects of theoretical organic chemistry. *Prerequisite: Chemistry 212.*
Full Course (4)
- 220. PHYSICAL CHEMISTRY.** The first of a series of courses covering thermodynamics, properties of matter, atomic and molecular structure, chemical kinetics, photochemistry, and surface chemistry. *Prerequisite: Chemistry 114, Mathematics 114, and Physics 114.*
Full Course (4)
- 222. PHYSICAL CHEMISTRY.** A continuation of Chemistry 220 including laboratory exercises demonstrating physical chemical techniques. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 220.*
Full Course (4)
- 224. PHYSICAL CHEMISTRY.** A continuation of Chemistry 222, emphasizing laboratory methods. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 222.*
Full Course (4)
- 230. ANALYTICAL CHEMISTRY.** Discussions of titrimetric, gravimetric, electroanalytical, optical, and other methods of separation and measurement. *Prerequisite: Chemistry 210 and Chemistry 220 and concurrent enrollment in Chemistry 231. (Chemistry 212 and Chemistry 222 recommended.)*
Full Course (4)
- 231. LABORATORY IN ANALYTICAL CHEMISTRY.** *Six hours of laboratory per week. Prerequisite: Concurrent enrollment in Chemistry 230.*
One-Half Course (2)
- 240. INORGANIC CHEMISTRY.** Structural inorganic chemistry; coordination compounds; mechanisms of inorganic reactions; inorganic synthetic methods. *Prerequisite: Chemistry 224.*
Full Course (4)
- 250. BIOCHEMISTRY.** The chemistry of biological systems, including carbohydrates, lipids, proteins, nucleic acids, enzymes, and vitamins; metabolic processes. *Prerequisite: Chemistry 212 or consent of the instructor. (Chemistry 230 recommended.)*
Full Course (4)

251. LABORATORY IN BIOCHEMISTRY. A study of properties of chemical substances incorporated in biological systems, including isolation and analytical techniques. *Six hours of laboratory per week. Prerequisite: Chemistry 250 or concurrent enrollment in Chemistry 250.*

One-Half Course (2)

260. RADIOCHEMICAL TECHNIQUES. A survey of the principles and methods of nuclear science as applied to the investigation of chemical problems. Topics include nuclear reactions, radiation detection and measurement, preparation of tracers and the techniques of handling and using radioactive materials. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 114 and Physics 114.*

Full Course (4)

270. GENERAL OCEANOGRAPHY: PHYSICAL AND CHEMICAL. Physical and chemical characteristics of ocean waters. Geomorphology of ocean bottoms and shorelines. Transport and circulation phenomena. Energy budget of oceans. *Prerequisite: Physics 150.*

Full Course (4)

272. MARINE CHEMISTRY. Chemical composition and physical properties of sea waters; methods of seawater analysis, chemical equilibria in the oceans; marine biochemistry. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Chemistry 114 and Chemistry 212.*

Full Course (4)

274. GEOCHEMISTRY. An introduction to the principal methods for, and results of, the application of chemistry to the study of the earth. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Chemistry 114.*

Full Course (4)

276. CHEMICAL CRYSTALLOGRAPHY. Identification of compounds by X-ray powder diffraction methods; laboratory problems in crystal symmetry, crystal stoichiometry and coordination theory; introduction to single crystal methods of structure determination. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Chemistry 112, Physics 112, and Mathematics 112.*

Full Course (4)

281. LABORATORY IN SELECTED TOPICS IN CHEMISTRY. Advanced laboratory work for small groups of science majors. *Six or twelve hours of laboratory per week. Prerequisite: Consent of instructor.*

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

286. AMERICAN SCIENCE AND TECHNOLOGY. A critical assessment of the historical development and present role of science and technology in America, with particular attention to the interrelationships of science and technology with industry, government, education and culture.

Full Course (4)

294. COLLOQUIUM IN CHEMISTRY. A weekly discussion and reporting group concerned with new and advanced topics in chemistry. Involves journal reading. *Open to students majoring in the sciences and mathematics.*

One-Fourth Course (1)*

295. SELECTED TOPICS IN CHEMISTRY. *Prerequisite: Consent of instructor.*

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

297. DIRECTED RESEARCH. Advanced laboratory work, with each student undertaking an independent and original investigation. *Six or twelve hours of laboratory per week. Prerequisite: Senior standing and consent of instructor.*

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

* Repeatable Course.

CHINESE ¹

COURSE OFFERINGS IN CHINESE

Lower Division

110. FIRST-QUARTER CHINESE. Introduction to the National Language (Kuo Yü) of China, with emphasis on oral competence; reading and writing in transliteration.

Full Course (4)

111. SECOND-QUARTER CHINESE. A continuation of Chinese 110. *Prerequisite: Chinese 110 or consent of instructor.*

Full Course (4)

112. THIRD-QUARTER CHINESE. A continuation of Chinese 111 with an introduction to the calligraphy and practice in newspaper style. *Prerequisite: Chinese 111 or consent of instructor.*

Full Course (4)

¹ Students interested in studying foreign languages abroad should consult page 20.

EARLY CHILDHOOD STUDIES

An Interdepartmental Field of Concentration

The interdepartmental field in Early Childhood Studies is available to a select number of junior-level students and contains the necessary course requirements to qualify the Bachelor of Arts recipient for the Partial Credential in Early Childhood Teaching. Detailed information is available in the Institute of Education.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN EARLY CHILDHOOD STUDIES

Upper Division

- Psychology 250. Developmental Psychology
 - Education 210. Motivation and Learning
 - Sociology 270. Field Studies in Urban Problems
 - †Humanities 285. Cultural Experiences for Children I
 - †Humanities 286. Cultural Experiences for Children II
 - Education 290. Supervised Teaching: Elementary School
 - Education 291. Supervised Teaching: Elementary School
- Plus additional courses to be developed in such areas as:
- Methods in the natural sciences and in the social sciences;
 - Child behavior;
 - Language development; and
 - Preschool supervised teaching.

† Consult course description for prerequisites.

EARTH SCIENCES

An Interdepartmental Field of Concentration

This program is designed to provide students choosing departmental majors both in and out of the School of Natural Sciences and Mathematics with a broad integrated background in the areas of oceanography, geology, and physical and environmental geography.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN THE EARTH SCIENCES

Lower Division

To be taken prior to any of the upper division courses:

† Physics 150. Physical Geology

Upper Division

- A. Two courses selected from the following:
 - † Biological Science 260. General Oceanography: Biological
 - † Chemistry 270. General Oceanography: Physical and Chemical
 - † Chemistry 272. Marine Chemistry
- B. Two courses selected from the following:
 - † Biological Science 264. Paleontology
 - † Chemistry 274. Geochemistry
 - † Physics 250. Space Physics
 - † Physics 252. Geophysics
 - † Physics 258. Mineralogy and Petrology
- C. Two courses selected from the following:
 - Geography 210. Principles of Geomorphology
 - Geography 215. Weather and Climate
 - † Geography 220. Natural Resources
 - † Geography 222. Contemporary Environmental Problems
- D. One course selected from A, B, or C above or Directed Research (full course) with prior approval of the Interdepartmental adviser.
- E. Earth Sciences 290. Colloquium in Earth Sciences

COURSE OFFERING

Upper Division

290. COLLOQUIUM IN EARTH SCIENCES. Student presentations of reports on pertinent subject matter from current literature. *Prerequisite: Senior standing and consent of instructor.*

One-Half Course (2)

¹ Additional courses in marine ecology, physical oceanography, marine geology, structural geology, and remote sensing may be offered in 1973-74.

† Consult course descriptions for prerequisites

EAST ASIAN STUDIES

An Interdepartmental Field of Concentration

This field is designed to provide an understanding of social, political, and cultural patterns of East Asia, with emphasis on China and Japan. The study of major philosophic and artistic works of East Asian civilization is included.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN EAST ASIAN STUDIES

Upper Division

- A. Three courses from the School of Humanities and Fine Arts, selected from the following:

Art 235. Oriental Art II: Art of China *or*

Art 236. Oriental Art III: Art of Japan and Korea, *but not both*

† English 238. Literature of China and Japan

Music 255. Music of China, Japan, and Korea

Philosophy 286. Philosophies of China and Japan

- B. Three courses from the School of Social and Behavioral Sciences, selected from the following:

Anthropology 235. Peoples of East Asia

Economics 243. Economic Development in East Asia

Geography 270. Geography of East Asia

History 271. Traditional China

History 272. Modern China

History 273. Traditional Japan

History 274. Modern Japan

Political Science 241. Government and Politics of East Asia

- C. Two additional courses selected by advisement from the above lists or from Chinese and Japanese language.

- D. The senior seminar in this field.

One or two years of college-level study of Chinese or Japanese language is recommended as electives, especially for students who plan to focus on East Asia in graduate school.

COURSE OFFERING

Upper Division

290. SEMINAR IN EAST ASIAN STUDIES. An integrative seminar serving as a capstone to the interdepartmental major in East Asian Studies. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

† Consult course description for prerequisite

ECONOMICS

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ECONOMICS

Students who elect the Business Track in Economics for their Departmental Field may not elect American Business and Economic Systems for their Interdepartmental Field.

Lower Division

Mathematics 150. Elementary Statistics and Probability
Economics 110-111. Economic Theory IA-IB

Upper Division

Economics Track

- A. Required courses:
 - Economics 210. Intermediate Micro-Economic Theory
 - Economics 211. Intermediate Macro-Economic Theory
 - Economics 250. Quantitative Economic Analysis I
- B. Four courses selected from:
 - Economics 221. History of Economic Thought
 - Economics 222. Money and Banking
 - Economics 227. Fiscal and Monetary Theory
 - Economics 240. International Economics
 - Economics 245. Economic Development
- C. One additional upper division course in Economics
- D. Economics 295. Senior Seminar in Economics

Business Track

- A. Required courses:
 - Economics 213. Economics of the Firm
 - Economics 252. Basic Decision Theory in the Firm
 - Economics 254. Corporate Financial Management
 - Economics 255. Theory and Use of Business Accounting
 - Economics 260. Management in Theory and Practice
- B. Two courses selected from:
 - Economics 215. American Economic History
 - Economics 262. Legal Foundations of Business
 - Economics 275. Industrial Organization and the American Economy
- C. Two additional upper division electives to be selected by the student in consultation with his adviser.

COURSE OFFERINGS IN ECONOMICS

Lower Division

- 100. BASIC STUDIES ECONOMICS.** Fundamental economic concepts used to analyze and evaluate current economic problems.
Full Course (4)
- 110. ECONOMIC THEORY IA.** Introductory micro-economic theory: resource allocation, output determination, production theory, income distribution.
Full Course (4)
- 111. ECONOMIC THEORY IB.** Introductory macro-theory: national income accounting, national income determination, monetary and fiscal policy.
Full Course (4)

Upper Division

- 210. INTERMEDIATE MICRO-ECONOMIC THEORY.** Development of detailed micro-economic models of production and distribution. *Prerequisite: Economics 110.*
Full Course (4)
- 211. INTERMEDIATE MACRO-ECONOMIC THEORY.** Analysis of factors underlying the level of economic activity with emphasis on such topics as inflation, unemployment and stabilization policy. *Prerequisite: Economics 111.*
Full Course (4)
- 213. ECONOMICS OF THE FIRM.** Application of economic concepts to business organization: market structure, pricing and output determination, budgetary processes, forecasting. *Prerequisites: Economics 110 and 111.*
Full Course (4)
- 215. AMERICAN ECONOMIC HISTORY.** Development of the American economy, organizational patterns and institutions, from settlement to the present, with emphasis on the interaction of social, political and economic phenomena.
Full Course (4)
- 216. ECONOMIC HISTORY OF EUROPE.** Analysis of the processes of economic change in Europe from early times, with emphasis on the causes and social consequences of transformation into modern industrial societies.
Full Course (4)
- 218. BUSINESS HISTORY.** From colonial farmer, artisan and merchant trader, through "captains of industry" to professional managers and conglomerators. Forms and organizational patterns of American industry.
Full Course (4)
- 221. HISTORY OF ECONOMIC THOUGHT.** Historical development of economic theory and the relationship to its institutional setting. *Prerequisites: Economics 110 and 111.*
Full Course (4)
- 222. MONEY AND BANKING.** Development of monetary and banking institutions in the United States. Contemporary monetary theory and policy. *Prerequisites: Economics 110 and 111.*
Full Course (4)
- 227. FISCAL AND MONETARY THEORY.** Theory of the optimum allocation of resources between public and private sector in a fully employed economy. Effects of various types of taxes on economic efficiency. Theory of monetary and fiscal policies as instruments for the achievement of national economic goals. *Prerequisites: Economics 110 and 111.*
Full Course (4)
- 228. STATE AND LOCAL FINANCE.** Study of the criteria for and determinants of expenditure, taxation, and debt management in state and local governments. Intergovernmental fiscal relations. Program budgeting, and cost benefit analysis.
Full Course (4)
- 230. LABOR AND THE AMERICAN ECONOMY.** Role of labor as a major productive agent; forces determining the general wage level and wage differentials. *Prerequisite: Economics 110.*
Full Course (4)
- 240. INTERNATIONAL ECONOMICS.** International trade theory; balance of payments; international monetary mechanisms; compatibility of domestic and international objectives. *Prerequisites: Economics 110 and 111.*
Full Course (4)

- 242. COMPARATIVE ECONOMIC SYSTEMS.** A study of the ideology of contemporary economic systems, i.e., capitalism, socialism, communism and fascism, with attention to their socio-political context, and their variations in practice.
Full Course (4)
- 243. ECONOMIC DEVELOPMENT IN EAST ASIA.** A comparative analysis of the economic structures of China, India, and Japan; an evaluation of their performances as related to various theories of economic development.
Full Course (4)
- 245. ECONOMIC DEVELOPMENT.** Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives. *Prerequisites: Economics 110 and 111.*
Full Course (4)
- 250. QUANTITATIVE ECONOMIC ANALYSIS I.** Construction of mathematical models and their application to economic and business research. *Prerequisites: Economics 210 and Mathematics 110.*
Full Course (4)
- 251. QUANTITATIVE ECONOMIC ANALYSIS II.** Role of advanced statistical methods and other quantitative techniques in the testing of economic hypotheses. Uses of mathematical models, games and linear programming in the analysis and solution of economic and business problems. *Prerequisites: Economics 250 and Mathematics 152 or Economics 252.*
Full Course (4)
- 252. BASIC DECISION THEORY IN THE FIRM.** Techniques for conducting quantitative research in economics and business with emphasis on the design of statistical experiments, forecasting and the analysis of data as related to decisionmaking in the firm. *Prerequisites: Economics 110 and 111, and Mathematics 150.*
Full Course (4)
- 254. CORPORATE FINANCIAL MANAGEMENT.** Corporate financial planning, emphasizing the development of decision models used in generating corporate financial policy. Capital budgeting, trade credit policy, cash planning and dividend and capital structure policies. *Prerequisites: Economics 110 and 111.*
Full Course (4)
- 255. THEORY AND USE OF BUSINESS ACCOUNTING.** The concepts and economic processes underlying business accounting systems, from the viewpoint of the firm and of the economy as a whole.
Full Course (4)
- 260. MANAGEMENT IN THEORY AND PRACTICE.** Management theory, structure and techniques as they have developed in twentieth century America. Their applicability and transferability in the affairs of various contemporary institutions, public and private, profit and non-profit. Managerial decisionmaking.
Full Course (4)
- 262. LEGAL FOUNDATIONS OF BUSINESS.** Analysis of the legal process; functions and operations within a federal system; contracts, sales, agency, business organization; related topics.
Full Course (4)
- 275. INDUSTRIAL ORGANIZATION AND THE AMERICAN ECONOMY.** Current issues of industrial organization, concentration and diversification. Anti-trust policy. *Prerequisites: Economics 110 and 111.*
Full Course (4)

280. THE ECONOMICS OF URBAN AREAS. Economic factors underlying and following from the urbanization of modern societies. Current problems such as urban decay, air and water pollution, transportation constriction, education, racial concentrations, and city-state and city-federal relationships.

Full Course (4)

282. ECONOMICS OF POVERTY. Characteristics of urban and rural poverty in the United States; wealth and income distribution, effects of tax and expenditure patterns, economic consequences of discrimination and segregation, preferential treatment, welfare issues.

Full Course (4)

285. ECONOMIC POLICY AND SOCIAL VALUES. Consideration of the alternative social and personal values implied by different policy judgments on significant public issues, such as distribution and taxation of income, consumer sovereignty, freedom of enterprise, and social welfare programs.

Full Course (4)

295. SENIOR SEMINAR IN ECONOMICS. A capstone course designed to integrate the major by the application of economic theory and principles to some broad area of policy to be selected by the students in consultation with the instructor. Senior thesis required. *Prerequisites: Senior standing and completion of at least two-thirds of course requirements for major.*¹

Full Course (4)

298. INDEPENDENT STUDY. Individual study of some topic or problem under the supervision of a member of the Economics Department. *Prerequisites: Economics 110 and 111, and consent of instructor.*

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

Graduate

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. *Prerequisites: Graduate standing and consent of instructor.*

Full Course (4)

¹ Students in the Business track should take American Business and Economic Systems 290.

* Repeatable Course.

EDUCATION

The Institute of Education offers:

1. Post-baccalaureate programs leading to the standard elementary teaching credential and to the standard secondary teaching credential.
Each of the standard credential programs is a three-quarter sequence which includes concurrent courses, field assignments, and directed teaching.
2. An undergraduate interdepartmental field leading to a partial credential in early childhood teaching.
This interdepartmental field includes concurrent upper division courses, field assignments, and directed teaching.
3. A graduate program leading to the Master of Arts degree in Education.

NOTE: New requirements for teacher credentialing adopted recently by the Legislature of the State of California will go into effect in September, 1974. *All students who begin one of the credential programs listed in this catalog are urged to be sure to complete all requirements by September 15, 1974.* All credentials issued after that date must comply with the new regulations. Further information may be obtained from the Institute of Education.

Admission

Admission to Teacher Education programs is not automatic. Students must be accepted by the Teacher Education Selection Committee prior to beginning professional courses in Education. Application for admission to one of the programs, including tests, transcripts, references, etc., must be completed by *March 1 preceding the Fall Quarter* in which students expect to enter the program. Application is made through the Office of the Institute of Education.

Quotas on the number of students who may enroll in each Teacher Education Program for each admission cycle will be established consistent with the resources available.

REQUIREMENTS FOR STANDARD ELEMENTARY CREDENTIAL

Prerequisites

1. A Bachelor's degree with an academic major and appropriate General Education and statutory requirements.
2. The following two courses:
Education 210. Motivation and Learning
Psychology 250. Developmental Psychology

Requirements

Completion of a fifth year (45 quarter units) of post-baccalaureate coursework, including:
Education 220. Principles and Methods of Teaching in Elementary School
(To be taken concurrently with Education 290)
Education 230. The Teaching of Reading in Elementary School
Education 240. Workshop in Methods: Social Studies
Education 250. Workshop in Methods: Humanities
Education 260. Workshop in Methods: Mathematics
Education 270. Workshop in Methods: Science
Education 290. Supervised Teaching in Elementary School
(To be taken concurrently with Education 220)

Education 291. Supervised Teaching in Elementary School
(To be taken concurrently with Education 297)

Education 292. Supervised Teaching in Elementary School
(To be taken concurrently with Education 297)

Education 297. Seminar in Student Teaching in Elementary School

(To be repeated, two units each quarter, and taken concurrently with Education 291 and 292)

History 386. History and Philosophy of Education
Plus additional courses to complete 45 quarter units.

All elementary 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 or equivalent as an undergraduate must complete a course in mathematics for elementary teaching.

REQUIREMENTS FOR STANDARD SECONDARY CREDENTIAL

Prerequisites

1. A Bachelor's degree with an academic major and appropriate General Education and statutory requirements.
2. The following two courses:
Education 210. Motivation and Learning
Psychology 250. Developmental Psychology

Requirements

Completion of a fifth year (45 quarter units) of post-baccalaureate coursework, including:

Education 331. The Teaching of Reading in Secondary School

Education 380. Methods and Materials in Secondary Education

Education 390-391-392. Supervised Teaching in the Secondary School

(To be taken concurrently with Education 397)

Education 397. Seminar in Student Teaching in Secondary School

(To be repeated for a total of 6 units, two units each quarter, and taken concurrently with Education 390, 391, and 392)

History 386. History and Philosophy of Education

Plus additional courses to complete 45 quarter units.

All secondary credential candidates are required to pass an examination in advanced English composition prior to program completion.

Master's Degree

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

The program is 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 the Coordinator of Graduate Studies in the Institute of Education before taking courses. Specific admission requirements are outlined in a brochure which may be obtained in the Institute of Education Office.

The Graduate Record Examination is required for admission to classified status.

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. Seminar: Advanced Sociology of Education *or*
Education 485. Seminar: Advanced Philosophy of Education
14-22 units in cognate field courses from Sociology or Philosophy, with consent of adviser, which may include:
Education 445. European Educational Systems
Education 470. The Education of Disadvantaged Learners
Education 476. Seminar: 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

Upper Division

With the exception of Education 210, 222, 235, 236, and 237, enrollment in all professional Education courses requires the prior approval of the Office of Teacher Education. Field trips and field studies may be required.

210. MOTIVATION AND LEARNING. The psychology of learning and motivation as it relates to instruction; emphasis on the application of learning principles to classroom learning situations. Survey of applicable research from educational psychology and psychology. *Three hours of lecture-discussion and three hours of laboratory per week.*

Full Course (4)

220. PRINCIPLES AND METHODS OF TEACHING IN ELEMENTARY SCHOOL.

The basic principles which underlie successful teaching in the elementary schools, 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.

Three-Fourths Course (3)

222. EDUCATION OF THE MEXICAN AMERICAN. The study of the special educational problems of Mexican Americans, their historical and cultural basis, with an emphasis on research and innovative pedagogical methods for improving the curriculum for the bilingual learner.

Full Course (4)

230. THE TEACHING OF READING IN ELEMENTARY SCHOOL. Procedures and materials for teaching reading in the elementary school, including the use of recent media and methods.

Full Course (4)

235. SOCIOLINGUISTICS AND READING: MEXICAN AMERICAN DIALECT AND READING. Identification and prediction of reading difficulties of Spanish-language oriented child, based on a contrastive analysis of his listening and speaking habits (breath level, mouth muscles, rhythm, word order, etc.) with English. *Three hours of lecture-discussion and three hours of laboratory per week. Prerequisites: Education 230 or English/French/Spanish 210, or consent of instructor.*

Full Course (4)

236. SOCIOLINGUISTICS AND READING: BLACK DIALECT AND READING. Instruction to enable teachers of reading to discriminate between reading errors and dialectal variations of speakers of Black dialect. Remediation techniques for non-dialectal reading errors; survey of available literature on sociolinguistics and reading. *Three hours of lecture-discussion and three hours of laboratory per week. Prerequisite: Education 230, English 294, or consent of instructor.*

Full Course (4)

237. SOCIOLINGUISTICS AND READING: LANGUAGE AND DIALECT PROBLEMS IN READING. Study of interference caused by one's mother tongue in reading English, other than Black or Mexican American dialects. Develop, select and evaluate materials and remediation techniques. *Three hours of lecture-discussion and three hours of laboratory per week. Prerequisite: Education 230, 331, or consent of instructor.*

Full Course (4)

240. WORKSHOP IN METHODS: 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. *Six hours of workshop activity per week.*

Three-Fourths Course (3)

250. WORKSHOP IN METHODS: HUMANITIES. The development of understandings and appreciation in music, art, literary masterpieces, and creative writing at the elementary school level. *Six hours of workshop activity per week.*

Three-Fourths Course (3)

260. WORKSHOP IN METHODS: MATHEMATICS. Principles and methods of elementary mathematics; examination of modern mathematics through experimental and current programs; process of discovery, induction, inquiry and problem solving; use of remedial and advanced materials; and use of games and puzzles in teaching. *Six hours of workshop activity per week. Prerequisite: Mathematics 100, or Mathematics 342, or equivalent.*

Three-Fourths Course (3)

270. WORKSHOP IN METHODS: SCIENCE. Principles and methods for teaching science in the elementary school; emphasis on scientific processes, including observing, hypothesizing, verifying and analyzing; examination of standard and experimental programs. *Six hours of workshop activity per week.*

Three-Fourths Course (3)

280. WORKSHOP IN METHODS: LANGUAGE ARTS. Principles and methods of language arts in elementary schools; examination of programs in oral and written language through current and experimental techniques; use of remedial and advanced materials; analysis and development of creative and descriptive writing, experimental linguistics and spoken language. *Six hours of workshop activity per week.*

Three-Fourths Course (3)

290. SUPERVISED TEACHING IN ELEMENTARY SCHOOL. The student is required to complete a minimum of 240 hours of supervised teaching in a three-quarter (two public school semesters) sequence to fulfill the student directed teaching requirement for the elementary credential. Supervised teaching will be arranged in conjunction with the availability of outstanding master teachers in the public schools. Students are supervised by college faculty in their teaching assignments. *Prerequisite: Approval for Teacher Education Program.*

Full Course (4)

291. SUPERVISED TEACHING IN ELEMENTARY SCHOOL. A continuation of Education 290.

Full Course (4)

292. SUPERVISED TEACHING IN ELEMENTARY SCHOOL. A continuation of Education 291.

Full Course (4)

297. SEMINAR IN STUDENT TEACHING IN ELEMENTARY SCHOOL. Weekly seminar meetings with faculty supervisors. *Required for all elementary student teachers; taken concurrently with Education 291 and 292. Repeated once for credit.*

One-Half Course (2) *

Graduate Professional

Enrollment in all professional Education courses requires the prior approval of the Dean, Teacher Education.

331. THE TEACHING OF READING IN SECONDARY SCHOOL. Principles, methods and materials for teaching reading in secondary schools; remediation and acceleration techniques; reading skills involved in subject matter areas; individualized reading, multimedia, library programs and innovative practices.

Full Course (4)

380. METHODS AND MATERIALS IN SECONDARY EDUCATION. Preparation for supervised teaching in both the departmental and interdepartmental fields of emphasis. *Three hours of lecture-discussion and two hours of workshop activity per week.*

Full Course (4)

390. SUPERVISED TEACHING IN THE SECONDARY SCHOOL. The student is required to complete a minimum of 160 hours of supervised teaching in a three-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)

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

Full Course (4)

* Repeatable Course.

- 397. SEMINAR IN STUDENT TEACHING IN SECONDARY SCHOOL.** Weekly meetings with faculty supervisors and supervising teachers. *Required for secondary student teachers. Taken concurrently with Education 390-391-392. Repeated twice for credit.*
One-Half Course (2) *

Graduate

Graduate standing or consent of the Dean is prerequisite to enrollment in the following courses.

- 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.
Full Course (4)
- 410. SEMINAR IN INSTRUCTIONAL TECHNOLOGY.** Prepares student to apply the systems analysis approach to educational planning, development and evaluation. Develops skill in writing specified instructional objectives, analyzes entry level skills of learners, performs task analyses, and writes criteria for objectives. Analyzes the relationship between accountability and curriculum planning.
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. *Prerequisite: 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 candidacy for the master's degree in the Graduate Institute of Education.*
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: 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 230 or 331.*
Full Course (4)
- 440. CHILDREN'S LITERATURE.** Survey of available children's literature for prescriptive reading designations and the enjoyment and appreciation of children's literature.
Full Course (4)

* Repeatable Course.

445. EUROPEAN EDUCATIONAL SYSTEMS. Present educational policies and practices in selected European countries, with particular reference to historical, political, social and philosophical forces shaping their cultures. Analysis of similarities and contrasts among the American and the European educational systems.

Full Course (4)

446. EDUCATION AND CULTURE IN THE DEVELOPING NATIONS. The educational systems of selected developing nations in Africa, Asia, and South America. Analysis and evaluation of problems of socio-economic development and education. Special emphasis on factors causing change and progress in education after 1945. Evaluation of significant innovations which may have utility in the United States; assessment of European and American contributions.

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: Introductory course in developmental psychology, child psychology, 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.

Full Course (4)

453. SEMINAR IN 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.

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.

Full Course (4)

461. SEMINAR IN 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: 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.

Full Course (4)

* Repeatable Course.

- 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. *Prerequisite: Education 470.*
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. SEMINAR: 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.
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 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. SEMINAR: 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. SEMINAR: 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)

* Repeatable Course.

ENGLISH

B.A. DEGREE REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN ENGLISH

Lower Division

No lower division requirements are specified, but electives recommended include English 130, 131, and 132.

Upper Division

- A. Seven courses, of which one must be in a literary period prior to 1800:
 - One in English literature (except 295);
 - One in American literature (except 296);
 - One in world literature;
 - Four other courses
- B. One of the following:
 - English 210. The Study of Language
 - English 213. History of the English Language
 - English 214. English Syntax
- C. One of the following:
 - English 295. Seminar in Special Topics in British Literature *or*
 - English 296. Seminar in Special Topics in American Literature

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH

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 language and 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. In applying for admission to the graduate degree program in English, the student should have a transcript of all undergraduate and graduate work sent directly to the department, in addition to the transcripts that are sent to the college Office of Admissions. To be admitted to classified status, the Graduate Record Examination is required.
2. 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.
3. 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. (See page 44.)

4. A knowledge of the history or structure of English is required. This requirement may be satisfied by: (1) successful completion of English 213 or 214 or equivalents, or (2) passing an examination in the history or structure of English.

COURSE OFFERINGS IN ENGLISH

Lower Division

- 100. BASIC STUDIES ENGLISH I.** Oral and written expression.
Full Course (4)
- 101. BASIC STUDIES ENGLISH II.** A continuation of English 100. *Prerequisite: English 100.*
Full Course (4)
- 102. BASIC STUDIES LITERATURE.** Analysis and appreciation of major literary forms—fiction, drama, poetry—with continuation of practice in written expression. *Prerequisite: English 101.*
Full Course (4)
- 111. THE DEVICES OF PERSUASION.** How to identify the devices of persuasion in written or oral discourse and practice in the use of such devices in speaking and in writing. *Four hours per week.*
One-Half Course (2)
- 121. THEATER PRACTICUM.** An activity course in the scenic and technical arts and crafts of the theater for both the general student and the prospective inter-departmental major in Theater Arts. Participation in the mounting and management of major college theatrical productions. *Four hours per week plus additional hours to be arranged.*
One-Half Course (2) *
- 125. FIELD STUDY IN DRAMA.** Guided observation and analysis of rehearsal, staging, and production of dramatic performances in educational and community theaters, repertory groups, and the professional theater, including motion picture and television. *One hour of lecture and three hours in the field per week.*
One-Half Course (2)
- 130. UNDERSTANDING FICTION.** Analysis and discussion of selected masterpieces in the short story and the novel; regularly assigned papers.
Full Course (4)
- 131. UNDERSTANDING DRAMA.** Analysis and discussion of selected masterpieces in dramatic literature; regularly assigned papers.
Full Course (4)
- 132. UNDERSTANDING POETRY.** Analysis and discussion of selected masterpieces in verse; regularly assigned papers.
Full Course (4)

Upper Division

- 210. THE STUDY OF LANGUAGE.** Traditional and modern approaches to the study of language; fundamentals of phonology and grammar. (Same as French 210 and Spanish 210.)
Full Course (4)
- 211. PHONOLOGY.** The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory.
Full Course (4)

* Repeatable Course.

- 212. PHONOLOGICAL ANALYSIS.** Descriptive analysis of phonological structures. *Prerequisite: English 211.*
Full Course (4)
- 213. HISTORY OF THE ENGLISH LANGUAGE.** The evolution of English from its Indo-European origins.
Full Course (4)
- 214. ENGLISH SYNTAX.** English syntax approached through a generative-transformational model.
Full Course (4)
- 215. THE HISTORY OF LINGUISTIC SCIENCE.** The historical context for consideration of current theories in linguistics. *Prerequisite: Two courses in linguistics.*
Full Course (4)
- 216. SYNTACTIC ANALYSIS.** Descriptive analysis of grammatical structures. *Prerequisite: English 214.*
Full Course (4)
- 218. INTRODUCTION TO HISTORICAL LINGUISTICS.** The methods and theories appropriate to the historical study of language. *Prerequisite: English 211.*
Full Course (4)
- 219. PSYCHOLINGUISTICS.** An examination of psycholinguistic theory and research, with a survey of the historical background of current issues in the field; detailed examination of transformational theory and its psychological implications; recent experiments on speech perception, production and comprehension; the acquisition of language by children. *Prerequisite: English 214 or consent of instructor.*
Full Course (4)
- 220. DRAMA WORKSHOP.** A laboratory course for upper division students with previous theater experience. Emphasis on extending the range of participants' experiences in a variety of theatrical styles and assignments. Participation in one or more productions each quarter. *Three hours per week plus additional hours to be arranged.*
One-Half Course (2) *
- 222. INTRODUCTION TO FILM.** Exploration into the history, aesthetics, and craft of the film. Examination of entire range of the motion picture art. If practicable, opportunity to combine theory with a production project.
Full Course (4)
- 230. READINGS IN BRITISH LITERATURE: NON-DRAMATIC POETRY.** Intensive study of selected major writers and periods. *Prerequisite: English 102 or equivalent.*
Full Course (4)
- 231. READINGS IN BRITISH LITERATURE: DRAMA AND PROSE.** Intensive study of selected major writers and periods. *Prerequisite: English 102 or equivalent. English 230 and 231 may be taken separately and in either order.*
Full Course (4)
- 235. READINGS IN WORLD LITERATURE.** Intensive study of selected major writers from the world's literature, read in translation. *Prerequisite: English 102 or equivalent.*
Full Course (4)
- 238. LITERATURE OF CHINA AND JAPAN.** Study of selected works in translation from the classical and modern periods of Chinese and Japanese literature. *Prerequisite: English 102 or equivalent.*
Full Course (4)

* Repeatable Course.

- 240. AMERICAN LITERATURE I.** Intensive study of selected American works of fiction in relation to the culture which produced them and which they reflect. *Prerequisite: English 102 or equivalent.*
Full Course (4)
- 241. AMERICAN LITERATURE II.** Intensive study of selected American works of poetry and non-fiction in relation to the culture which produced them and which they reflect. *English 240 and 241 may be taken separately and in either order. Prerequisite: English 102 or equivalent.*
Full Course (4)
- 243. BLACK POETRY.** A study and analysis of the historical development of Black poetry in Africa and the New World. A comparison of poems from the diaspora of the New World with the colonial situation of Africa. Special emphasis on contemporary poets.
Full Course (4)
- 244. AFRO-AMERICAN LITERATURE.** A study of selected Afro-American works of fiction and non-fiction.
Full Course (4)
- 245. LITERARY CRITICISM.** Exploration of major critical systems for the judgment of literary works. Exercises in practical criticism. *Prerequisite: English 230, 235, or equivalents.*
Full Course (4)
- 246. DRAMATIC THEORY AND CRITICISM.** Analysis of dramatic theory and criticism from Aristotle to the present. *Prerequisite: Senior standing and at least one previous course in dramatic literature.*
Full Course (4)
- 250. ADVANCED COMPOSITION.** Advanced practice in expository writing. *Prerequisite: English 100 and 101.*
Full Course (4)
- 251. CREATIVE WRITING.** Practice in various forms of imaginative writing. *Prerequisite: English 101 and consent of instructor.*
Full Course (4) *
- 261. HISTORY OF THE THEATER I.** Development of the theater from ancient times through the sixteenth century, studied in relation to the cultural environment.
Full Course (4)
- 262. HISTORY OF THE THEATER II.** Development of the theater from the seventeenth century to the mid-nineteenth century, studied in relation to the cultural environment. *Prerequisite: English 261.*
Full Course (4)
- 264. WORLD DRAMA IN TRANSLATION.** Survey of major dramatic works from classical Greece to the modern period, including the Orient. Includes such writers as Sophocles, Plautus, Lope de Vega, Molière, Goethe, Kalidasa, and Chikamatsu. *Prerequisite: English 102.*
Full Course (4)
- 265. DEVELOPMENT OF THE ENGLISH DRAMA.** Survey of major English dramatists (excluding Shakespeare) from the beginnings (ca. 1550) through the eighteenth century. Includes such playwrights as Marlowe, Jonson, Beaumont and Fletcher, Webster, Congreve, Dryden, Lillo, Steele, Goldsmith, and Sheridan. *Prerequisite: At least one previous course in dramatic literature.*
Full Course (4)

* Repeatable Course.

- 267. SHAKESPEARE.** Selected comedies, histories, and tragedies. *Prerequisite: English 102 or equivalent.*
Full Course (4)
- 269. MODERN THEATER.** The major movements and trends in drama and theater from Ibsen to the present. Considers realism, naturalism, expressionism, symbolism, theatricalism, and absurdism. *Prerequisite: English 102.*
Full Course (4)
- 270. TWENTIETH CENTURY EXPERIMENTS IN LITERARY FORM.** Explorations of relations between form and matter in literary works through intensive study of some of the experimental writing of this century.
Full Course (4)
- 275. MODERN SOCIAL AND POLITICAL FICTION.** Selected fiction concerned with social and political ideals, movements, and conditions. Works from the nineteenth and twentieth centuries, both American and European, considered. *Prerequisite: English 102 or equivalent.*
Full Course (4)
- 280. STYLISTICS.** An investigation of style in empirical terms, bringing contemporary linguistic analysis to bear on the aesthetics of English narrative and expository prose. *Prerequisite: English 210 or consent of instructor.*
Full Course (4)
- 293. SEMINAR: SPECIAL TOPICS IN LITERARY STUDY.** An intensive investigation of a topic, a movement, a genre, or group of related themes revolving about problems in literary historiography, literary aesthetics, literary influence, and comparative literary study. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4) *
- 294. SEMINAR: SPECIAL TOPICS IN LINGUISTICS.** An intensive investigation of a topic or group of related topics of special interest to students and instructor. May vary from the study of a single earlier period of a language to the consideration of a "school" of linguists or the investigation of local dialects. *Prerequisite: Consent of instructor.*
Full Course (4) *
- 295. SEMINAR IN SPECIAL TOPICS IN BRITISH LITERATURE.** Intensive study of a single author (e.g., Chaucer, Milton, T. S. Eliot), a single period (e.g., the Renaissance, the Age of Reason), or a literary genre (e.g., satire, the epic). *Prerequisite: Senior standing and consent of instructor.*
Full Course (4) *
- 296. SEMINAR IN SPECIAL TOPICS IN AMERICAN LITERATURE.** Intensive study of a single author (e.g., Whitman, Melville, Faulkner), a single period (e.g., The American Renaissance, Twentieth Century), or a literary movement (e.g., naturalism, transcendentalism). *Prerequisite: Senior standing and consent of instructor.*
Full Course (4) *
- 298. INDEPENDENT STUDY.** In consultation with a faculty member, extensive reading in some area or a project involving original research or creative writing. *Arrangements must be made a quarter in advance of registration. Prerequisite: Consent of instructor.*
Full Course (4) *

* Repeatable Course.

Graduate

Graduate standing and consent of the 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).*
Full Course (4)
- 430. SEMINAR: STUDIES IN MEDIEVAL LITERATURE.** An introductory study of major works in English literature before 1500, excluding those of Chaucer, with some attention to important continental analogues and critical methodology. Majority of the texts read in translation.
Full Course (4) *
- 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, Ariosto, 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 works 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 novelists 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) *

* Repeatable Course.

- 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) *
- 494. SEMINAR: TOPICS IN LINGUISTIC THEORY.** Advanced topics in phonological, syntactic, or historical-comparative theory, the topic varying from quarter to quarter. *Prerequisite: Consent of instructor.*
Full Course (4) *
- 499. THESIS.** A thesis or special project required of candidates in Plan 2.
2-9 Units

* Repeatable Course

THE FOUNDATIONS OF NATURAL SCIENCE

An Interdepartmental Field of Concentration

The interdepartmental field in the Foundations of Natural Science is intended both for students whose departmental field is in the School of Natural Sciences and Mathematics and for students whose departmental field is in one of the other schools. The program includes in-depth course work in one or more areas of the natural sciences and consideration of science from the historical and philosophical viewpoints.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN THE FOUNDATIONS OF NATURAL SCIENCE

- A. Five courses, approved by the interdepartmental adviser, from the departments of Biology, Chemistry, Mathematics, and Physics. No more than three may be lower division courses and no more than one may be in the student's major department. (No course may be used to satisfy requirements for both the departmental and interdepartmental majors.) Basic Studies courses numbered 100, 102, or 200 and courses listed under B may not be used for this requirement.
- B. One course selected from the following:
Chemistry 286. American Science and Technology
Philosophy 230. The Nature of Scientific and Humanistic Inquiry
Physics 206. Modern Physics: Its Impact on Twentieth Century Thought
Psychology 205. History and Systems of Psychology
- C. History 280. History of Science
Philosophy 252. Philosophy of Natural Science
- D. The senior seminar in this field.

COURSE OFFERING

Upper Division

- 290. SEMINAR IN THE FOUNDATION OF NATURAL SCIENCE.** *Prerequisite: Senior standing in this interdepartmental field, or consent of instructor.*
Full Course (4)

FRENCH¹

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN FRENCH

Lower Division

- French 110-111-112. First, Second, and Third Quarter French
French 120-121-122. Fourth, Fifth, and Sixth Quarter French

NOTE: Students who have completed two, three, or four years of high school French and who pass a proficiency test will be placed in the appropriate quarter of college French. Consult a departmental adviser for details.

Upper Division

The completion of two years of college French (six quarters or four semesters)—or equivalent—is prerequisite to upper division work.

- French 210. The Study of Language
French 211. The Structure of French
French 230. Techniques of Literary Study I
French 231. Techniques of Literary Study II
French 232. Explication de Textes
French 250. French Culture I
French 251. French Culture II
French 295. Seminar in Special Topics in French Literature
Plus one elective from the upper division offerings in French.

COURSE OFFERINGS IN FRENCH

All courses, except 210, 270, and 280 are conducted in French.

Lower Division

- 110. FIRST-QUARTER FRENCH.** Basic instruction in French. Training in speaking, listening, reading, and writing for students who have had no previous work in French.
Full Course (4)
- 111. SECOND-QUARTER FRENCH.** A continuation of French 110. *Prerequisite: French 110 or a satisfactory score on a placement test.*
Full Course (4)
- 112. THIRD-QUARTER FRENCH.** A continuation of French 111. *Prerequisite: French 111 or a satisfactory score on a placement test.*
Full Course (4)
- 120. FOURTH-QUARTER FRENCH.** A continuation of French 112. *Prerequisite: French 112 or a satisfactory score on a placement test.*
Full Course (4)
- 121. FIFTH-QUARTER FRENCH.** A continuation of French 120, with emphasis on oral communication skills. *Prerequisite: French 120 or a satisfactory score on a placement test.*
Full Course (4)

¹ Students interested in studying foreign languages abroad should consult page 20.

122. SIXTH-QUARTER FRENCH. A continuation of French 121, with emphasis on reading and written composition. *Prerequisite: French 121 or a satisfactory score on a placement test.*

Full Course (4)

Upper Division

205. ADVANCED COMPOSITION, SYNTAX, AND STYLISTICS. A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by the students. *Prerequisite: French 122 or consent of the instructor.*

Full Course (4)

210. THE STUDY OF LANGUAGE. Traditional and modern approaches to the study of language; fundamentals of phonology and grammar. (Same as English 210 and Spanish 210.)

Full Course (4)

211. THE STRUCTURE OF FRENCH. A linguistic analysis of the phonological and syntactic systems of the French language. *Prerequisite: French 210.*

Full Course (4)

230. TECHNIQUES OF LITERARY STUDY I. Basic principles and techniques used in studying works of French literature. *French 230 and 231 may be taken separately and in either order. Prerequisite: Two years of college French or equivalent.*

Full Course (4)

231. TECHNIQUES OF LITERARY STUDY II. Principles and techniques used in studying works of French literature. *French 230 and 231 may be taken separately and in either order. Prerequisite: Two years of college French or equivalent.*

Full Course (4)

232. EXPLICATION DE TEXTES. Practice in the explication of literary texts selected from French writers. *Prerequisite: French 230 or 231.*

Full Course (4)

250. FRENCH CULTURE I. An area studies course focusing on patterns of French civilization and culture. *French 250 and 251 may be taken separately and in either order. Prerequisite: Two years of college French or equivalent.*

Full Course (4)

251. FRENCH CULTURE II. An area studies course focusing on patterns of modern French civilization and culture. *French 250 and 251 may be taken separately and in either order. Prerequisite: Two years of college French or equivalent.*

Full Course (4)

252. HISTORY OF FRENCH LITERATURE I. A study of the history and development of French literature from the Middle Ages to Classicism. *Prerequisite: Two years of college French or equivalent.*

Full Course (4)

253. HISTORY OF FRENCH LITERATURE II. A study of the history and development of French literature from the eighteenth century through modern times. *French 252 and 253 may be taken separately and in either order. Prerequisite: Two years of college French or equivalent.*

Full Course (4)

270. THE TEACHING OF FRENCH AS A LIVING LANGUAGE. A theoretical and practical course in methodology and classroom learning techniques for foreign language teachers of grades 4 through 12, with emphasis on secondary level. *A recommended course for credential candidates. Prerequisite: A functional knowledge of French and/or consent of the instructor.*

Full Course (4)

280. TWENTIETH CENTURY FRENCH LITERATURE IN TRANSLATION. Study of selected works by significant writers: novels, poetry, drama, essays, criticism, screenplays. *Prerequisite: Upper division standing.*

Full course (4)

295. SEMINAR IN SPECIAL TOPICS IN FRENCH LITERATURE. Intensive study of a single author (e.g., Racine Zola, Valéry), a literary movement (e.g., Romanticism, Existentialism), a literary genre (e.g., theater, poèmes en prose) or a single work (e.g., *Madame Bovary, La Jeune Parque*). *Prerequisite: French 232 or consent of instructor.*

Full Course (4) *

298. INDEPENDENT STUDY. Independent study of a literary or linguistic problem, author, or movement. *Prerequisite: B average in French, upper division standing, and consent of instructor and department chairman.*

Full Course (4) *

* Repeatable Course.

GEOGRAPHY

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN GEOGRAPHY

Lower Division

- Geography 110. Elements of Geography
- Geography 150. Field Study in Geography
- Mathematics 150. Elementary Statistics and Probability

Upper Division

- A. Three courses in systematic fields of geography:
 - Geography ¹ 224. Population and the Environment
 - Geography 225. Economic Geography I
 - Geography 226. Economic Geography II
 - Geography 235. Urban Geography
 - Geography 246. Political Geography
 - Geography ¹ 252. Environmental Perception
- B. Three courses in physical or environmental geography:
 - Geography 210. Principles of Geomorphology
 - Geography 215. Weather and Climate
 - Geography 220. Natural Resources
 - Geography 222. Contemporary Environmental Problems
 - Geography ¹ 224. Population and the Environment
 - Geography ¹ 252. Environmental Perception
- C. One course in geographic techniques:
 - Geography 205. Cartography
 - Geography 206. Quantitative Models and Map Analysis
- D. One course in regional geography:
 - Geography 219. The California Landscape
 - Geography 260. Geography of the United States and Canada
 - Geography 262. Modern Africa
 - Geography 264. Geography of Latin America
 - Geography 270. Geography of East Asia
- E. One elective course in geography or a related field, chosen in consultation with the student's adviser.

COURSE OFFERINGS IN GEOGRAPHY

Lower Division

100. BASIC STUDIES GEOGRAPHY. The concept of geographic regions as they are defined by elements of location, both physical and cultural; selected regions used to illustrate the influence of these factors and to show the relationship of one element to the other. *Three hours of lecture and two hours of laboratory per week.*

Full Course (4)

¹ Geography 224 and 252 may satisfy a requirement in A or B, but not in both.

110. ELEMENTS OF GEOGRAPHY. An introduction to geography as the science of location; the organization of geographical data to describe and interpret the landscape. *Three hours of lecture and two hours of laboratory per week.*

Full Course (4)

111. CULTURAL GEOGRAPHY. Origin and diffusion of man and his major achievements: agriculture, urbanization, social organization, industrialization. Patterns of world social organization today; communications; economic, political interaction. *Three hours of lecture and two hours of laboratory per week.*

Full Course (4)

115. MAP AND AERIAL PHOTOGRAPH INTERPRETATION. An introduction to the grid systems on maps, map scale, and the interpretation of physical and cultural data on maps. *Four hours of laboratory per week.*

One-Half Course (2)

119. GRAPHICS. The theory and practice of presenting factual data in graphic form; construction of charts, graphs, symbols, and areal distribution maps used in business, economics, education, geography, government, planning, and sociology. *Four hours of laboratory per week.*

One-Half Course (2)

150. FIELD STUDY IN GEOGRAPHY. A series of conducted trips to selected areas for study of the inter-relation of natural environment and human activities. *One hour of classroom preparation per week, with field work by arrangement.*

One-Half Course (2) *

Upper Division

205. CARTOGRAPHY. Introduction to map compilation; lettering; symbolization of point, line, and areal data; landform depiction; construction of map projections; and preparation for photographic reproduction by scribing. *Two hours of classroom and six hours of laboratory work per week.*

Full Course (4)

206. QUANTITATIVE MODELS AND MAP ANALYSIS. A comparison of statistical techniques and mapping techniques in the analysis of locational problems; includes the application of quantitative analysis in mapping. *Three hours of classroom and two hours of laboratory work per week. Prerequisite: Mathematics 150 and Geography 110.*

Full Course (4)

210. PRINCIPLES OF GEOMORPHOLOGY. Analysis of factors responsible for landforms. Geographic patterns of the world's landforms and the relationship of these patterns to principles governing the processes of erosion, including climatic factors, and forces in the interior of the earth; landform conditions related to soil formation.

Full Course (4)

215. WEATHER AND CLIMATE. An introduction to the composition, distribution, and dynamics of the atmosphere. Methods of climatological investigation and analysis of selected climatic classification systems. *Three hours of lecture and two hours of laboratory per week.*

Full Course (4)

219. THE CALIFORNIA LANDSCAPE. Interrelationship of environmental features with development for recreational, urban, and industrial use. Impact of major technological projects such as the California water plan, construction of jetports and power plants. Special consideration given to coastal and inland land use policy.

Full Course (4)

* Repeatable Course.

- 220. NATURAL RESOURCES.** Supply and consumption of timber, minerals, fuels, energy, food, and water; effect of population growth on future availability of resources; problems in resources management and land use; survey of basic ecological principles as applied to regional resource management. *Prerequisite: Mathematics 150.*
Full Course (4)
- 222. CONTEMPORARY ENVIRONMENTAL PROBLEMS.** Examination of the nature and sources of environmental pollutants and methods for their control. Special emphasis to regional air, water, and noise pollution; to pesticides; and to solid waste disposal. *Three hours of lecture and two hours of laboratory per week. Prerequisite: Physics 100.*
Full Course (4)
- 224. POPULATION AND THE ENVIRONMENT.** Analysis of world, national, and state population growth rates and their import for the future. Relationship of population growth to demand for food and resources. Special emphasis on the impact of technological change on the deteriorating American environment.
Full Course (4)
- 225. ECONOMIC GEOGRAPHY I.** Location, distribution, and flow of the world's major types of production and associated systems of distribution and consumption; an interpretation of man's economic activities in relation to cost of production including natural resources. *Three hours of lecture and one hour of group discussion per week. Prerequisite: Geography 110 or equivalent.*
Full Course (4)
- 226. ECONOMIC GEOGRAPHY II.** A continuation of Geography 225. *Prerequisite: Geography 225 and Mathematics 150.*
Full Course (4)
- 235. URBAN GEOGRAPHY.** Study of urban settlement and contemporary land use; spatial distribution of natural and human phenomena ranging from open space to ghettos; intraurban transportation patterns and external linkages of cities with metropolitan regions; problems of geographic scale in the study of urbanization.
Full Course (4)
- 246. POLITICAL GEOGRAPHY.** Internal and external relations of politically organized units of area; survey of current world problem areas.
Full Course (4)
- 252. ENVIRONMENTAL PERCEPTION.** Comparison of different cultures' conceptions and perceptions of the natural environment; individual or class projects comparing environmental perceptions of individuals or subgroups within this society. *Three hours of lecture and two hours of field activity per week.*
Full Course (4)
- 260. GEOGRAPHY OF THE UNITED STATES AND CANADA.** An analysis of the distribution of natural resources, economic development, and population in the United States and Canada; selected economic, social, and political problems are analyzed in each region. *Three hours of lecture and one hour of group discussion per week.*
Full Course (4)
- 262. MODERN AFRICA.** Spatial organization of modern Black Africa. Brief treatment of the reorientation of African patterns of human geography during and after the colonial era. Current topics of economic, political, social integration of territory in the new nations and on a regional and continental scale.
Full Course (4)
- 264. GEOGRAPHY OF LATIN AMERICA.** An analysis of the distribution of the elements of geography as they affect population patterns and cultural activities in the countries of Latin America and selected economic, social and political problems in each region.
Full Course (4)

270. GEOGRAPHY OF EAST ASIA. An analysis of the distribution of the elements of geography as they affect population patterns and cultural activities in the countries of East Asia; selected economic, social, and political problems are analyzed in each region.

Full Course (4)

298. INDEPENDENT STUDY. Independent study of a particular problem under the direction of a member of the geography staff. *Prerequisite: Consent of instructor.*

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

* Repeatable Course.

GERMAN ¹

COURSE OFFERINGS IN GERMAN

NOTE: Students who have completed two, three, or four years of high school German and who pass a proficiency test will be placed in the appropriate quarter of college German. Consult a departmental adviser for details.

Lower Division

- 110. FIRST-QUARTER GERMAN.** Basic instruction in German. Training in speaking, listening, reading, and writing for students who have had no previous work in German.
Full Course (4)
- 111. SECOND-QUARTER GERMAN.** A continuation of German 110. *Prerequisite: German 110 or a satisfactory score on a placement test.*
Full Course (4)
- 112. THIRD-QUARTER GERMAN.** A continuation of German 111. *Prerequisite: German 111 or a satisfactory score on a placement test.*
Full Course (4)
- 120. FOURTH-QUARTER GERMAN.** A continuation of German 112. *Prerequisite: German 112 or a satisfactory score on a placement test.*
Full Course (4)
- 121. FIFTH-QUARTER GERMAN.** A continuation of German 120. *Prerequisite: German 120 or a satisfactory score on a placement test.*
Full Course (4)
- 122. SIXTH-QUARTER GERMAN.** A continuation of German 121. *Prerequisite: German 121 or a satisfactory score on a placement test.*
Full Course (4)
- 130. CONVERSATIONAL GERMAN.** An activity course focusing on progressive exercises for building speaking proficiency. *Prerequisite: One year of college German or equivalent.*
Full Course (4)

Upper Division

- 280. TWENTIETH CENTURY GERMAN LITERATURE IN TRANSLATION.** Study of selected works by significant writers: novels, poetry, drama, essays, criticism, screenplays. *Prerequisite: Upper division standing.*
Full Course (4)

¹ Students interested in studying foreign languages abroad should consult page 20.

HEALTH AND PHYSICAL EDUCATION

An Interdepartmental Field of Concentration in Physical Education

The interdepartmental program in Physical Education is designed to enable the student to investigate the health and cultural bases of physical activity in society. The program provides a series of courses which will satisfy the State requirements for a teaching minor in physical education.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN PHYSICAL EDUCATION

Upper Division

- A. One course in the Department of Biological Science:
† Biological Science 256. Human Anatomy and Physiology
- B. Five courses in the Department of Health and Physical Education:
† Health and Physical Education 201. Kinesiology
Health and Physical Education 220. History and Philosophy of Physical Education
Health and Physical Education 222. Administration of Physical Education
Health and Physical Education 240. Analysis of Individual and Team Sports
† Health and Physical Education 290. Senior Seminar in Physical Education
- C. Three courses
 1. Students interested in teaching should complete the following:
Education 210. Motivation and Learning
† Health and Physical Education 203. Physiology of Exercise
Psychology 250. Developmental Psychology
 2. Students interested in urban recreation or industrial recreation should choose from the following options:
† Health and Physical Education 203. Physiology of Exercise
Psychology 240. Social Psychology: Psychological Perspective
Sociology 213. Sociology of Education
Sociology 270. Field studies in Urban Problems

COURSE OFFERINGS

Lower Division

- 100. BASIC STUDIES HEALTH.** A discussion of the broad aspects of health, including public health, economics of health, environmental health, mental health, and drugs and narcotics. *Two hours of lecture per week.*
One-Half Course (2)
- 101. BASIC STUDIES ACTIVITIES IN PHYSICAL EDUCATION.** *Two hours of activity per week.*
One-Eighth Course (½) *
- 118. FIRST AID AND EMERGENCY CARE.** Encouragement of good safety attitudes. Preparation for administering first aid and prevention of accidents and injuries. Instruction in obtaining treatment for common injuries and use of lifesaving skills.
One-Half Course (2)

† Consult course description for prerequisite.

* Repeatable Course.

136. SPORTS IN AMERICAN LIFE. Interrelationships of sports in American life emphasizing socio-cultural variables, changing patterns, current problems and trends. *Two hours of lecture per week. Prerequisite: Consent of instructor.*

Full Course (4)

150. INTERCOLLEGIATE AND EXTRAMURAL ATHLETICS. Instruction and participation in selected individual and team sports comprising the intercollegiate and extramural athletic programs. *This course will not satisfy the general education requirement. Prerequisite: Consent of the instructor.*

One-Fourth Course (1) *

Upper Division

201. KINESIOLOGY. Structure and action of organ systems of man during energy transfer, alteration of energy from potential to kinetic motion, and return to homeostasis after motion; motor learning; kinesthetic awareness; movement analysis. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Biological Science 256.*

Full Course (4)

203. PHYSIOLOGY OF EXERCISE. Examination of the adaptations and alternations of human physiology that facilitate locomotion; the chronic effects of physical activity and sedentary habits. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Biological Science 256 and Health and Physical Education 201.*

Full Course (4)

220. HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION. A historical study of changes in philosophy and practice in physical education, with emphasis on the identification of trends, issues and problems of the past which help to illuminate present development.

Full Course (4)

222. ADMINISTRATION OF PHYSICAL EDUCATION. A study and critical analysis of the underlying philosophy and principles of administrative theory and practice. Includes the legal aspects on the national, state, and local levels. Establishes policies and procedures for the administration of sound programs of physical education as related to the total educational program in schools, colleges and universities. Treats the inter-relationships between segments of education and the community.

Full Course (4)

223. ORGANIZATION AND ADMINISTRATION OF INTRAMURAL AND RECREATIONAL SPORTS. Analysis of the theory and principles of organization of intramural and recreational sports. The establishment and implementation of administrative practices for intramural and recreational sports program. *Three hours of lecture and three hours of laboratory per week.*

Full Course (4)

240. ANALYSIS OF INDIVIDUAL AND TEAM SPORTS. Theory and analysis of movement patterns for individual and team sports. *Three hours of lecture and three hours of activity per week.*

Full Course (4)

290. SENIOR SEMINAR IN PHYSICAL EDUCATION. An integrative seminar designed to approach selected problems from the perspective of the sociological aspects of physical education. Intensive study of selected topics. *Prerequisite: Senior standing or consent of instructor.*

Full Course (4)

297. DIRECTED STUDIES. Advanced study in physical education, with each student participating in a special project mutually agreed upon by student and instructor.

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

* Repeatable Course.

HISTORY

GENERAL EDUCATION REQUIREMENT

The State General Education requirement in United States History can be fulfilled by one of the following:

- History 100. Basic Studies History Examination (See departmental secretary for further information)
- Completion of two of the following courses:
 - History 240. United States: Colonial Period *or*
 - History 242. United States: Early National Period; *and*
 - History 246. Emergence of Modern America *or*
 - History 248. United States: War and Depression

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN HISTORY

Lower Division

- History 110. The Western World: The Classical Foundation
- One course from the following:
 - History 111. The Western World: The Modern Experience
 - History 112. Asia: The Great Tradition
 - History 113. Latin America: Conflicts and Continuities
- History 150. Research Methods and Field Study (Students are encouraged to enroll in this course as early in their program as possible.)

Upper Division

- Nine additional courses in history,¹ of which:
 - A. No more than five may be in one geographical area (i.e., Europe, United States, Asia, Latin America, Africa) or one topical area (e.g.,² Minority Groups,³ Revolutions,⁴ Intellectual History,⁵ Industrialization,⁶ Imperialism); *and*
 - B. At least two must be in an area other than the United States or Europe; *and*
 - C. In the senior year, either History 295 or 296 or ⁷ 298.

COURSE OFFERINGS IN HISTORY

Lower Division

100. BASIC STUDIES HISTORY. An introduction to historical understanding and interpretation, including analysis of the various forces and circumstances which produce historical developments and of the means by which historians evaluate causes and effects. Study of major themes in the history of the American people, and the interaction of forces contributing to an American culture. *Meets State requirement in U.S. history. Three hours of lecture and one hour of group discussion per week.*

Full Course (4)

¹ One of the following courses may also be included as part of the major: Economics 215 or Economics 216.

² Minority Groups: History 247, 253, 254, 255, 266, 267, 282.

³ Revolutions: History 223, 224, 229, 230, 236, 237, 240, 272, 286.

⁴ Intellectual History: History 222, 223, 229, 238, 239, 252, 280, 282.

⁵ Industrialization: History 231, 236, 237, 246, 272, 274, 285, Economics 215, 216.

⁶ Imperialism: History 220, 226, 234, 236, 250, 258, 274, 286.

⁷ If History 298 is taken to fulfill this requirement, it must be taken as a four-unit course for research and investigation of a major historical topic.

- 110. THE WESTERN WORLD: THE CLASSICAL FOUNDATION.** A search into the Judaeo-Christian, Greco-Roman and medieval through Reformation foundations of contemporary western civilization.
Full Course (4)
- 111. THE WESTERN WORLD: THE MODERN EXPERIENCE.** Significant institutions and ideas of European civilization in the modern era, sixteenth century to the present.
Full Course (4)
- 112. ASIA: THE GREAT TRADITION.** Historical introduction to the cultural legacies of India, China, and Japan as a foundation for understanding modern and contemporary changes.
Full Course (4)
- 113. LATIN AMERICA: CONFLICTS AND CONTINUITIES.** An investigation into the roots of Latin American culture and institutions, from the pre-Columbian period to the present.
Full Course (4)
- 150. RESEARCH METHODS AND FIELD STUDY.** Development of critical and bibliographic skills for historical research; guided observation and analysis of manuscript collections, specialized libraries, and historical sites.
One-Half Course (2)

Upper Division

- 220. THE ANCIENT WORLD.** The survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire.
Full Course (4)
- 221. EARLY MIDDLE AGES.** Europe from the decline of the ancient Mediterranean civilization of Rome to the mid-eleventh century; political, economic, institutional and cultural changes and developments.
Full Course (4)
- 222. THE HIGH MIDDLE AGES.** Europe from the mid-eleventh century to the fourteenth century; emphasis on the fortunes of Empire and Papacy, the renaissance of the twelfth century, economic and institutional developments.
Full Course (4)
- 223. RENAISSANCE AND REFORMATION.** The Italian Renaissance through the Thirty Years' War; the rise of national states, the Protestant revolt, the Counter-Reformation, the hegemony of Spain, and the attendant commercial revolution of the Atlantic World.
Full Course (4)
- 224. EARLY MODERN EUROPE.** Political, religious, and cultural foundations of modern Europe in the seventeenth and eighteenth centuries.
Full Course (4)
- 226. NINETEENTH CENTURY EUROPE.** Destruction of traditional Europe by political and economic revolution; development of modern ideology and the social dislocation due to industrialization; nationalism and power politics; conservative reaction and violence preceding World War I.
Full Course (4)
- 228. TWENTIETH CENTURY EUROPE.** The formation of present-day Europe amid intellectual and social ferment, war and revolution; democratic versus totalitarian solutions; socialist alternatives; political versus social change and the problems of the post World War II period.
Full Course (4)

229. EUROPEAN SOCIALISM AND THE LABOR MOVEMENT. A topical-chronological examination of European working class and socialist movements. Emphasis on the tension between ideology and practice in a study of the development of working class parties and trade unions and of socialist theories and groups from the late eighteenth century to the present.

Full Course (4)

230. TUDOR-STUART ENGLAND. England from 1485 to 1688. Analysis of constitutional, religious, and social developments in a revolutionary era: English Reformation; Elizabethan Age; English Civil War; Glorious Revolution.

Full Course (4)

231. HANOVERIAN ENGLAND. Glorious Revolution to First Reform Act. Search for stability and threats to stability in early modern England: Classical Age of the Constitution; First English Empire; Commercial, Agricultural and Industrial Revolutions; Second Hundred Years' War.

Full Course (4)

232. MODERN ENGLAND. England from 1832 to the present. The realization of democracy and a changing world role: age of Peel; age of equipoise; imperialism and the rise of labor; impact of total wars; economic and social change; the welfare state.

Full Course (4)

234. THE BRITISH EMPIRE AND COMMONWEALTH. A survey of the post-Napoleonic developments in the British Empire, with emphasis on the separate cultures of dependent areas, dominion nationalism, and the theory of imperialism.

Full Course (4)

235. TSARIST RUSSIA. The evolution of the Russian state and empire from the medieval period to the Russian Revolution of 1917.

Full Course (4)

236. HISTORY OF THE SOVIET UNION. Major political, social and economic development in the Soviet Union from the Russian Revolution of 1917 to the present.

Full Course (4)

237. MODERN GERMANY. A study of Germany from 1848 to the present. Concentration on the internal development of the nation in the periods of revolution and unification, the Bismarckian and Wilhelmine eras, the twentieth century experiences of war, totalitarianism, and the struggle for democracy.

Full Course (4)

238. ORIGINS OF MODERN EUROPEAN THOUGHT AND EXPRESSION. A critical examination of the emergence of modern intellectual problems, ideologies and modes of communication in their social and cultural context from the mid-seventeenth through the nineteenth centuries.

Full Course (4)

239. TWENTIETH CENTURY EUROPEAN THOUGHT AND EXPRESSION. A critical examination of European intellectual problems, ideologies and modes of communication in their social and cultural context from the last years of the nineteenth century to the present.

Full Course (4)

240. UNITED STATES: COLONIAL PERIOD. The founding and expansion of the colonial settlements in North America to 1789. The adaptation of European institutions to a new environment, and the course of imperial conflict leading to independence and the formation of Union.

Full Course (4)

242. UNITED STATES: EARLY NATIONAL PERIOD. A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century.

Full Course (4)

246. EMERGENCE OF MODERN AMERICA. The triumph of the industrial revolution in the post-Civil War period and the response of agrarian and progressive protest. The rise of the United States to world power and involvement in international affairs prior to World War I.

Full Course (4)

247. WOMEN IN HISTORY. Individuals, movements, and institutions reflecting major contributions of women to the history of nations and civilizations.

Full Course (4)

248. UNITED STATES: WAR AND DEPRESSION. Major developments in American life and institutions from the beginning of World War I to the end of World War II. Consideration of the social, economic and political implications of prosperity, depression, and two world wars.

Full Course (4)

249. UNITED STATES: RECENT PERIOD. Major developments in American life and institutions since World War II. Consideration of domestic politics from Truman to Nixon, effects of mass technology, the civil rights struggle, and confrontations with the communist world.

Full Course (4)

250. DIPLOMATIC HISTORY OF THE UNITED STATES. A study of the evolution of American foreign relations from the time of the Revolution to the present. Emphasis is given to major policies which have guided its formulation and execution, such as neutrality, isolation, the Monroe Doctrine, and the Open Door.

Full Course (4)

251. LABOR IN AMERICAN SOCIETY. The role of labor in the political, economic and social life of the United States, including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present.

Full Course (4)

252. HISTORY OF AMERICAN THOUGHT. A study of the ideas which have shaped American intellectual life, as they have been expressed in economic and political thought, philosophy, theology, literature and science.

Full Course (4)

253. THE ASIANS IN AMERICA. A survey of the history of the Asians in America from immigration to the present, including patterns of settlement, problems encountered, and contributions to American culture, with special emphasis upon new areas of research.

Full Course (4)

254. THE AFRO-AMERICAN FROM AFRICA THROUGH RECONSTRUCTION. Consideration of the impact of general historical development upon the Black American and his significance in American history, with attention to political, economic, legal, social, and cultural aspects; includes study of the institution of slavery and the struggle for freedom.

Full Course (4)

- 255. THE AFRO-AMERICAN FROM RECONSTRUCTION TO THE PRESENT.** Consideration of the impact of general historical development upon the Black American and his significance in United States history, with attention to political, economic, legal, social, and cultural aspects. Includes study of race relations and the circumstances and aspirations of the Black man in an industrial age.
Full Course (4)
- 257. CALIFORNIA AND THE SOUTHWEST.** The social, political and cultural history of the Southwestern United States, especially California, Arizona, New Mexico and Texas, from the early cliff dwellers to the present, with emphasis upon adjustments of differing civilizations to a land of contrasts.
Full Course (4)
- 258. THE AMERICAN FRONTIER.** Evaluation of successive American wests from colonial times and their reciprocal impact upon American society; the frontier hypothesis in historiography and its extension to comparative frontiers in other lands.
Full Course (4)
- 260. LATIN AMERICA: COLONIAL PERIOD.** The conquest and settlement of colonial Latin America to the time of the wars of independence, with attention also to the ancient civilizations of the area.
Full Course (4)
- 262. LATIN AMERICA: NATIONAL PERIOD.** The struggle for independence and social, political, and economic problems of the Latin American nations in recent times.
Full Course (4)
- 264. MEXICO.** Development of the Mexican nation since ancient times, including the contributions of the Mayas, Aztecs, and other indigenous groups to the social, political, and economic structure of the country, and the emergence of Mexico as a leader in Latin America.
Full Course (4)
- 266. HISTORY OF THE MEXICAN AMERICAN PEOPLE I.** Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions and cultural expressions.
Full Course (4)
- 267. HISTORY OF THE MEXICAN AMERICAN PEOPLE II.** The Mexican Americans' contributions to the building of the southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American.
Full Course (4)
- 271. TRADITIONAL CHINA.** The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the nineteenth century Western impact.
Full Course (4)
- 272. MODERN CHINA.** China from 1800 to the present. Western impact on traditional China and the Chinese response. Analysis of the attempts to modernize China.
Full Course (4)
- 273. TRADITIONAL JAPAN.** Origins and evolution of Japanese social, cultural, intellectual, and political traditions until the nineteenth century Western impact. Foundation for comparison and contrast of Japan before and after the Meiji Restoration.
Full Course (4)
- 274. MODERN JAPAN.** Japan from the late Tokugawa period to the present. Western impact on traditional Japan and the Japanese response; the development of a modern state, economy and society.
Full Course (4)

- 275. AFRICA: PRE-COLONIAL PERIOD.** An analysis designed to develop the students' interpretive understanding of the historical and political developments in African societies; concentration on the tribal foundations of African civilizations.
Full Course (4)
- 276. AFRICA: COLONIALISM TO INDEPENDENCE.** A survey of the social, economic and political development in Africa in the nineteenth and twentieth centuries, with emphasis on the religious revivals in the Central and Western Sudan, the impact of European imperialism on traditional African institutions, colonialism and nationalism and ending with the regaining of political independence in the sixties.
Full Course (4)
- 280. HISTORY OF SCIENCE.** The growth of science, both theoretical and applied, from the Renaissance to the present, and its influence on modern thought and life.
Full Course (4)
- 282. LAW AND SOCIETY.** A course designed to explore the relations between law and society from a historical perspective. Special emphasis is placed on the implications to the social structure of the problems of the development of the morality of law with a concern for the appropriate legal and philosophical concepts.
Full Course (4)
- 284. THE CITY IN HISTORY.** The rise of the city from earliest times to the present, tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities.
Full Course (4)
- 285. HISTORY OF URBAN AMERICA.** Historical urban processes from colonial times to the present; emergence of heterogeneous, fragmented cities, causes of urbanization, character of urban life, and the consequences of immigration and industrialization; including urban physical development and architecture.
Full Course (4)
- 286. MODERN DICTATORSHIPS AND AUTHORITARIAN MOVEMENTS.** Consideration of ideology, social and economic dislocation, authoritarian traditions, racism, mass movements, propaganda, the role of the military and the uses of violence.
Full Course (4)
- 287. WAR AND SOCIETY.** An examination of the historical settings of military and anti-military movements, the causes and effects of war on society, the struggles for peace, and military organizations.
Full Course (4)
- 292. SPECIAL TOPICS IN HISTORY.** Intensive study of a single period, area, figure, movement or idea in history. The problem may be either departmental or interdepartmental in nature, provided the focus of concern is historical; for example, Special Topics in History: Revolutions.
Full Course (4) *
- 295. SENIOR SEMINAR IN HISTORY.** An intensive study of the sources and nature of a major historical problem. Requires the writing of bibliographic analyses and/or a research paper. Problems to be selected in accord with student interest. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4)
- 296. SEMINAR IN THE PHILOSOPHY OF HISTORY.** Study of interpretive theories and major historians with emphasis on such problems as the nature of historical facts and understanding, causation and change, relationships and patterns. *Prerequisite: Senior standing.*
Full Course (4)

* Repeatable Course.

298. INDEPENDENT STUDY. Independent study of a particular problem under the direction of a member of the History Department. *Prerequisite: Consent of instructor.*
One-Half Course (2)* or Full Course (4)*

Graduate Professional

386. HISTORY AND PHILOSOPHY OF EDUCATION. A study of the major educational ideas affecting educational practice during the history of western civilization, and an analysis of their influence on American education.
Full Course (4)

* Repeatable Course.

HUMANITIES

COURSE OFFERINGS IN HUMANITIES

Upper Division

209. COOPERATIVE EDUCATION. Students participate in an off-campus work program with an approved employer. Provides for an integration of academic study and related work experience with the objective of extending formal education beyond the classroom. *Registration requires permission of a departmental or interdepartmental Coordinator or the Director of Cooperative Education. Prerequisite: Sophomore, junior, or senior standing.*

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

250. PRINCIPLES OF JOURNALISM. Basic techniques of gathering, writing, and editing news. The feature story, editorial, and column. Journalistic ethics and the law; news media and their responsibilities. *Prerequisite: English 100-101 or equivalents.*

Full Course (4)

285. THE HUMANITIES IN EARLY CHILDHOOD EDUCATION I. Teaching the pre-school child through aesthetic and expressive experiences in the humanities. *Prerequisite: Acceptance in the Early Childhood Studies program or consent of instructor.*

One-Half Course (2)

286. THE HUMANITIES IN EARLY CHILDHOOD EDUCATION II. Teaching the elementary school child, grades 1-3, through aesthetic and expressive experiences in the humanities. *Prerequisite: Acceptance in the Early Childhood Studies program or consent of instructor.*

One-Half Course (2)

* Repeatable Course

INFORMATION SYSTEMS

An Interdepartmental Field of Concentration

The program in this field is intended to provide a thorough grounding in the principles of data processing, of information storage and retrieval, and of automation in business, industry, and research. Opportunity is provided to gain a working familiarity with some of the modern tools used for these purposes.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN INFORMATION SYSTEMS

Lower Division

- † Mathematics 110–112. Differential and Integral Calculus I, II
- † Mathematics 160. Introduction to Data Processing

Upper Division

A. Required courses:

- English 210. The Study of Language
- Philosophy 240. Symbolic Logic *or*
 - † Mathematics 236. Mathematical Logic I
- † Mathematics 250. Probability and Statistics I
- † Mathematics 260. Computational Methods *or*
 - † Mathematics 162. Machine Level Programming

B. Either one of the following pairs of courses:

- † Economics 250–251. Quantitative Economic Analysis I, II
- † Mathematics 266–268. Numerical Analysis I, II

C. One other upper division course, relevant to the program and approved by the adviser.

- Examples of possible courses are:
- Economics 255. Theory and Use of Business Accounting
 - † English 216. Linguistic Analysis

D. One course (or two half-courses) in a directed project or in research utilizing information systems, normally in the departmental area of interest to the student.

E. The senior seminar in Information Systems.

COURSE OFFERING

Upper Division

290. SEMINAR IN INFORMATION SYSTEMS. *Prerequisite: Senior standing or consent of the instructor.*

Full Course (4)

† Consult course description for prerequisite.

JAPANESE ¹

COURSE OFFERINGS IN JAPANESE

NOTE: Students who have completed two, three or four years of high school Japanese and who pass a proficiency test will be placed in the appropriate quarter of college Japanese. Consult a departmental adviser for details.

Lower Division

- 110. FIRST-QUARTER JAPANESE.** An intensive audio-lingual approach to modern spoken Japanese for students who have no previous work in Japanese (with Japanese slowly replacing English as the medium of classroom discussion).
Full Course (4)
- 111. SECOND-QUARTER JAPANESE.** A continuation of Japanese 110. Introduction of *Hiragana* and *Kanji* (characters) gradually during quarter; elementary reading exercises accompany the spoken language materials. *Prerequisite: Japanese 110 or equivalent.*
Full Course (4)
- 112. THIRD-QUARTER JAPANESE.** A continuation of Japanese 111. *Prerequisite: Japanese 111 or equivalent.*
Full Course (4)
- 120. FOURTH-QUARTER JAPANESE.** A continuation of Japanese 112. Also introduction to the mature prose styles of newspapers, journals, and reference works as well as literary works. *Prerequisite: Japanese 112 or equivalent.*
Full Course (4)
- 121. FIFTH-QUARTER JAPANESE.** A continuation of Japanese 120, with emphasis on oral communication skills. *Prerequisite: Japanese 120 or equivalent.*
Full Course (4)
- 122. SIXTH-QUARTER JAPANESE.** A continuation of Japanese 121, with emphasis on reading and written composition. *Prerequisite: Japanese 121 or equivalent.*
Full Course (4)

¹ Students interested in studying foreign languages abroad should consult page 20.

LATIN AMERICAN STUDIES

An Interdepartmental Field of Concentration

This interdepartmental field is designed to provide an understanding of social, cultural, political, and economic patterns of Latin America.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN LATIN AMERICAN STUDIES

Upper Division

- A. Three courses selected from at least two different departments in the School of Humanities and Fine Arts.

Art 260. Latin American Art

Art 262. Pre-Columbian Art

Music 251. Music of Latin America

† Spanish 251. Contemporary Hispanic Culture: Latin America¹

† Spanish 255. History of Spanish American Literature I¹

† Spanish 256. History of Spanish American Literature II¹

† Spanish 261. Lecturas Mexicanas¹

Spanish 288. Readings in Modern Latin American Literature²

Spanish 295. Seminar in Special Topics¹ (when topic deals with Latin America)

- B. Three courses selected from at least two different departments in the School of Social and Behavioral Sciences.

Anthropology 232. Contemporary Cultures of Latin America

Geography 264. Geography of Latin America

History 260. Latin America: Colonial Period

History 262. Latin America: National Period

History 264. Mexico

Political Science 243. Political Behavior in Latin America I

Political Science 244. Political Behavior in Latin America II

Sociology 222. Social Change in Developing Countries

Sociology 232. Urbanization and Development in Latin America

- C. Two additional courses, selected with approval of the adviser, from the above lists or from Spanish language.³

- D. The senior seminar in this field.

NOTE: Two or more years of college-level study of Spanish or Portuguese language is recommended (Spanish is offered by the college; Portuguese is not yet offered).

COURSE OFFERING

Upper Division

290. SEMINAR IN LATIN AMERICAN STUDIES. An integrative seminar serving as a capstone to the interdepartmental major in Latin American Studies. Intensive study of selected topics and the preparation of research papers for critical review. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

† Consult course description for prerequisites.

¹ If these courses are taken to fulfill requirements for the departmental field of Spanish, they may not be counted again in the interdepartmental field.

² In English translation.

³ Students with Spanish departmental majors may not count lower division Spanish courses for Latin American Studies requirements.

LINGUISTICS

An Interdepartmental Field of Concentration

The interdepartmental program in linguistics is designed to enable the student to pursue an investigation of language as a formal system and as a psychological and historical phenomenon. The program provides a series of courses emphasizing attempts to describe and explain language and focusing on current theories and methods of linguistic analysis.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN LINGUISTICS

Upper Division

- A. Phonology:
 - English 211. Phonology
 - † English 212. Phonological Analysis
- B. Syntax:
 - English 214. English Syntax
 - † English 216. Syntactic Analysis
- C. Historical Linguistics:
 - † English 218. Introduction to Historical Linguistics
- D. Special Area (two courses, with approval of the student's adviser in Linguistics; *both courses must be from the same area*):
 - 1. Phonological/Historical
 - a) A "Special Topics" seminar († English 294) in phonological theory
 - b) A "Special Topics" seminar († English 294) in comparative/historical theory
 - c) A historical course in the student's native language or major language (if the course is not listed as a requirement for the departmental major), such as † English 213, † English 295 (Chaucer), or similar courses in other languages
 - 2. Syntax/Semantics
 - a) † English 219. Psycholinguistics
 - b) A "Special Topics" seminar († English 294) in syntactic theory
 - 3. Psycholinguistics/Sociolinguistics
 - a) † English 219. Psycholinguistics
 - b) A "Special Topics" seminar († English 294) in sociolinguistics
- E. One of the following related courses (selected with approval of the student's adviser in Linguistics):
 - Anthropology 212. Language and Culture
 - English/Spanish/French 210. The Study of Language (if this course is not listed as a requirement for the departmental major)
 - † English 215. The History of Linguistic Science
 - † French 211. The Structure of French (if this course is not listed as a requirement for the departmental major)
 - † Mathematics 236 or 238. Mathematical Logic I or II
 - Philosophy 240. Symbolic Logic
 - † Psychology 277. Seminar in Cognitive Psychology
 - Sociology 252. Sociology of Conversation
 - † Spanish 211. The Structure of Spanish (if this course is not listed as a requirement for the departmental major)

† Consult course description for prerequisite.

F. † Linguistics 290. Seminar in Linguistics

Note: Proficiency in at least one foreign language is strongly recommended.

COURSE OFFERING

Upper Division

290. SEMINAR IN LINGUISTICS. An integrative seminar serving as a capstone to the interdepartmental major in linguistics. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

† Consult Course Description for Prerequisite.

MATHEMATICS

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN MATHEMATICS

Lower Division

Mathematics 110-112-114-116. Differential and Integral Calculus I, II, III, IV
Physics 110-112-114. General Physics
Chemistry 110-112. General and Quantitative Chemistry
Biological Science 102. Basic Studies Biology *or*
Biological Science 110. Principles of Biology

Upper Division

Mathematics 212-214. Advanced Analysis
Mathematics 220-222. Functions of Complex Variables
Mathematics 230. Linear Algebra
Mathematics 232. Abstract Algebra
Two courses (8 units) selected from:
Mathematics 224-226. Functions of a Real Variable
Mathematics 236-238. Mathematical Logic I, II
Mathematics 240-242. Topology
Mathematics 250-252. Probability and Statistics I, II

COURSE OFFERINGS IN MATHEMATICS

Lower Division

- 010. ALGEBRA AND TRIGONOMETRY.** A course in algebra and trigonometry for students who do not meet the prerequisites for Mathematics 110 or Mathematics 150 or Mathematics 160.
Full Course (4)
- 100. BASIC STUDIES MATHEMATICS.** Topics in modern mathematics, including set theory and concepts from logic; the real number system and subsystems; the concept of function, sequence and limit.
Full Course (4)
- 110. DIFFERENTIAL AND INTEGRAL CALCULUS I.** Functions, introduction to the concepts of derivative and integral, analytic geometry, vectors in the plane. *Prerequisites:* (a) *Either two years of high school algebra and one semester of high school trigonometry, or Mathematics 010; and (b) a placement test administered by the college.*
Full Course (4)
- 112. DIFFERENTIAL AND INTEGRAL CALCULUS II.** A continuation of Mathematics 110. Topics covered include trigonometric and exponential functions, techniques of integration, the concepts of limits and continuity. *Prerequisite: Mathematics 110.*
Full Course (4)
- 114. DIFFERENTIAL AND INTEGRAL CALCULUS III.** A continuation of Mathematics 112. Topics covered include differentials, solid analytic geometry, vectors in three dimensions, partial derivatives, multiple integration. *Prerequisite: Mathematics 112.*
Full Course (4)

116. DIFFERENTIAL AND INTEGRAL CALCULUS IV. A continuation of Mathematics 114. Topics covered include applications of multiple integration, infinite series, and differential equations. *Prerequisite: Mathematics 114.*

Full Course (4)

150. ELEMENTARY STATISTICS AND PROBABILITY. A practical course in statistics and probability, including such topics as the normal distribution, t-test, chi-square test, linear regression and correlation, conditional probability. *Prerequisite: Mathematics 010 or one year of high school algebra.*

Full Course (4)

152. STATISTICAL ANALYSIS AND CORRELATION. Advanced topics in statistics including game theory, non-parametric statistics, curvilinear and multiple regression, multiple and partial correlation. *Prerequisite: Mathematics 150.*

Full Course (4)

160. INTRODUCTION TO DATA PROCESSING. A practical course in the principles and the practices of modern methods of data processing, including some work with computing equipment of varying degrees of complexity. *Prerequisite: Mathematics 010 or two years of high school algebra.*

Full Course (4)

162. MACHINE LEVEL PROGRAMMING. Instruction in machine language programs; programming of problems in assembly language; study of macros, input/output, interrupts, assemblers, and macro languages. *Prerequisite: Mathematics 160.*

Full Course (4)

Upper Division

210. DIFFERENTIAL EQUATIONS. Topics covered include first order linear equations, n th order linear equations with analytic coefficients, n th order linear equations with regular singular points, non-linear equations, existence and uniqueness of solutions, systems of non-linear equations. *Prerequisite: Mathematics 116.*

Full Course (4)

212. ADVANCED ANALYSIS. Elements of set theory, numerical sequences and series, continuous and differentiable functions. *Prerequisite: Mathematics 116, Mathematics 230.*

Full Course (4)

214. ADVANCED ANALYSIS. The Riemann-Stieltjes integral, sequences and series of functions, uniform convergence, power series, Fourier series. *Prerequisite: Mathematics 212.*

Full Course (4)

216. DIFFERENTIAL GEOMETRY. Classical theory of curves in three-space; frame fields; differential forms; surface theory; integration of forms and Stokes' Theorem. *Prerequisites: Mathematics 116 and Mathematics 230.*

Full Course (4)

220. FUNCTIONS OF COMPLEX VARIABLES. Complex numbers; point sets, sequences, and mappings; analytic functions; elementary functions; and integration. *Prerequisite: Mathematics 214.*

Full Course (4)

222. FUNCTIONS OF COMPLEX VARIABLES. A continuation of Mathematics 220. Integration (continued); power series; the calculus of residues; conformal representation; and applications. *Prerequisite: Mathematics 220.*

Full Course (4)

- 224. FUNCTIONS OF A REAL VARIABLE.** The real numbers and Dedekind cuts; set theory; metric spaces; Euclidean space; continuity of functions into a metric space. *Prerequisite: Mathematics 214.*
Full Course (4)
- 226. FUNCTIONS OF A REAL VARIABLE.** A continuation of Mathematics 224. *Prerequisite: Mathematics 224.*
Full Course (4)
- 230. LINEAR ALGEBRA.** Linear equations; vector spaces; matrices; linear transformations; polynomials; determinants; theory related to equivalence and similarity of matrices; canonical forms. *Prerequisite: Mathematics 116.*
Full Course (4)
- 232. ABSTRACT ALGEBRA.** Basic theory of groups, rings, integral domains, fields and related results. *Prerequisite: Mathematics 116.*
Full Course (4)
- 236. MATHEMATICAL LOGIC I.** Topics covered include propositional calculus, classical and intuitionistic; completeness and consistency theorems; first order predicate calculus with equality; axiomatic arithmetic; Godel's incompleteness theorem. *Prerequisite: Mathematics 112.*
Full Course (4)
- 238. MATHEMATICAL LOGIC II.** A continuation of Mathematical Logic I. *Prerequisite: Mathematics 236.*
Full Course (4)
- 240. TOPOLOGY.** Basic concepts including the algebra of sets; topological spaces; connectedness, compactness, and continuity; separation and countability axioms. *Prerequisite: Mathematics 214.*
Full Course (4)
- 242. TOPOLOGY.** A continuation of Mathematics 240. *Prerequisite: Mathematics 240.*
Full Course (4)
- 250. PROBABILITY AND STATISTICS I.** Probability as a mathematical system, including conditional probability and independence, random variables and distribution functions, moments, limit theorems. *Prerequisite: Mathematics 112.*
Full Course (4)
- 252. PROBABILITY AND STATISTICS II.** Continuation of Mathematics 250. *Prerequisite: Mathematics 250.*
Full Course (4)
- 260. COMPUTATIONAL METHODS.** Numbers, determinants, and matrices; Boolean algebra, decision tables and algorithm processes as they relate to digital and hybrid systems. *Prerequisite: Mathematics 160.*
Full Course (4)
- 266. NUMERICAL ANALYSIS I.** Finite differences and applications; interpolation formulas; inversion of matrices; numerical methods of solution of linear equations; numerical differentiation and integration. *Prerequisite: Mathematics 116.*
Full Course (4)
- 268. NUMERICAL ANALYSIS II.** A continuation of Mathematics 266. *Prerequisite: Mathematics 266.*
Full Course (4)
- 294. COLLOQUIUM IN MATHEMATICS.** A weekly reporting and discussion period for new and advanced topics in mathematics. *Open to students majoring in mathematics and the sciences.*
One-Fourth Course (1) *

* Repeatable Course.

295. SELECTED TOPICS IN MATHEMATICS. *Prerequisite: Consent of instructor.*

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

297. DIRECTED STUDY IN INFORMATION SYSTEMS. A project-type course in information systems carried out on an independent study basis. *Prerequisite: Consent of instructor.*

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

Graduate Professional

342. MATHEMATICS FOR ELEMENTARY TEACHERS. The cardinal number concept and related operations, set theory and mappings, systems of numeration, and the real number system.

Full Course (4)

* Repeatable Course

MEXICAN AMERICAN STUDIES

An Interdepartmental Field of Concentration

This program is designed to provide the student with an understanding of the social, political, and cultural patterns of the Mexican American. Because of the importance of the Western and Southwestern United States to demographic patterns of Mexican American people, it is primarily regional in focus.

Students are recommended to take the following lower division electives:

- Spanish 101. Bilingual Communications Skills for Mexican Americans (Pocho to Standard Spanish) ¹
- Spanish 102. Bilingual Communication Skills for Mexican Americans (Standard Spanish to English) ¹

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN MEXICAN AMERICAN STUDIES

Upper Division

- A. History 267. History of the Mexican American People II
Psychology 281. Psychology of the Mexican American II
Sociology 217. Sociology of Rural and Urban Mexican American People
- B. One course selected from at least two departments in the School of Humanities and Fine Arts:
 - Art 253. Art of California and the Southwest
 - † Spanish 287. Contemporary Mexican American Literature
 - Music 254. Folk Music of Mexico
 - † Spanish 251. Contemporary Hispanic Culture: Latin America
 - † Spanish 261. Lecturas Mexicanas
- C. Three courses selected from three different departments of the School of Social and Behavioral Sciences:
 - Economics 280. The Economics of Urban Areas
 - Education 222. Education of the Mexican American
 - Education 235. Sociolinguistics and Reading: Mexican American Dialect and Reading
 - History 257. California and the Southwest
 - History 266. History of the Mexican American People I
 - History 292. Special Topics in History: Religion in Mexican American Society
 - Mexican American Studies 297. Research Methods in the Chicano Community
 - Political Science 221. Mexican American Politics
 - Psychology 280. Psychology of the Mexican American I
 - Sociology 235. Social Movements: Chicano Experience

¹ This course or equivalent proficiency required of all Mexican American students under the EOP Program.

† Consult course description for prerequisites.

- D. An elective course outside the student's departmental field from B or C above or the following:
- Anthropology 210. Culture and Personality
 - Art 260. Latin American Art
 - Economics 282. Economics of Poverty
 - History 264. Mexico
 - Political Science 244. Political Behavior in Latin America II
 - Psychology 240. Social Psychology: Psychological Perspective
 - Psychology 276. Psychology of Female Identity
 - Sociology 210. Social Stratification and Class
 - Sociology 218. The Family
- E. The senior seminar in Mexican American Studies.

COURSE OFFERINGS

- 290. SEMINAR IN MEXICAN AMERICAN STUDIES.** Study of selected topics which provide a comprehensive understanding of the experience, contributions, and participation of Mexican Americans in United States society. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4)
- 297. RESEARCH METHODS IN THE CHICANO COMMUNITY.** Supervised research experience in the barrio and private and public agencies in education, welfare, law enforcement, employment and housing, including review of basic techniques in social research design with emphasis on measurement and social science techniques. *Prerequisite: Sociology 205 or consent of instructor.*
Full Course (4) *
- 298. INDEPENDENT STUDY.** Independent study of a particular topic in Mexican American Studies relating two or more disciplines, such as anthropology, art, education, history, language, music, politics, psychology or sociology under the direction of an instructor in Mexican American Studies.
One-Fourth Course (1) * One-Half Course (2) * Full Course (4) *

* Repeatable Course.

MUSIC

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN MUSIC

Lower Division

Music 110–111–112. Music Theory I, II, III

Upper Division

Music 210–211–212. Advanced Music Theory I, II, III

Music 216. Medieval and Renaissance Music

Music 217. Baroque and Classical Music

Music 218. Romantic and Modern Music

Plus three courses selected from the following list:

Music 213. Counterpoint

Music 214. Instrumentation

Music 215. Composition

Music 250. American Music

Music 251. Latin American Music

Music 252. Afro-American Music

Music 253. Music for the Theater

Music 254. Folk Music of Mexico

Music 255. Music of China, Japan, and Korea

Music 270. Twentieth Century Composers: Their Writings and Their Music

Candidates for the B.A. with the departmental field in music must also:

- a. Demonstrate a minimal level of competency on the piano.
- b. Participate in one of the college's performing groups during each quarter in residence following declaration of candidacy for the degree.
- c. All music majors are expected to earn 12 credits of applied music in the following pattern: 1 credit for Music 190, 4 credits in either Music 180 or Music 192, and 7 credits in their major performing area of interest.

COURSE OFFERINGS IN MUSIC

Lower Division

100. BASIC STUDIES MUSIC. An introduction to the technique of listening to music. The elements of music, basic principles of continuity, and their realizations in large structures will be studied in music drawn from all periods of history.

Full Course (4)

110. MUSIC THEORY I. An introduction to the basic theory of music with emphasis on materials derived from the common practice of the Classical period: the vocabulary of diatonic scales and modes, chords and their relationships, harmonic analysis, sight-singing, keyboard harmony, dictation, rhythmic drills, and other forms of instruction.

Full Course (4)

111. MUSIC THEORY II. Detailed examination, in theoretical as well as applied contexts, of the interchangeability of the modes, secondary dominants, non-dominant harmony, and other basic altered-chord types characteristic of the common-practice period. *Prerequisite: Music 110.*

Full Course (4)

112. MUSIC THEORY III. Enlargement and application of the vocabulary of chromatic and modulatory concepts as practiced in the late Classical and early Romantic periods. *Prerequisite: Music 111.*

Full Course (4)

180. COLLEGE CHORALE. Performance of the outstanding choral literature of all periods. *Three hours per week plus additional work by arrangement.*

One-Fourth Course (1) *

181. CLASS VOICE. A small class for the study of literature and techniques of the solo song. *Two hours per week.*

One-Fourth Course (1) *

190. EARLY INSTRUMENTS. Study and repertory of some of the instruments of the early periods of music history. Elementary principles of playing the recorder, lute, viola da gamba, and harpsichord. *Two hours per week.*

One-Fourth Course (1) *

191. CLASS PIANO. A study of the technique and literature of the piano conducted on a small class basis and using private lessons when appropriate. *Two hours per week. Primarily for music majors; others by consent of instructor.*

One-Fourth Course (1) *

192. INSTRUMENTAL ENSEMBLE. Study, rehearsal, and performance in concert of instrumental music from all periods. *Three hours per week. Prerequisite: Consent of instructor.*

One-Fourth Course (1) *

Upper Division

210. ADVANCED MUSIC THEORY I. Acoustics as a basis of musical systems. Notation. Structuring of time in music of Western and non-Western cultures. Emphasis on rhythm and performance of time. *Prerequisite: Music 112.*

Full Course (4)

211. ADVANCED MUSIC THEORY II. Structuring and perception of melody and its relationship to musical texture. Scales and other systems of linear organization in Western and non-Western cultures. Emphasis on melodic perception and performance. *Prerequisite: Music 210.*

Full Course (4)

212. ADVANCED MUSIC THEORY III. Usage and perception of texture and structure. Harmony and simultaneity in Western and non-Western music. In-depth analysis of complete musical composition. Musical analysis as an approach to performance. *Prerequisite: Music 211.*

Full Course (4)

213. COUNTERPOINT. Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal, and post-tonal practices. *Prerequisite: Music 212 or consent of instructor.*

Full Course (4)

214. INSTRUMENTATION. An exploration of the acoustical and musical characteristics of all the major orchestral and band instruments. Combinations of instruments, both as families and in mixed ensembles, will be examined and written for. *Prerequisite: Music 213*

Full Course (4)

* Repeatable Course.

- 215. COMPOSITION.** Creative application of the musical principles studied in Music 210 through 214. Examination of a wide variety of compositional resources, from traditional instruments and the voice to new instruments, electronics, and computers. *Prerequisite: Music 214 or consent of instructor.*
Full Course (4) *
- 216. MEDIEVAL AND RENAISSANCE MUSIC.** An exploration of the development of music from the medieval period to Renaissance. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature. *Prerequisite: Senior standing or consent of instructor.*
Full Course (4)
- 217. BAROQUE AND CLASSICAL MUSIC.** A continuation of Music 216. *Prerequisite: Music 216 or consent of instructor.*
Full Course (4)
- 218. ROMANTIC AND EARLY MODERN MUSIC.** A continuation of Music 217. *Prerequisite: Music 217 or consent of instructor.*
Full Course (4)
- 250. AMERICAN MUSIC.** An examination of selected works in American music from colonial times to the present, concentrating on the emergence of several important styles and composers in the twentieth century and their relationship to American society.
Full Course (4)
- 251. MUSIC OF LATIN AMERICA.** An investigation of the Indian, Spanish, and modern influences to be found in the folk, popular, and concert hall music of selected Latin American countries. Study and analysis of leading Latin American composers.
Full Course (4)
- 252. AFRO-AMERICAN MUSIC.** The influence of African and Afro-American musical ideas on the culture of America and the world moving from folk material through the development of jazz and its subsequent influence on both the popular and the symphonic worlds in the twentieth century.
Full Course (4)
- 253. MUSIC FOR THE THEATER.** A historical survey of opera and American musical theater. *Prerequisite: Consent of instructor.*
Full Course (4)
- 254. FOLK MUSIC OF MEXICO.** Historical development of the folk music of Mexico. Study and analysis of the musical and poetical techniques employed within the different regional styles and categories.
Full Course (4)
- 255. MUSIC OF CHINA, JAPAN, AND KOREA.** An introduction to the musical cultures of China, Japan, and Korea with emphasis on their instruments and musical system; relationships of the music to the social and intellectual milieu.
Full Course (4)
- 260. CONDUCTING.** An introduction to the basic techniques of conducting both instrumental and choral groups. Emphasis on practical laboratory work. *Prerequisite: Music 210-211-212 or consent of instructor.*
Three-Fourths Course (3)
- 265. SPECIAL STUDIES IN MUSIC.** The detailed study of a composer, a genre, or a movement in the history of music. *Prerequisite: Music 100 or consent of instructor.*
Full Course (4)
- 270. TWENTIETH CENTURY COMPOSERS: THEIR WRITINGS AND THEIR MUSIC.** An interdisciplinary course examining some of the outstanding music and documents of twentieth century composers (such as the books of Stravinsky, Schonberg, Bartok, and Ives) to increase understanding of their ideas and music. *Prerequisite: Music 100 or equivalent or consent of instructor.*
Full Course (4)

289. INDIVIDUAL LESSONS—STRINGS. Individual instruction for advanced students of string instruments who are music majors. *Prerequisite: Considerable prior experience and consent of instructor.*

One-Fourth Course (1) *

290. INDIVIDUAL LESSONS—BRASS INSTRUMENTS. Individual instruction for advanced students of brass instruments who are music majors. *Prerequisite: Considerable prior experience and consent of instructor.*

One-Fourth Course (1) *

291. INDIVIDUAL LESSONS—PIANO. Individual instruction for advanced students of piano who are music majors of upper division standing. Exploration of keyboard literature from all important periods. *Prerequisite: Consent of instructor.*

One-Fourth Course (1) *

293. BRASS INSTRUMENTS. Introduction to the principles and literature of brass instruments with emphasis on skills necessary for future teachers of instrumental ensembles.

One-Fourth Course (1) *

294. STRING INSTRUMENTS. Introduction to the principles and literature of string instruments, with emphasis on skills necessary for future teachers of instrumental ensemble.

One-Fourth Course (1) *

295. PERFORMANCE. A course devoted to the performance of solo or chamber music literature taken from a wide variety of periods in music history.

One-Fourth Course (1) *

* Repeatable Course.

NATURAL SCIENCES AND MATHEMATICS

COURSE OFFERING

Upper Division

209. COOPERATIVE EDUCATION. Students participate in an off-campus work program with an approved employer. Provides for an integration of academic study and related work experience with the objective of extending formal education beyond the classroom. *Registration requires permission of a departmental or interdepartmental Coordinator or the Director of Cooperative Education. Prerequisite: Sophomore, junior, or senior standing.*

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

* Repeatable Course.

PHILOSOPHY

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PHILOSOPHY

Upper Division

- A. Three courses in the history of philosophy:
Philosophy 211. History of Western Philosophy I
Philosophy 212. History of Western Philosophy II
Philosophy 213. History of Western Philosophy III
- B. Five courses selected upon advisement from the following:
Philosophy 215. Ethics
Philosophy 220. Aesthetics
Philosophy 230. The Nature of Scientific and Humanistic Inquiry
Philosophy 231. Social and Political Philosophy
Philosophy 240. Symbolic Logic
Philosophy 250. Epistemology
Philosophy 255. American Pragmatism
Philosophy 260. Selected Works in Existentialist Thought
Philosophy 270. Philosophy in the Modern World
Philosophy 271. Analytic Philosophy
Philosophy 280. Philosophy of Religion
Philosophy 285. Philosophies of India
Philosophy 298. Independent Study
- C. Philosophy 295. Seminar: Problems in the History of Philosophy

COURSE OFFERINGS IN PHILOSOPHY

Upper Division

- 200. BASIC STUDIES PHILOSOPHY.** Analysis through the study of philosophic masterpieces of a single key concept in philosophic thought, e.g., the concept of freedom.
Full Course (4)
- 211. HISTORY OF WESTERN PHILOSOPHY I.** Study of the philosophical foundations of the main sources of Western civilization in ancient Greek philosophy and in the Judeo-Christian tradition in early medieval thought.
Full Course (4)
- 212. HISTORY OF WESTERN PHILOSOPHY II.** The rise and further development of contemporary philosophy from late medieval and Renaissance era through continental rationalism, British empiricism, and the Enlightenment (Kant).
Full Course (4)
- 213. HISTORY OF WESTERN PHILOSOPHY III.** Exploration of nineteenth century European philosophical trends—German idealism and romanticism, Hegelianisms (Kierkegaard, Strauss, Feuerbach, Marx), British naturalism (including Darwinism) and utilitarianism, French spiritualism (from Maine de Biran through Bergson) and German neo-Kantianism, Nietzsche and Lebens-philosophie.
Full Course (4)
- 215. ETHICS.** Ethics approached from the standpoint of its relation to the sciences of man, especially anthropology and social psychology.
Full Course (4)

- 216. EVOLUTIONARY ETHICS.** Perennial moral problems related to the bio-cultural evolution of man.
Full Course (4)
- 217. VALUES AND THE FUTURE.** Moral problems originating in technological changes emerging during the last decades of the twentieth century.
Full Course (4)
- 220. AESTHETICS.** A review of basic questions about the existence and nature of the aesthetic object (and the experience such objects engender) with readings representing major positions on these questions.
Full Course (4)
- 225. PHILOSOPHY IN LITERATURE.** Philosophical analysis of some central philosophical themes and ideas as expressed in works of literature; e.g., illusion and reality, the nature of man, freedom, responsibility, and the nature of value. *Prerequisite: Philosophy 200 or equivalent.*
Full Course (4)
- 226. SOCIAL PROBLEMS OF CONTEMPORARY ARTS.** An examination of some of the main problems which arise from the interaction of the arts and society; e.g., artistic freedom, censorship, morality, and obscenity. *Prerequisite: Philosophy 200 or equivalent.*
Full Course (4)
- 230. THE NATURE OF SCIENTIFIC AND HUMANISTIC INQUIRY.** An exploration of major questions in the philosophy of science and in the relationships between the sciences and the humanities.
Full Course (4)
- 231. SOCIAL AND POLITICAL PHILOSOPHY.** Philosophy approached from the standpoint of political science, sociology, and anthropology.
Full Course (4)
- 240. SYMBOLIC LOGIC.** Principles of symbolic logic and the standard notations and methods used in determining the validity and invalidity of arguments.
Full Course (4)
- 250. EPISTEMOLOGY.** Theories of knowing, approached from the standpoint of their relation to psychology and the relevant behavioral sciences.
Full Course (4)
- 252. PHILOSOPHY OF NATURAL SCIENCE.** An introduction to the methodology of the natural sciences. Among topics to be considered: the role of induction, the nature of hypothesis, and the requirements for scientific explanation. *One or more of the following courses is recommended: Philosophy 230, Philosophy 240, or one or two courses in the natural sciences.*
Full Course (4)
- 255. AMERICAN PRAGMATISM.** Historical survey emphasizing American pragmatists; a systematic analysis of the instrumentalist approach to knowledge and the naturalistic conception of value.
Full Course (4)
- 260. SELECTED WORKS IN EXISTENTIALIST THOUGHT.** Intensive analysis of a small number of works of the major continental existentialist thinkers.
Full Course (4)
- 270. PHILOSOPHY IN THE MODERN WORLD.** Philosophy in relation to twentieth century thought and culture, with emphasis on the doctrinal complex: Man—Nature—Society—History.
Full Course (4)

- 271. ANALYTIC PHILOSOPHY.** The history of the development of British philosophy from Moore, Russell, and Wittgenstein to the Oxford school of ordinary language.
Full Course (4)
- 272. PHILOSOPHICAL ISSUES IN THIRD WORLD SOCIAL THOUGHT.** Philosophical analysis of some central ideas in Third World social thought: e.g., colonialism, nationalism, and reparations. Relation of these ideas to central themes in political philosophy, such as freedom, autonomy, and equality.
Full Course (4)
- 280. PHILOSOPHY OF RELIGION.** Inquiry into religious thought of Western civilization on the interrelationship of God, man, the world, and human value.
Full Course (4)
- 285. PHILOSOPHIES OF INDIA.** Study of Indian thought, from Rig Veda through the classical philosophies.
Full Course (4)
- 286. PHILOSOPHIES OF CHINA AND JAPAN.** Study of the nature and main trends of Chinese and Japanese philosophies.
Full Course (4)
- 295. SEMINAR: PROBLEMS IN THE HISTORY OF PHILOSOPHY.** Intensive study of a single problem, e.g., epistemology from Descartes to Kant or dialectic from Hegel to Marx. *Prerequisite: Senior standing or consent of instructor.*
Full Course (4)
- 297. DIRECTED RESEARCH.** Preparation of the bachelor's paper. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4)
- 298. INDEPENDENT STUDY.** Individual readings and reports. *Prerequisite: Senior standing and consent of the department head.*
Full Course (4)

PHYSICS

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PHYSICS

Lower Division

Mathematics 110–112–114–116. Differential and Integral Calculus I, II, III, IV
Physics 110–112–114. General Physics
Chemistry 110–112–114. General and Quantitative Chemistry
Biological Science 102. Basic Studies Biology *or*
Biological Science 110. Principles of Biology

Upper Division

Physics 210–212. Theoretical Mechanics I, II
Physics 216. Introductory Modern Physics
Physics 220. Physical Optics
Physics 230–232. Electricity and Magnetism I, II
Physics 231. Electrical Measurements
Physics 240. Thermodynamics
Physics 260. Quantum Mechanics
Physics 281. Laboratory on Selected Topics in Physics

COURSE OFFERINGS IN PHYSICS

Lower Division

- 100. BASIC STUDIES STRUCTURE OF MATTER.** Review of operational mathematics. The basic nature and meaning of science; the structures of atoms and groups of atoms; structures in the solid, liquid, and gaseous states; laws of mechanics and energy factors as related to structure.
Full Course (4)
- 102. BASIC STUDIES PHYSICS.** Discussion of basic concepts of electricity and magnetism, light, and topics in modern physics. *Prerequisite: Physics 100.*
Full Course (4)
- 110. GENERAL PHYSICS.** Kinematics, particle dynamics, conservation theorems, angular momentum and gravitation. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Mathematics 112, Chemistry 112 (or consent of instructor).*
Full Course (4)
- 112. GENERAL PHYSICS.** Wave motion, heat and kinetic theory, geometrical and wave optics. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 110.*
Full Course (4)
- 114. GENERAL PHYSICS.** Electrical phenomena. Coulomb's law, the electric field, Gauss' law, potential, the magnetic field, Ampere's law, Faraday's law. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 110.*
Full Course (4)

- 150. PHYSICAL GEOLOGY.** An introduction to the fundamental principles of physical geology. Consideration is given to rocks and minerals, structure and deformation of the earth's crust, and erosional processes. *Three hours of lecture and three hours of laboratory per week. Prerequisite: High school chemistry or consent of instructor.*
Full Course (4)

Upper Division

- 200. BASIC STUDIES EARTH AND SPACE SCIENCES.** Problems in and application of the basic concepts of the physical and biological sciences to the expansion of knowledge in geology, oceanography, meteorology and astronomy. *Prerequisite: Completion of lower division Basic Studies science program.*
Full Course (4)
- 206. MODERN PHYSICS: ITS IMPACT ON TWENTIETH CENTURY THOUGHT.** Implications of twentieth century physics on philosophy, religion, and cosmology. Emphasis on cultural rather than technological topics. *Prerequisite: Physics 102.*
Full Course (4)
- 210. THEORETICAL MECHANICS I.** Newtonian dynamics of one and two particles. *Prerequisite: Physics 112 or 114, and Mathematics 116 or concurrent enrollment in Mathematics 116.*
Full Course (4)
- 212. THEORETICAL MECHANICS II.** Many-particle systems, Lagrange's and Hamilton's equations of motion. *Prerequisite: Physics 210.*
Full Course (4)
- 216. INTRODUCTORY MODERN PHYSICS.** Relativity theory, selected topics in atomic, nuclear, and solid state physics. *Prerequisite: Physics 110.*
Full Course (4)
- 220. PHYSICAL OPTICS.** Interference, diffraction, refraction, reflection, dispersion, resolution, and polarization. Optical systems and instruments. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Physics 112 and Mathematics 114.*
Full Course (4)
- 230. ELECTRICITY AND MAGNETISM I.** The electrostatic field; Gauss' theorem, potential functions; Laplace and Poisson equations; steady state current circuits. *Prerequisite: Physics 114, and Mathematics 116 or concurrent enrollment in Mathematics 116.*
Full Course (4)
- 231. ELECTRICAL MEASUREMENTS.** Exercises and experiments involving the selection and utilization of electronic instrumentation. Emphasizes practical solid state circuit design and construction. Course content applicable in all areas of science. Advanced project individually tailored to each student's needs and interests. *Six hours of laboratory per week. Prerequisite: Consent of instructor or Physics 114.*
One-Half Course (2)
- 232. ELECTRICITY AND MAGNETISM II.** Transient and alternating current circuits; Maxwell's equations, electromagnetic wave propagation. *Prerequisite: Physics 230.*
Full Course (4)
- 240. THERMODYNAMICS.** First and second laws of thermodynamics; entropy; equations of state. *Prerequisite: Physics 112 and Mathematics 114.*
Full Course (4)
- 250. SPACE PHYSICS.** A study of physical phenomena of interplanetary and interstellar space; interaction between radiation and the earth's atmosphere. *Prerequisite: Physics 112 and Physics 114.*
Full Course (4)

- 252. GEOPHYSICS.** An introduction to the principal methods for, and results of, the application of physics to the study of the earth. *Prerequisite: Physics 114, Mathematics 114, or equivalent.*
Full Course (4)
- 256. ASTROPHYSICS.** A quantitative study of solar and stellar astronomy with emphasis on methods of astronomical measurements and calculations. *Prerequisite: Physics 112 and 114.*
Full Course (4)
- 258. MINERALOGY AND PETROLOGY.** Aspects of the minerals and rocks which form the earth's crust. Rock forming minerals; igneous, sedimentary, and metamorphic rocks. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Physics 150.*
Full Course (4)
- 260. QUANTUM MECHANICS.** Postulates derivations of important theorems, and simple applications of quantum theory. *Prerequisite: Physics 210 and Physics 216.*
Full Course (4)
- 262. SOLID STATE PHYSICS.** Application of quantum mechanics to the solid state. *Prerequisite: Physics 260.*
Full Course (4)
- 264. NUCLEAR PHYSICS.** A study of nuclear forces, interaction of radiation with matter, fundamental particles, nuclear fission and fusion; nuclear energy. *Prerequisite: Physics 260.*
Full Course (4)
- 281. LABORATORY ON SELECTED TOPICS IN PHYSICS.** Advanced laboratory work for small groups of physics majors. *Six or twelve hours of laboratory per week. Prerequisite: Consent of instructor.*
One-Half Course (2) * or Full Course (4) *
- 294. COLLOQUIUM IN PHYSICS.** A weekly discussion and reporting group concerned with new and advanced topics in physics; involves journal reading. Open to students majoring in the sciences and mathematics.
One-Fourth Course (1) *
- 295. SELECTED TOPICS IN PHYSICS.** *Prerequisite: Consent of instructor.*
One-Half Course (2) * or Full Course (4) *
- 297. DIRECTED RESEARCH.** Advanced laboratory work, with each student undertaking an independent and original investigation. *Six or twelve hours of laboratory per week. Prerequisite: Senior standing and consent of instructor.*
One-Half Course (2) * or Full Course (4) *

* Repeatable Course.

POLITICAL SCIENCE

GENERAL EDUCATION REQUIREMENT

The requirement in California State and local government may be met by an examination which is given by the Political Science Department the fourth week of each quarter. To take this examination, students should sign up with the departmental secretary by the end of the second week of the quarter.

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN POLITICAL SCIENCE

Lower Division

- Political Science 151. Quantitative Methods of Political Analysis *or*
Mathematics 150. Elementary Statistics and Probability

Upper Division

- A. One course in the history of political thought, selected from:
Political Science 250. History of Political Ideas
Political Science 251. Modern Political Thought
Political Science 252. Theories of the Political System
- B. One course in American government, selected from:
Political Science 210. Issues in American National Government
Political Science 214. American Political Parties and Elections
Political Science 215. Congress and the President
Political Science 260. American Constitutional Law: Distribution of Power
Political Science 261. American Constitutional Law: Civil Rights
- C. One course in comparative government, selected from:
Political Science 239. Government and Politics of the Soviet Union
Political Science 240. Government and Politics of Western Europe
Political Science 241. Government and Politics of East Asia
Political Science 242. Government and Politics of South Asia
Political Science 243. Political Behavior in Latin America I
Political Science 244. Political Behavior in Latin America II
Political Science 248. The Politics of the Developing Areas
Political Science 249. Government and Politics of Sub-Saharan Africa
- D. One course in international relations and foreign policy, selected from:
Political Science 234. American Foreign Policy
Political Science 235. International Politics
Political Science 236. Theories of International Relations
Political Science 237. Soviet Foreign Policy
Political Science 238. New States in World Politics
- E. Four additional courses in political science selected upon departmental advisement.
- F. Political Science 295. Seminar in Political Science

COURSE OFFERINGS IN POLITICAL SCIENCE

Lower Division

100. BASIC STUDIES POLITICAL SCIENCE. A study of contemporary political institutions, with emphasis on the philosophy, structure and behavior of the American political system, including the State of California. *Meets State requirement in U.S. Constitution and California State and local government. Three hours of lecture and one hour of group discussion per week.*

Full Course (4)

151. QUANTITATIVE METHODS OF POLITICAL ANALYSIS. An introduction to the techniques of quantitative political analysis, including the design, execution, and analysis of research.

Full Course (4)

Upper Division

210. ISSUES IN AMERICAN NATIONAL GOVERNMENT. A critical evaluation of leading questions currently at issue in American government at the national level. Issues might include those related to federalism, judicial review, the role of government in the economy, and the conduct of foreign affairs.

Full Course (4)

213. INTRODUCTION TO PUBLIC ADMINISTRATION. A study of the development and practice of public administration in the United States and abroad, focusing on the theoretical and practical concerns of administration and with special attention to the relationship of public administration and democratic government.

Full Course (4)

214. AMERICAN POLITICAL PARTIES AND ELECTIONS. A study of the dynamics of American political behavior, including the legal regulation of parties and of elections. Analysis of voting behavior and public opinion. Study of political party organization, membership, and leadership in the context of the contemporary political scene.

Full Course (4)

215. CONGRESS AND THE PRESIDENT. An analysis of development and operation of the elected decisionmaking structures of the United States government. Particular focus on the interrelationships between the Congress and the President.

Full Course (4)

220. URBAN GOVERNMENT AND POLITICS. American municipal, county and special districts and their relationship to state governments; problems of legislature, elections, politics, parties, and interest groups; metropolitan government.

Full Course (4)

221. MEXICAN AMERICAN POLITICS. An analysis of the political evolution of the Mexican American community in the context of American politics today.

Full Course (4)

223. BLACK POLITICS. An analysis of the structure of power within the black community and political interaction between "activists," "moderates," and "conservatives." Evaluation of styles within the black sub-political culture and manipulative aspects and tactics; e.g., coalition, confrontation, "establishment" politics.

Full Course (4)

234. AMERICAN FOREIGN POLICY. The formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of President and Congress, and the influence of public opinion.

Full Course (4)

- 235. INTERNATIONAL POLITICS.** Theories, principles and practice of international politics; examination of role of nationalism, diplomacy, war alliances, international law and organization in current international political problems.
Full Course (4)
- 236. THEORIES OF INTERNATIONAL RELATIONS.** Analysis of action and interaction of states: decisionmaking, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory.
Full Course (4)
- 237. SOVIET FOREIGN POLICY.** An analysis of Soviet foreign policy decisionmaking, focusing on the national instruments of policy, Soviet interaction with the Communist party-states, the developing nations and the West.
Full Course (4)
- 238. NEW STATES IN WORLD POLITICS.** An analysis of the impact of the "Third World" in international politics since 1945: their policies, problems and prospects.
Full Course (4)
- 239. GOVERNMENT AND POLITICS OF THE SOVIET UNION.** An analysis of the government and politics of the Soviet Union, with special emphasis on the dual role of the USSR as ideological leader and national state.
Full Course (4)
- 240. GOVERNMENT AND POLITICS OF WESTERN EUROPE.** A comparative study of the governments of Great Britain, France, Western Germany, and Italy. The structure of parliamentary government, party systems, and political leadership will be studied. Some attention will also be given to the smaller states of Europe.
Full Course (4)
- 241. GOVERNMENT AND POLITICS OF EAST ASIA.** China, Japan, and Korea: political behavior, ideas and institutions of societies of East Asia. Political parties and organizations; role of competing ideologies and systems of behavior; interaction of domestic and foreign policies.
Full Course (4)
- 242. GOVERNMENT AND POLITICS OF SOUTH ASIA.** The governments of South Asia: India, Pakistan, and Ceylon. Consideration of the problems of transition from colony to independent nation and of the politics of economic and social development in South Asia. Examination of domestic and foreign policies within this context.
Full Course (4)
- 243. POLITICAL BEHAVIOR IN LATIN AMERICA I.** Analysis of political and cultural behavior in South America with a focus on Brazil, Argentina, Chile, Peru, Colombia, and Venezuela. Comparative analysis emphasizing socio-political institutions, elites, and interest groups.
Full Course (4)
- 244. POLITICAL BEHAVIOR IN LATIN AMERICA II.** An analysis of socio-political behavior in Mexico and Central America, focusing on ideas, institutions, political movements, groups and development policies. Emphasis on the Mexican political system.
Full Course (4)
- 248. THE POLITICS OF DEVELOPING AREAS.** Consideration of the political processes of the "emerging nations" of Africa, Latin America, and Asia. Analysis of the problems of transition from colony to nation-state and the obstacles faced generally by the "Third World" in the management of political, economic, and social change and modernization.
Full Course (4)

- 249. GOVERNMENT AND POLITICS IN SUB-SAHARAN AFRICA.** A study of the dynamics of government and politics in Africa south of the Sahara Desert with special emphasis on developments since World War II. Imperialism and colonial administration, nationalism and decolonization treated as background to the problems of modernization and nation-building.
Full Course (4)
- 250. HISTORY OF POLITICAL IDEAS.** A critical analysis of the major political philosophers and schools of thought from Plato to the sixteenth century. Examination of the political concepts of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.
Full Course (4)
- 251. MODERN POLITICAL THOUGHT.** A study of principal political philosophers from the sixteenth century to the present, including Hobbes, Locke, Rousseau, Burke, and Hegel. The ideological systems of liberalism, conservatism, historical materialism, socialism and others examined critically.
Full Course (4)
- 252. THEORIES OF THE POLITICAL SYSTEM.** A critical survey of the contemporary concepts and theoretical formulations in political science.
Full Course (4)
- 254. AMERICAN POLITICAL THOUGHT.** The origin and development of political ideas in the United States from the colonial period to the present. Evaluation of the thought of men who have shaped the American political tradition, and the interaction of economic, social, and geographic forces influencing political ideas.
Full Course (4)
- 260. AMERICAN CONSTITUTIONAL LAW: DISTRIBUTION OF POWER.** An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause.
Full Course (4)
- 261. AMERICAN CONSTITUTIONAL LAW: CIVIL RIGHTS.** A study of fundamental rights as protected by the U.S. Constitution and other legal provisions. The role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws.
Full Course (4)
- 270. PUBLIC OPINION AND PROPAGANDA.** The nature of public opinion and its manipulation by propaganda in modern society. Relations between government and other social institutions and the opinions of groups and individuals; the press; pressure groups.
Full Course (4)
- 271. THE DYNAMICS OF POLITICAL CHANGE.** Analysis of the dynamics of political change as it ranges from peaceful evolution to violent revolution.
Full Course (4)
- 292. SPECIAL TOPICS IN POLITICAL SCIENCE.** An intensive study of an issue or a concept in political science that is of special interest to both the faculty member and the students.
Full Course (4)
- 295. SEMINAR IN POLITICAL SCIENCE.** A critical examination of current developments and issues in the literature of political science. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4)
- 298. INDEPENDENT STUDY.** Independent study of a particular problem under the direction of a member of the political science department. *Prerequisite: Consent of instructor.*
One-Half Course (2) * or Full Course (4) *

* Repeatable Course.

Graduate

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

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN PSYCHOLOGY

Lower Division

- Psychology 125. Introduction to Research Methods
Psychology 150. Elementary Statistical Analysis in Psychology or
Mathematics 150. Elementary Statistics and Probability

Upper Division

- A. Two courses to provide research experience in different content areas of psychology. Select from the following:
- Psychology 210. Fundamentals of Learning
 - Psychology 211. Human Learning
 - Psychology 216. Sensation and Perception
 - Psychology 217. Neuropsychology
 - Psychology 218. Comparative Psychology
 - Psychology 243. Research in Social Psychology
 - Psychology 261. Research in Personality
- B. One course to provide a foundation in the quantitative methods of psychology. Select from the following:
- Psychology 230. Behavioral Statistics and Research Design
 - Psychology 231. Measurement in Psychology
- C. Psychology 205. History and Systems of Psychology
- D. Four additional courses in the department, chosen in consultation with the student's adviser (may include courses not chosen in A and B above).
- E. Psychology 295. Senior Seminar in Psychology

COURSE OFFERINGS IN PSYCHOLOGY

Lower Division

- 100. BASIC STUDIES PSYCHOLOGY.** The dimensions, concepts, theories, and applications of psychology. The relationships between psychology and other disciplines. *Three hours of lecture and one hour of group discussion per week.*
Full Course (4)
- 125. INTRODUCTION TO RESEARCH METHODS.** Examination of the design, conduct, and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150. Note: Students are encouraged to take this course as early in their program as possible.*
Full Course (4)
- 150. ELEMENTARY STATISTICAL ANALYSIS IN PSYCHOLOGY.** The application of descriptive and inferential statistics to the design and analysis of psychological research.
Full Course (4)

Upper Division

- 205. HISTORY AND SYSTEMS OF PSYCHOLOGY.** The study of the development of psychology as a discipline, and the influence of principal leaders on modern psychology.
Full Course (4)
- 210. FUNDAMENTALS OF LEARNING.** Human and animal conditioning, extinction, generalization and discrimination with emphasis on experimental findings and methodology. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Psychology 150 or Mathematics 150 and Psychology 125.*
Full Course (4)
- 211. HUMAN LEARNING.** An examination of method, theory and experimental evidence in the areas of verbal learning and verbal behavior, memory, transfer, and language. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Psychology 125 and 150. (Psychology 210 recommended.)*
Full Course (4)
- 212. THEORIES OF LEARNING.** Consideration of the major theories of learning and their experimental bases.
Full Course (4)
- 213. MOTIVATION AND EMOTION.** The consideration of theories of motivation and emotion including an intensive study of experimental research on drives, needs, preferences, and situational determinants of behavior. *Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
Full Course (4)
- 216. SENSATION AND PERCEPTION.** A critical examination of the physiological mechanisms of various sense modalities, and the aesthetic and social factors involved in perception and complex human and animal behavior. *Three hours of lecture and three hours of laboratory per week, with field observation by arrangement. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
Full Course (4)
- 217. NEUROPSYCHOLOGY.** The study of the neurophysiological mechanisms of human and animal behavior. Review of the anatomy and physiology and the central and peripheral nervous systems relative to specific problems in psychology. *Two hours of lecture and six hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
Full Course (4)
- 218. COMPARATIVE PSYCHOLOGY.** A systematic investigation of the evolution of behavior, based on a comparative study of a number of species, and leading to the development of psychological principles. *Three hours of lecture and three hours of laboratory per week. Prerequisite: Psychology 150 or Mathematics 150 and Psychology 125.*
Full Course (4)
- 230. BEHAVIORAL STATISTICS AND RESEARCH DESIGN.** The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis and presentation of results. *Two hours of lecture and discussion and four hours of laboratory per week. Prerequisite: Mathematics 150.*
Full Course (4)
- 231. MEASUREMENT IN PSYCHOLOGY.** Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of intelligence, aptitude, and personality. *Three hours of lecture and discussion and two hours of laboratory per week. Prerequisite: Mathematics 150.*
Full Course (4)

240. SOCIAL PSYCHOLOGY: PSYCHOLOGICAL PERSPECTIVE. A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity.

Full Course (4)

243. RESEARCH IN SOCIAL PSYCHOLOGY. Laboratory experience in planning and executing experiments and studies. Social psychological techniques and methods of investigation. A consideration of research procedures such as correlational and field study, role play, simulation, and experimental and laboratory methods such as the scenario approach. *Three hours of lecture and three hours of laboratory per week. Prerequisites: Psychology 125 and 240.*

Full Course (4)

245. FIELDWORK IN SOCIAL PSYCHOLOGY. Intensive supervised experience in various settings, such as educational, community, and correctional institutions. Primary emphasis on the understanding and integration of the manifestation of concepts and variables of social psychology; e.g., expectancies, attitudes, group dynamics, research and methodology, aggression, perception, affiliation. *Prerequisite: Psychology 240 and consent of instructor.*

Full Course (4)

250. DEVELOPMENTAL PSYCHOLOGY. The intellectual, psychological, and social development of the child from birth to young adulthood. *Three hours of lecture per week, with fieldwork by arrangement.*

Full Course (4)

260. THEORIES OF PERSONALITY. A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self, and holistic-integrative theories.

Full Course (4)

261. RESEARCH IN PERSONALITY. A research-oriented study of issues and problems in personality, with emphasis on research methods and interpretation of research findings. Biological determinants, development, structure, dynamics, stability, and disturbance of personality. *Three hours of lecture and discussion and three hours of laboratory per week. Prerequisites: Psychology 260 and Psychology 125.*

Full Course (4)

263. THE ABNORMAL PERSONALITY. The causes and manifestations of abnormal behavior. Field study and case study. *Three hours of lecture, with fieldwork by arrangement.*

Full Course (4)

264. INTRODUCTION TO CLINICAL PSYCHOLOGY. An overview of psychology in the clinical situation. The scope, ethics, theories, and methods of clinical psychology. *Field observations by arrangement. Prerequisite: Psychology 260 and Psychology 263.*

Full Course (4)

265. COUNSELING THEORY. Basic theories and their uses in relation to personality problems. *Three hours of lecture with laboratory and fieldwork by arrangement. Prerequisite: Psychology 260.*

Full Course (4)

266. FIELDWORK IN CLINICAL PSYCHOLOGY. Intensive supervised experience in various clinical placements, providing experience in crisis intervention, behavior therapy, the sociology of mental illness, and child therapy. *Prerequisite: Psychology 263 and consent of instructor.*

Full Course (4)

- 276. PSYCHOLOGY OF FEMALE IDENTITY.** Antecedents of identity and the self concept of women. Intrapersonal dynamics and interpersonal relationships as affected by role socialization and the social environment.
Full Course (4)
- 277. SEMINAR IN COGNITIVE PSYCHOLOGY.** Discussion of the major phenomena and theories concerning the higher mental processes. Critical reading in the areas of intelligence, human communication, symbolic processes, thinking, problem solving, creativity, and human learning. Readings from such theorists as Bloom, Bruner, Guilford, Piaget and others. *Prerequisite: Consent of instructor.*
Full Course (4)
- 280. PSYCHOLOGY OF THE MEXICAN AMERICAN I.** The psychological development and socialization of the Mexican American. The Mexican American as unique from both mother culture and dominant culture, especially a consideration of how language, color, and socio-economic class affect the individual. (*Psychology 240 recommended.*)
Full Course (4)
- 281. PSYCHOLOGY OF THE MEXICAN AMERICAN II.** Acculturation, roles and stereotypes, psychopathology and adjustment patterns in the Mexican American. *Prerequisite: Psychology 280 or the equivalent. (Psychology 240 recommended.)*
Full Course (4)
- 282. PSYCHOLOGICAL DEVELOPMENT OF THE BLACK CHILD.** Unique environmental influences on the psychological development of the Black child, from the prenatal period through elementary school. Emphasis on social, intellectual and emotional growth. *Three hours of lecture and fieldwork by arrangement.*
Full Course (4)
- 283. PSYCHOLOGY OF THE BLACK EXPERIENCE.** An investigation into the dynamics of the Black personality, and the influence of American social institutions. Focus on the various types of psychological adaptations, identity conflicts, problems of self-esteem, and evaluation of Black consciousness.
Full Course (4)
- 292. SEMINAR ON SPECIAL TOPICS IN PSYCHOLOGY.** An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. *If repeated, the course will count only once toward the major. Prerequisite: Consent of instructor.*
Full Course (4) *
- 295. SENIOR SEMINAR IN PSYCHOLOGY.** A seminar designed to integrate previous course work and experience by approaching broad psychological problems from the perspectives of various areas within the discipline. Emphasis on current psychological literature. *Prerequisite: Senior standing and consent of instructor.*
Full Course (4)
- 297. DIRECTED RESEARCH.** The student develops and completes an individual study under faculty supervision. *Prerequisite: Consent of instructor.*
One-Half Course (2) * or Full Course (4) *
- 298. INDEPENDENT STUDY.** A reading program of selected topics conducted under the supervision of a faculty member. *Prerequisite: Consent of instructor.*
One-Half Course (2) * or Full Course (4) *

* Repeatable Course.

Graduate

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)

431. 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)

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)

450. SEMINAR IN DEVELOPMENTAL PSYCHOLOGY. Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs. cognition, gerontology, imitation and social development, research on adolescence, etc. *Prerequisite: Graduate standing and consent of instructor.*

Full Course (4)

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)

467. 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)

483. SEMINAR IN THE BLACK EXPERIENCE. Critique of current psychological theory, practices, and research in relation to the Black personality. Exploration and development of alternatives in areas where traditional psychology is lacking. Students participate in joint or individual research projects. *Prerequisites: Graduate standing and consent of instructor (Psychology 283 recommended.)*

Full Course (4)

SOCIOLOGY

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN SOCIOLOGY

Lower Division

- Mathematics 150. Elementary Statistics and Probability *or*
Sociology 120. Elementary Statistical Analysis in Sociology
Sociology 110. Introduction to Sociology
Sociology 150. Field Studies I

Upper Division

- Sociology 205. Methods of Sociological Research
Sociology 251. Field Studies II
Sociology 255. Modern Sociological Theories
Sociology 295. Senior Seminar in Sociology

Five additional courses in Sociology to be selected in consultation with the student's adviser.

COURSE OFFERINGS IN SOCIOLOGY

Lower Division

- 110. INTRODUCTION TO SOCIOLOGY.** A study of the group basis of human behavior, with emphasis on man as a social animal. The dynamics of human interaction, the structure and function of contemporary social institutions, and processes of social change.
Full Course (4)
- 120. ELEMENTARY STATISTICAL ANALYSIS IN SOCIOLOGY.** Descriptive and inductive statistics as tools of sociologists; statistical analysis in the investigation of sociological problems. *Three hours of lecture and two hours of laboratory per week.*
Full Course (4)
- 150. FIELD STUDIES I.** Field study observation of selected populations, institutions, and agencies, under supervision, and after preparatory instruction, to acquaint students with the contributions of sociology and sociological knowledge to modern society. Emphasis on development of critical skills for analyzing and understanding man's behavior from a sociological perspective. *Prerequisite: Sociology 110.*
One-Half Course (2)

Upper Division

- 200. BASIC STUDIES SOCIOLOGY.** Examination of socio-cultural institutions and processes from the sociological perspective, compared and contrasted with the subject matter, theory, and methods of other social and behavioral sciences.¹
Full Course (4)

¹ Sociology majors should take Anthropology 200 to meet Basic Studies requirement.

- 205. METHODS OF SOCIOLOGICAL RESEARCH.** Examination of methods employed in the investigation of sociological problems. Conceptualization, measurement approaches, design of surveys and experiments, data collection, procedures for analysis of data. Consideration of the research process as an integral whole. *Prerequisite: Sociology 120 or Mathematics 150.*
Full Course (4)
- 206. QUANTITATIVE ANALYSIS IN SOCIOLOGY.** Consideration of the integral involvement of statistics in the research process. Study of techniques applicable to the analysis of sociological data and of the criteria involved in the choice of the most appropriate techniques for specific problems. *Three hours of lecture and two hours of laboratory per week. Prerequisite: Sociology 120 or Mathematics 150.*
Full Course (4)
- 210. SOCIAL STRATIFICATION AND CLASS.** Stratification in American society as compared to other cultures, with consideration of the effects of class and status on personality and behavior.
Full Course (4)
- 211. SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS.** Forms of organizing. Contemporary social systems: the family, the political system, the economy, religion and education.
Full Course (4)
- 212. THE URBAN COMMUNITY.** Examination of the metropolitan community. Urbanization as contemporary social process; consideration of urban areas, institutions, values, and problems; social, demographic, and ecological characteristics of urban areas; urban and suburban change and planning.
Full Course (4)
- 213. SOCIOLOGY OF EDUCATION.** Examination of the organizational structure, changing functions and emerging character of educational institutions in society.
Full Course (4)
- 214. FORMAL ORGANIZATIONS.** Examination of formal organizations; ideology, bureaucracy, formal and informal decisionmaking, morale, and the institutionalization process.
Full Course (4)
- 215. SELECTED CONTEMPORARY SOCIAL PROBLEMS.** Focused study of a limited selection of contemporary social problems, chosen in accordance with the interests of instructor and students.
Full Course (4)
- 216. BLACK COMMUNITIES: CLASS, STATUS, AND POWER.** An analysis of the structure of the Black community; class, economic and political power, the role of leadership, and the conditions for social development.
Full Course (4)
- 217. SOCIOLOGY OF RURAL AND URBAN MEXICAN AMERICANS.** Mexican American rural and urban community; urbanization as contemporary social process; examination of sociological theory and research bearing on Chicano social stratification; social and demographic characteristics and problems.
Full Course (4)
- 218. THE FAMILY.** The family as a social institution, with varying emphasis on specific family systems from quarter to quarter.
Full Course (4)

220. POPULATION AND SOCIETY. Analysis of major population trends and their relationship to the organization of society. Consideration of the demographic correlates of social change.

Full Course (4)

221. POLITICAL SOCIOLOGY. The contributions of sociology to the study of politics, including theories of power and the social history of political change. Attention to the structure of power in contemporary societies and the social uses of power. Emphasis on various aspects of social organization in struggles for control and change of societies.

Full Course (4)

222. SOCIAL CHANGE IN DEVELOPING COUNTRIES. Examination of sociological theories with regard to social change. Application of the sociological perspective to the analysis of the problems and prospects for social change and modernization in developing nations.

Full Course (4)

223. SOCIAL CHANGE IN INDUSTRIAL SOCIETIES. Comparative analysis of social change in industrialized societies. Problems of social development and organization in the "post-industrial" society. Analysis of relations between changes in technological structures, institutions, and culture. Critical examination of theory and research in the field.

Full Course (4)

225. SOCIOLOGY OF WORK. Sociological analysis of work in industrial society. Examination of the labor force, industrial organization, occupational roles and careers. Consideration of impact of technological change.

Full Course (4)

226. SOCIOLOGY OF MEDICINE. Social and community aspects of health, health behavior and health organizations. Research on the distribution of disease in society, organization of health professions, social change and health care, stress and disease, and social factors affecting utilization of health services. *Prerequisites: Sociology 110 or 200.*

Full course (4)

229. SOCIOLOGY OF ADULT LIFE AND AGING. The developmental processes occurring throughout the life-cycle with special focus on problems and issues surrounding middle and old age. Utilization of demographic, cross-cultural, family, community and societal studies to explore the social dimensions of aging. *Prerequisite: Sociology 110 or 200.*

Full Course (4)

232. URBANIZATION AND DEVELOPMENT IN LATIN AMERICA. Comparative analysis of contemporary processes of urbanization in Latin America. Study of sociological implications of rapid urbanization for social organization and development. Consideration of social policy alternatives.

Full Course (4)

235. SOCIAL MOVEMENTS. A study of major social movements with varying specific emphasis on topical problems or relevant issues from quarter to quarter. For example, a specific quarter may be devoted to Social Movements: Black Awareness or Social Movements: Utopias.

Full Course (4) *

236. SOCIOLOGY OF ECONOMIC LIFE. The application of sociological analysis to the complex of activities concerned with production, distribution, exchange and consumption of goods and services. Considered as a social phenomenon, economic activities are examined in terms of social structure and process, with attention given the interrelationship of economic units to the larger social environment.

Full Course (4)

* Repeatable Course

- 240. SOCIAL PSYCHOLOGY: SOCIOLOGICAL PERSPECTIVE.** The reciprocal influence that individuals and groups exert on one another from a sociological perspective. Focus on language and other symbolic processes, role taking and role playing, and the importance of the self-concept in interpersonal behavior.
Full Course (4)
- 250. SEMINAR IN SMALL GROUPS.** Study and discussion of social interaction in small groups. Historical and theoretical background, research findings, leadership, and the small group as a social system. Classroom exercises in group dynamics.
Full Course (4)
- 251. FIELD STUDIES II.** Continuation of Field Studies I. Particular stress on in-the-field research with one selected population, institution, or agency. Student to complete a research project based upon field experiences. *Prerequisite: Sociology 205 or equivalent.*
One-Half Course (2)
- 252. SOCIOLOGY OF CONVERSATION.** Investigation of actual instances of conversation; discovery of methods through which members of a social group produce and recognize, and thereby accomplish meaningful, coherent features of their own talk. Interactionally achieved aspects of conversational practices emphasized.
Full Course (4)
- 253. TOPICS OF ETHNOMETHODOLOGY.** Examination of selected aspects of ethnomethodological literature. Topics to be surveyed include indexicality, reflexivity, interpretational procedures, story telling, mundane reasoning; focusing on methods by which members achieve meaningful interactions.
Full Course (4)
- 254. SOCIOLOGY OF KNOWLEDGE.** A survey of theory and research concerning the social determinants of systems of knowledge. Research and methods for determining the relations between ideology and political beliefs in social systems using classical works and contemporary investigations.
Full Course (4)
- 255. MODERN SOCIOLOGICAL THEORIES.** Analysis of contemporary sociological theories with attention to historical origins. Relationship of theory to research; theory construction.
Full Course (4)
- 256. THEORY BUILDING IN SOCIOLOGY.** The nature and functions of theory; articulation of theory and research; the process of theory construction—strategic alternatives. Laboratory exercises in theory building. *Prerequisites: Sociology 205 and Sociology 255, or equivalents.*
Full Course (4)
- 257. SOCIAL ANALYSIS AND THE FOUNDATIONS OF SOCIAL THEORY.** Analysis of methods of explanation of social action. Critical appraisal of paradigms for social analysis and attendant problems. Philosophical problems in social sciences. *Prerequisites: Sociology 205 and 255, or consent of instructor.*
Full Course (4)
- 260. MINORITY RACIAL AND ETHNIC RELATIONS.** Investigation of current American racial and ethnic problems in world-wide and historical perspective.
Full Course (4)
- 265. DEVIANT BEHAVIOR.** Consideration of deviant behavior. Study of the forms and processes of deviance, and the distribution of its occurrence. A systematic analysis of particular kinds of violations of normative rules as related to general processes of interaction in everyday social activities.
Full Course (4)

- 267. SOCIOLOGY OF LAW.** The social context within which legal systems function, the effectiveness of law as a mechanism of social control, the relationship between law and social change, and the social bases for the administration of justice and punishment.
Full Course (4)
- 268. CRIMINOLOGY.** Theories of the genesis of crime; organization of criminal behavior; comparative analysis of crime; trends in penology and rehabilitation.
Full Course (4)
- 269. JUVENILE DELINQUENCY.** Social context, definition, implications, and causes of juvenile delinquency as a social phenomenon; analysis of factors associated with delinquent behavior. Problems of adjustment of delinquents and factors in treatment and in post-treatment adjustment. *Prerequisite: Sociology 110 or 200.*
Full Course (4)
- 270. FIELD STUDIES IN URBAN PROBLEMS.** Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems.
Half Course (2)
- 295. SENIOR SEMINAR IN SOCIOLOGY.** Integrative discussion of previous course work and experiences in sociology. Preparation of bachelor's paper. The problem may be either departmental or interdepartmental in nature, provided the focus of concern is sociological. The paper will be presented formally during the seminar. *Prerequisites: Senior standing and consent of instructor.*
Full Course (4)
- 298. INDEPENDENT STUDY.** A reading program of selected topics conducted under the supervision of a faculty member.
One-Half Course (2) * or Full Course (4) *

Graduate

- 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)
- 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)

* Repeatable Course

SPANISH ¹

REQUIREMENTS FOR THE DEPARTMENTAL FIELD OF CONCENTRATION IN SPANISH

Lower Division

Spanish 110-111-112. First, Second, and Third Quarter Spanish
Spanish 120-121-122. Fourth, Fifth, and Sixth Quarter Spanish

NOTE: Students who have completed two, three, or four years of high school Spanish and who pass a proficiency test will be placed in the appropriate quarter of college Spanish. Consult a departmental adviser for details.

Upper Division

Spanish 211. The Structure of Spanish

Spanish 214. Spanish Phonology

Spanish 230. Techniques of Literary Study I *or*

Spanish 231. Techniques of Literary Study II

Spanish 232. Explicacion de Textos

Spanish 250. Contemporary Hispanic Culture: Spain *or*

Spanish 251. Contemporary Hispanic Culture: Latin America

Spanish 295. Seminar in Special Topics in Spanish or Spanish American Literature

Plus three upper division courses listed in the Spanish offerings of which at least one must be in literature excluding literature courses in translation (280 series).

COURSE OFFERINGS IN SPANISH

All courses, except 210, 211, 214, 270, 280, 287, and 288, are conducted in Spanish.

Lower Division

101. BILINGUAL COMMUNICATION SKILLS FOR MEXICAN AMERICANS. Spanish/English bilingual problems as a phenomenon of language contact and interference. Intensive program of language laboratory and class contact to build understanding, speaking and writing skills in both English and Spanish. Some reading and linguistic analysis; vocabulary building and study of language structure.

Full Course (4)

102. BILINGUAL COMMUNICATION SKILLS FOR MEXICAN AMERICANS. A continuation of Spanish 101.

Full Course (4)

110. FIRST-QUARTER SPANISH. Basic instruction in Spanish. Training in speaking, listening, reading, and writing for students who have had no previous work in Spanish.

Full Course (4)

111. SECOND-QUARTER SPANISH. A continuation of Spanish 110. *Prerequisite: Spanish 110 or a satisfactory score on a placement test.*

Full Course (4)

112. THIRD-QUARTER SPANISH. A continuation of Spanish 111. *Prerequisite: Spanish 111 or a satisfactory score on a placement test.*

Full Course (4)

¹ Students interested in studying foreign languages abroad should consult page 20.

- 120. FOURTH-QUARTER SPANISH.** A continuation of Spanish 112, with emphasis on oral communication skills. *Prerequisite: Spanish 112 or a satisfactory score on a departmental placement test.*
Full Course (4)
- 121. FIFTH-QUARTER SPANISH.** A continuation of Spanish 120, with emphasis on reading. *Prerequisite: Spanish 120 or a satisfactory score on a departmental placement test.*
Full Course (4)
- 122. SIXTH-QUARTER SPANISH.** A continuation of Spanish 121, with emphasis on written composition. *Prerequisite: Spanish 121 or a satisfactory score on a departmental placement test.*
Full Course (4)
- 130. SPANISH CONVERSATION.** Language practice for building speaking proficiency and expanding awareness of contemporary Spanish culture. *Prerequisite: One year of college Spanish or the equivalent.*
Full Course (4)
- 150. DRAMA WORKSHOP.** An activity course open to all students who can understand Spanish and have minimal speaking proficiency. *Three hours per week plus additional work by arrangement.*
One-Half Course (2) *

Upper Division

- 205. ADVANCED COMPOSITION, SYNTAX, AND STYLISTICS.** A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by the students. *Prerequisite: Spanish 122 or consent of instructor.*
Full Course (4)
- 210. THE STUDY OF LANGUAGE.** Traditional and modern approaches to the study of language; fundamentals of phonology and grammar. (Same as English 210 and French 210.)
Full Course (4)
- 211. THE STRUCTURE OF SPANISH.** A linguistic analysis of the phonological and syntactic systems of the Spanish language. *Prerequisite: Spanish 210 or consent of Department Chairman or instructor.*
Full Course (4)
- 214. SPANISH PHONOLOGY.** A beginning course in the segmental and suprasegmental phonetic systems; phonological pronunciation phenomena of standard and regional Spanish. *Prerequisite: Spanish 210 or consent of Department Chairman or instructor.*
Full Course (4)
- 230. TECHNIQUES OF LITERARY STUDY I.** Basic principles and techniques used in studying works of literature. *Spanish 230 and 231 may be taken separately and in either order. Prerequisite: Two years of college Spanish or equivalent.*
Full Course (4)
- 231. TECHNIQUES OF LITERARY STUDY II.** Principles and techniques used in studying works of literature. *Spanish 230 and 231 may be taken separately and in either order. Prerequisite: Two years of college Spanish or equivalent.*
Full Course (4)

* Repeatable Course

- 232. EXPLICACION DE TEXTOS.** Practice in the explication of literary texts selected from Spanish and Latin-American writers. *Prerequisite: Spanish 230 or 231.*
Full Course (4)
- 250. CONTEMPORARY HISPANIC CULTURE: SPAIN.** An area studies course focusing on patterns of culture in contemporary Spain. *Prerequisite: Two years of college Spanish or equivalent.*
Full Course (4)
- 251. CONTEMPORARY HISPANIC CULTURE: LATIN AMERICA.** An area studies course focusing on patterns of culture in contemporary Latin America. *Prerequisite: Two years of college Spanish or equivalent.*
Full Course (4)
- 252. HISTORY OF THE LITERATURE OF SPAIN I.** Spanish literature from the Middle Ages to Classicism. *Spanish 252 and 253 may be taken separately and in either order. Prerequisite: Spanish 231 or equivalent or consent of instructor.*
Full Course (4)
- 253. HISTORY OF THE LITERATURE OF SPAIN II.** Spanish literature from the nineteenth century to the present. *Spanish 252 and Spanish 253 may be taken separately and in either order. Prerequisite: Spanish 231 or equivalent, or consent of instructor.*
Full Course (4)
- 255. HISTORY OF SPANISH AMERICAN LITERATURE I.** Spanish American literature from the Conquest to Romanticism. *Spanish 255 and 256 may be taken separately and in either order. Prerequisite: Spanish 231 or equivalent, or consent of instructor.*
Full Course (4)
- 256. HISTORY OF SPANISH AMERICAN LITERATURE II.** Spanish American literature from Positivism to the present. *Prerequisite: Spanish 231 or equivalent or consent of instructor.*
Full Course (4)
- 261. LECTURAS MEXICANAS.** Readings and analysis of Mexican literary works in all genres. *Prerequisite: Two years of college Spanish or equivalent.*
Full Course (4)
- 270. THE TEACHING OF SPANISH AS A LIVING LANGUAGE.** A theoretical and practical course in methodology and classroom learning techniques for foreign language teachers of grades 4 through 12, with emphasis on secondary level. *A recommended course for credential candidates. This course taught in English and Spanish. Prerequisite: A functional knowledge of Spanish and/or consent of instructor.*
Full Course (4)
- 280. TWENTIETH CENTURY SPANISH LITERATURE IN TRANSLATION.** Study of selected works by significant writers: novels, poetry, drama, essays, criticism, screenplays. *Prerequisite: Upper division standing.*
Full Course (4)
- 287. CONTEMPORARY MEXICAN AMERICAN LITERATURE.** A study of the intellectual contributions in the major genres of literature by Mexican Americans. *Course conducted in English, but knowledge of Spanish is helpful. Prerequisite: Upper division standing.*
Full Course (4)
- 288. READING IN MODERN LATIN AMERICAN LITERATURE.** Intensive study of a topic, movement, or a genre in modern Latin American literature. *Course conducted in English, but reading knowledge of Spanish or Portuguese helpful. Prerequisite: Upper division standing.*
Full Course (4)

295. SEMINAR IN SPECIAL TOPICS IN SPANISH OR SPANISH AMERICAN LITERATURE. Intensive study of a single author (Cervantes, Lope de Vega, Unamuno, Azuela, Florencio Sanchez), a literary movement (Romanticism, Gongorism), a literary genre (theater, epic poetry, novelas), or a single literary work. *Prerequisite: Spanish 232 or consent of instructor.*

Full Course (4) *

298. INDEPENDENT STUDY. Independent study of a literary or linguistic problem, author, or movement. *Prerequisite: B average in Spanish, upper division standing, and consent of instructor and department chairman.*

Full Course (4) *

* Repeatable Course.

THEATER ARTS

An Interdepartmental Field of Concentration

This interdepartmental field is designed to give strong emphasis to the literature and history of the theater as well as to outstanding critical theories of drama. An introduction to the technique and mechanics of the theater is included, as well as courses dealing with human personality and the social and culture matrix that influences theatrical art.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN THEATER ARTS

Lower Division

English 121. Theater Practicum

The following electives are recommended:

Art 175. Visual Elements Workshop

English 131. Understanding Drama

Health and Physical Education 101 (Fencing and Modern Dance sections)

Upper Division

A. Theater Arts 200. Introduction to Theater Arts

B. A core of three courses is required:

English 261. History of the Theater I

† English 262. History of the Theater II

† English 269. Modern Theater

C. Two courses selected from the following:

English 222. Introduction to Film

† English 246. Dramatic Theory and Criticism

† English 264. World Drama in Translation

† English 265. Development of English Drama

D. One course selected from the following:

Music 253. Music for the Theater

Philosophy 220. Aesthetics

Philosophy 260. Selected Works in Existentialist Thought

Psychology 260. Theories of Personality

E. A minimum of one-half course in English 220, Drama Workshop

F. The senior seminar in Theater Arts

† Consult course description for prerequisite.

COURSE OFFERINGS

Upper Division

200. INTRODUCTION TO THEATER ARTS. Highlights of dramatic literature and theater history studied through books and slides and through attendance at college and local productions. Analysis of aesthetic elements such as acting, directing, scenery designing, lighting, and costuming.

Full Course (4)

290. SEMINAR IN THEATER ARTS. An integrative seminar serving as a capstone to the interdepartmental major in theater arts. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

TWENTIETH CENTURY THOUGHT AND EXPRESSION

An Interdepartmental Field of Concentration

The interdepartmental field in Twentieth Century Thought and Expression is designed to provide the student with a broad background in some of the leading intellectual currents of this century and their impact on artistic and cultural developments.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN TWENTIETH CENTURY THOUGHT AND EXPRESSION

Upper Division

- A. Twentieth Century Thought and Expression 200. Introduction to Twentieth Century Studies

NOTE: Must be taken before three courses in the major are completed.

- B. Four required courses:

† Art 270. Twentieth Century Artists: Their Writings and Their Art, *or*
† Music 270. Twentieth Century Composers: Their Writings and Their Music
English 270. Twentieth Century Experiments in Literary Form
Philosophy 270. Philosophy in the Modern World
History 239. Twentieth Century European Thought and Expression

- C. Three courses chosen from the following list in three different departments outside the student's departmental major field:

Art 270 or Music 270, if not taken under B above

Economics 282. Economics of Poverty

† English 269. Modern Theater

† English 275. Modern Social and Political Fiction

† French 280. Twentieth Century French Literature in Translation

† German 280. Twentieth Century German Literature in Translation

History 228. Twentieth Century Europe

History 286. Modern Dictatorships and Authoritarian Movements

Music 252. Afro-American Music

Philosophy 217. Values and the Future

Philosophy 260. Selected Works in Existentialist Thought

† Physics 206. Modern Physics: Its Impact on Twentieth Century Thought

Political Science 252. Theories of the Political System

Sociology 215. Selected Contemporary Social Problems

Sociology 255. Modern Sociological Theories

† Spanish 280. Twentieth Century Spanish Literature in Translation

- D. The senior seminar in Twentieth Century Thought and Expression

† Consult course description for prerequisite.

COURSE OFFERINGS

Upper Division

200. INTRODUCTION TO TWENTIETH CENTURY STUDIES. An introductory course designed to acquaint majors with the significant issues confronting twentieth-century man.

Full Course (4)

290. SEMINAR IN TWENTIETH CENTURY THOUGHT AND EXPRESSION. *Prerequisite: Senior standing, completion of at least six courses in this major, and consent of instructor.*

Full Course (4)

URBAN STUDIES

An Interdepartmental Field of Concentration

The relationship of the physical environment and cultural characteristics of areas to the design of governmental, economic, and social features of the landscape will be studied. Urban environments evidence great need for study, because they are most susceptible to change and are the scene of most economic, social, and aesthetic activity. Therefore, the focus in this field is on cities and their suburban areas.

REQUIREMENTS FOR THE INTERDEPARTMENTAL FIELD OF CONCENTRATION IN URBAN STUDIES

Lower Division

- † Mathematics 150. Elementary Statistics and Probability (or equivalent quantitative methods course in a specific discipline)
- Geography 115. Map and Aerial Photograph Interpretation
- Geography 150. Field Study in Geography: Urban Emphasis ¹

Upper Division (Minimum of eight courses)

- A. At least one, but not more than three relevant courses from the School of Humanities and Fine Arts (substitutions on consent of adviser):
 - Art 255. History of Urban Aesthetics
 - † Art 275. Environmental Design
 - Philosophy 270. Philosophy in the Modern World
- B. At least one, but not more than three relevant courses from the School of Natural Sciences and Mathematics (substitutions on consent of adviser):
 - † Biological Science 230. Population Biology
 - † Biological Science 232. Ecology
 - † Biological Science 246. Human Heredity
 - Chemistry 286. American Science and Technology
 - † Mathematics 160. Introduction to Data Processing ²
- C. At least two, but not more than five relevant courses from the School of Social and Behavioral Sciences (substitutions on consent of adviser):
 - Anthropology 220. Urban Anthropology
 - Economics 228. State and Local Finance
 - Economics 280. The Economics of Urban Areas
 - Economics 282. Economics of Poverty
 - Geography 219. The California Landscape
 - † Geography 222. Contemporary Environmental Problems
 - Geography 224. Population and the Environment
 - Geography 235. Urban Geography
 - History 284. The City in History
 - History 285. History of Urban America
 - Political Science 213. Introduction to Public Administration
 - Political Science 220. Urban Government and Politics
 - Sociology 211. Social Organization and Comparative Institutions

† Consult course description for prerequisite.

¹ To complete nine full courses in Urban Studies in addition to Mathematics 150, Geography majors should select an additional course from A, B, or C.

² Mathematics 160, although a lower division course, may be used as one of the options in B.

Sociology 212. The Urban Community
Sociology 216. Black Communities: Class, Status, and Power
Sociology 220. Population and Society

D. Sociology 270. Field Studies in Urban Problems

E. The senior seminar in this field.

COURSE OFFERING

Upper Division

290. SEMINAR IN URBAN STUDIES. An integrative course to study selected topics, to develop an overview of the field and to present seminar papers for critical review. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

URBAN STUDIES: URBAN-ENVIRONMENTAL MANAGEMENT

Combined Departmental-Interdepartmental Majors

The Institute of Urban-Environmental Management offers interdisciplinary programs in Urban Management and Environmental Management that lead to the Bachelor of Arts degree in Urban Studies. These programs fulfill both the departmental and interdepartmental fields of concentration requirements for the Bachelor of Arts degree at the California State College, Dominguez Hills. Although the programs are designed to normally extend over 12 full quarters of academic work (3 quarters during each of 4 academic years), progress may be accelerated through summer sessions, acceptable extension course work, or credit by examination.

REQUIREMENTS FOR THE DEPARTMENTAL-INTERDEPARTMENTAL MAJOR IN URBAN STUDIES: ENVIRONMENTAL MANAGEMENT

Lower Division

- Art 175. Visual Elements Workshop (One-Half Course)
- † Biological Science 102.¹ Basic Studies Biology
- † Chemistry 102.¹ Basic Studies Chemistry
- Economics 110. Economic Theory IA
- Economics 111. Economic Theory IB
- English 100. Basic Studies English I
- † English 101. Basic Studies English II
- † English 102. Basic Studies Literature
- Geography 110. Elements of Geography
- Geography 115. Map and Aerial Photograph Interpretation (One-Half Course)
- Health and Physical Education 100. Basic Studies Health (One-Half Course)
- Health and Physical Education 101. Basic Studies Activities in Physical Education (One Unit)
- History 100. Basic Studies History
- † Mathematics 150.¹ Elementary Statistics and Probability
- † Mathematics 152.¹ Statistical Analysis and Correlation
- † Mathematics 160. Introduction to Data Processing
- † Mathematics 162. Machine Level Programming
- Physics 100.¹ Basic Studies Structure of Matter
- † Physics 102.¹ Basic Studies Physics
- Political Science 100. Basic Studies Political Science

† Consult course description for prerequisite.

¹ Students who wish to strengthen their background in the natural sciences may substitute the following seven courses:

† Biological Science 110 for Biological Science 102

Chemistry 110-112 for Chemistry 102 and 200

† Mathematics 110-112 for Mathematics 150-152

† Physics 110-112 for Physics 100-102

Upper Division

A. All students are required to take eleven core subjects:

- † Art 275. Environmental Design
- † Chemistry 200.¹ Basic Studies: Modern Applications of Chemistry
- Economics 228. State and Local Finance
- Economics 280. The Economics of Urban Areas
- Geography 205. Cartography
- Urban Studies 200. Introduction to Urban-Environmental Studies
- Urban Studies 246. Organizational Behavior
- Urban Studies 250. Policy and Administration of Natural Resources
- Urban Studies 251. Conservation Theory and Environmental Management
- Urban Studies 252. Theory of Standards and Control of Environmental Qualities
- Urban Studies 253. Environmental Simulation for Decision Making

B. Five full courses (20 units) selected from:

- † Biological Science 232. Ecology
- † Biological Science 236. Environmental Biology
- Economics 260. Management in Theory and Practice
- † Geography 220. Natural Resources
- † Geography 222. Contemporary Environmental Problems
- Urban Studies 240. Planning and Government Decision Making
- Urban Studies 257. Strategies for Avoiding Scarcities
- Urban Studies 259. Design Parameters for Computer-Based Information Systems for Natural Resources Management
- Urban Studies 260. Energy Resources and the Energetics of Environmental Processes
- Urban Studies 270. Field Studies in Urban-Environmental Management (One-Half Course)

C. Four courses (16 units) selected from:

- † Biological Science 230. Population Biology
- † Biological Science 260. General Oceanography: Biological
- † Chemistry 270. General Oceanography: Physical and Chemical
- Economics 282. Economics of Poverty
- Geography 210. Principles of Geomorphology
- Geography 215. Weather and Climate
- Geography 224. Population and the Environment
- Geography 252. Environmental Perception
- Philosophy 217. Values and the Future
- Political Science 270. Public Opinion and Propaganda

D. Urban Studies 296. Senior Seminar: Future Environments

E. Elective courses (31 units): Students may choose the elective courses from additional offerings in the Urban-Environmental Management Program or they may choose departmental offerings in other areas to strengthen or broaden their academic program.

REQUIREMENTS FOR THE DEPARTMENTAL-INTERDEPARTMENTAL MAJOR IN URBAN STUDIES: URBAN MANAGEMENT

Lower Division

Same as lower division requirements for Urban Studies: Environmental Management.

Upper Division

A. All students are required to take eleven core subjects:

- † Art 275. Environmental Design

† Consult course description for prerequisite.

- † Chemistry 200.¹ Basic Studies: Modern Applications Of Chemistry
 - Economics 228. State and Local Finance
 - Economics 280. The Economics of Urban Areas
 - Geography 205. Cartography
 - Urban Studies 200. Introduction to Urban-Environmental Studies
 - Urban Studies 220. Urban Operations Management
 - Urban Studies 222. Urban Management Problem Analysis
 - Urban Studies 236. Urban Systems Administration
 - Urban Studies 241. Urban Policy Analysis and Collective Decision Making
 - Urban Studies 246. Organizational Behavior
- B. Five full courses (20 units) selected from:
- Economics 260. Management in Theory and Practice
 - Economics 282. Economics of Poverty
 - Urban Studies 235. Systems Analysis in Urban Management
 - Urban Studies 237. Urban Fiscal Management
 - Urban Studies 240. Planning and Government Decision Making
 - Urban Studies 249. National Social Problems and Urban Social Change
 - Urban Studies 250. Policy and Administration of Natural Resources
 - Urban Studies 251. Conservation Theory and Environmental Management
 - Urban Studies 270. Field Studies in Urban-Environmental Management (One-Half Course)
- C. Four courses (16 units) selected from:
- Art 255. History of Urban Aesthetics
 - † Geography 222. Contemporary Environmental Problems
 - Geography 235. Urban Geography
 - History 284. The City in History
 - History 285. History of Urban America
 - Philosophy 217. Values and the Future
 - Political Science 220. Urban Government and Politics
 - Political Science 270. Public Opinion and Propaganda
 - Sociology 212. The Urban Community
 - Sociology 267. Sociology of Law
- D. Urban Studies 295. Senior Seminar: The Future of Urbanism and Cities
- E. Elective courses (31 units): Students may choose the elective courses from additional offerings in the Urban-Environmental Management Program or they may choose departmental offerings in other areas to strengthen or broaden their academic program.

URBAN STUDIES: URBAN-ENVIRONMENTAL MANAGEMENT INTERNSHIP PROGRAM

Since practical on-the-job and in-the-field experience is a concomitant requisite in a meaningful program embracing the urban-environmental field, all students in Urban-Environmental Management are required to participate in a Cooperative Education Work-Study Internship Program in a spectrum of urban and/or environmental agencies, institutions, or industries. Such work allows students to engage in "action research" and become change agents within organizations as they pursue their education.

¹ Students who wish to strengthen their background in the natural sciences may substitute the following seven courses:

† Biological Science 110 for Biological Science 102

Chemistry 110-112 for Chemistry 102 and 200

† Mathematics 110-112 for Mathematics 150-152

† Physics 110-112 for Physics 100-102

† Consult course description for prerequisite.

COURSE OFFERINGS IN URBAN STUDIES:

URBAN-ENVIRONMENTAL MANAGEMENT

Upper Division

- 200. INTRODUCTION TO URBAN-ENVIRONMENTAL STUDIES.** Problems and perspectives of the various disciplines concerned with the study of urban forms of organization. Basic characteristics of urban life and current trends in urban areas. Representative topics on environmental problems; physical ecology of the urban environment; examination of contemporary issues in natural environmental controls.
Full Course (4)
- 220. URBAN OPERATIONS MANAGEMENT.** Application of scientific management and management science techniques to organizational decision making in urban management; personnel-management-administration relations; relations between urban organizations and their clientele; organizational change and innovation; the role of staff experts in governmental organizations.
Full Course (4)
- 222. URBAN MANAGEMENT PROBLEM ANALYSIS.** Analysis of differing methods of managing simple and complex urban-environmental systems; problems arising from line and staff functions; changing policy and legal constraints; flow of information; relationship between policy determination, policy administration, and policy implementation; leadership, control, and accountability.
Full Course (4)
- 235. SYSTEMS ANALYSIS IN URBAN MANAGEMENT.** Application of the systems analysis approach to the study and design of managerial and operational organization and processes. Systems analysis as an approach to planning and problem solving; conceptual issues in problem formulation and model construction. Application of marginal analysis and mathematical programming to optimal management of urban-environmental systems.
Full Course (4)
- 236. URBAN SYSTEMS ADMINISTRATION.** Modern theories of urban administration; institutional setting and political relationships in administration; relations between policy determination and policy administration; leadership, control, and accountability; the problem of responsibility. Conceptualization, design, analysis, and implementation of man-machine systems in government.
Full Course (4)
- 237. URBAN FISCAL MANAGEMENT.** Fiscal management of physical and human resources in the execution of public policy; analysis of representative types of financial decisions central to urban managers. Forecasting the need for funds and techniques of budgeting. Fiscal management under conditions of uncertainty. Techniques for the reduction of risk, and specialization in urban management.
Full Course (4)
- 240. PLANNING AND GOVERNMENT DECISION MAKING.** Origins and evolution of the idea of planning. Values hierarchies, ends-means continua, and the nature of social action. Rationales for governmental intervention in self-regulating social systems. Problems of prediction and choice under conditions of uncertainty. Alternative planning strategies.
Full Course (4)

241. URBAN POLICY ANALYSIS AND COLLECTIVE DECISION MAKING. The political character of urban governmental planning; the rational and non-rational attributes of planning processes; and the bureaucratic, interagency, and intergovernmental constraints on rational policy formulation. Analysis of the role of the planning practitioner in political decision making and exploration of approaches to political analysis planning issues and collective decision making.

Full Course (4)

246. ORGANIZATIONAL BEHAVIOR. Relations between organizations and their clientele; organizational change and innovation; organizational behavior problems; ethno-methodology of working organizations: business, government, voluntary. The process of deliberate organizational change: the "change-agent" and "client-systems", variables affected by change (e.g., power, communication, conflict), and technologies for producing change (e.g., consulting, training, research).

Full Course (4)

247. MANAGERIAL ENVIRONMENT. The nature of the environment affecting operation and growth of purposeful urban-environmental organizations. Social, political, and technological changes and their impact on managerial problems and responsibilities. The multidimensional character of issues posed by environmental changes.

Full Course (4)

248. PERSPECTIVES ON URBAN ISSUES. The process by which urban problems are perceived, analyzed, and dealt with in United States society. Examination of the degree to which and the way in which "urban problems" are urban; the way in which society sets priority on urban problems, and the role of values and of the sciences in dealing with those problems. To inculcate a way of thinking about urban issues rather than to present a body of knowledge; class discussions to focus on critical issues in public life.

Full Course (4)

249. NATIONAL SOCIAL PROBLEMS AND URBAN SOCIAL CHANGE. A series of case studies analyzing a variety of federal programs, examining their development, implementation and impacts upon local urban communities. Visiting lecturers from federal, state, city, and local programs to examine their own plans and strategies in several social policy areas.

Full Course (4)

250. POLICY AND ADMINISTRATION OF NATURAL RESOURCES. Policy development in the resources area as influenced by the structure and pattern of political power on international, national, state and local levels of government. The significance of technological innovations, value orientations, and economic welfare analysis in gearing direction to public planning.

Full Course (4)

251. CONSERVATION THEORY AND ENVIRONMENTAL MANAGEMENT. Ecological factors in conservation theory. Management of natural resources and land on a single, multiple use, or area basis. Man-environment relations, open space and wilderness land uses. The growth, philosophy, activities and influence of environmental, ecological and conservation movements.

Full Course (4)

252. THEORY OF STANDARDS AND CONTROL OF ENVIRONMENTAL QUALITIES. Review of approaches to the development of standards and control of environmental qualities that have been used historically; evaluation of approaches that have been identified but never used. Taxonomy of approaches; development of theory for testing applicability; outcomes of employing various approaches in multiple contexts: water, noise, interior environments, contained environments, and social environments of work groups.

Full Course (4)

253. ENVIRONMENTAL SIMULATION FOR DECISION MAKING. Numerical modeling of air pollution and water pollution. Use of simulation for decision making. Limitations of simulation; computer requirements; data needs; diffusion approximations; scaling techniques.

Full Course (4)

257. STRATEGIES FOR AVOIDING SCARCITIES. Historical perspective of the scarcity problem. Reserve and resource bank for critical materials. Current and future demand versus supply outlook. Strategies for avoiding scarcities; future resource needs projection analysis and alternative resource use policy formulation.

Full Course (4)

259. DESIGN PARAMETERS FOR COMPUTER-BASED INFORMATION SYSTEMS FOR NATURAL RESOURCES MANAGEMENT. Design, retrieval, manipulation and implementation of an information system structure for inventorying regional resources. Determining, amassing, analyzing and utilizing resources data in the establishment of a regional resource data bank.

Full Course (4)

260. ENERGY RESOURCES AND THE ENERGETICS OF ENVIRONMENTAL PROCESSES. Energetics of selected environmental processes; analysis of selected industrial and governmental energy conversion systems; energy by-product environmental effects; survey of energy resources, including nuclear fuels, and consumption patterns in industrialized and developing nations. Future energy needs projection analysis and alternative energy use policy formulation.

Full Course (4)

270. FIELD STUDIES IN URBAN-ENVIRONMENTAL MANAGEMENT. Study of a particular urban or environmental field problem, individually or in a group, under the direction of a faculty member. *Prerequisite: Consent of instructor.*

One-Half Course (2)

295. SENIOR SEMINAR: THE FUTURE OF URBANISM AND CITIES. Integrative discussion of the future of urbanism and cities. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

296. SENIOR SEMINAR: FUTURE ENVIRONMENTS. Critical examination of future environments. *Prerequisite: Senior standing and consent of instructor.*

Full Course (4)

ECONOMIC SYSTEMS • AMERICAN STUDIES • ANTHROPOLOGY
BEHAVIORAL SCIENCES • BIOLOGICAL SCIENCE • BUSINESS
ADMINISTRATION • CHEMISTRY • CHINESE • EARLY CHILDHOOD
STUDIES • EARTH SCIENCES • EAST ASIAN STUDIES • ECONOMIC
EDUCATION • **ADMISSION TO THE COLLEGE, ADVISEMENT,
FRENCH • GEOGRAPHY • GERMAN • AND REGISTRATION •**
EDUCATION • HISTORY • HUMANITIES • INFORMATION SYSTEMS
JAPANESE • LATIN AMERICAN STUDIES • LINGUISTICS • MATHEMATICS
MEXICAN AMERICAN STUDIES • MUSIC • NATURAL SCIENCES
MATHEMATICS • PHILOSOPHY • PHYSICS • POLITICAL SCIENCE
PSYCHOLOGY • SOCIOLOGY • SPANISH • THEATER ARTS • TV

ADMISSION TO THE COLLEGE

Before applying for admission to the California State College, Dominguez Hills, students should study carefully the academic majors which will be available to them.

Application forms are available from California high school and community college counseling offices and upon request by mail or in person from:

Office of Admissions
California State College, Dominguez Hills
1000 East Victoria
Dominguez Hills, California 90747

APPLICATION PROCEDURE FOR 1973-74

All prospective students must file a completed application for admission within the appropriate filing period. A completed undergraduate application includes Part A, the application form; Part B, the data form; and the non-refundable application fee of \$20.00. A graduate application includes Part A; Part B; Part C, the supplemental graduate admission application; and the non-refundable application fee of \$20.00. Graduate applicants who were enrolled as undergraduate students at the college in the term immediately preceding the term for which they now wish to apply must also complete all the required forms and submit the \$20.00 application fee. Each applicant may file only one application for any one term within the California State University and College system. The application should be filed with the college of first choice. Alternate choice campuses may be listed on the application.

Application Schedule for 1973-74

The periods for filing applications for admission to the California State College, Dominguez Hills for each quarter are:

| <i>Term</i> | <i>Initial Filing Period</i> | <i>Extended Filing Period Begins (continues until quotas are reached)</i> |
|---------------------------|------------------------------|---|
| Fall Quarter 1973 | November 1-30, 1972 | December 1, 1972 |
| Winter Quarter 1974 | June 1-30, 1973 | July 1, 1973 |
| Spring Quarter 1974 | August 1-31, 1973 | September 1, 1973 |
| Fall Quarter 1974 | November 1-30, 1973 | December 3, 1973 |

Initial Filing Period

All applications received during the initial filing period will receive equal consideration within the college's established enrollment categories and quotas, irrespective of the time and date they are received.

Applicants who can be accommodated within enrollment quotas will receive confirmation of space reservation. Although the space reservation is not a statement of admission, it is a commitment on the part of the college to admit a student once eligibility has been determined. When the student receives notice of the space reservation, he should initiate action to have transcripts of all college and high school work sent to the college. The college will inform him of the number of copies of transcripts re-

quired, dates for submittal, and where they should be sent. *THE STUDENT SHOULD NOT REQUEST THAT TRANSCRIPTS BE SENT UNTIL REQUESTED TO DO SO BY THE COLLEGE.*

Applications of students who cannot be accommodated at this college will automatically be forwarded to their second choice, and, if they cannot be accommodated there, to their third choice, etc.

The college has established procedures to consider qualified applicants who would be faced with an extreme hardship if not admitted. Prospective hardship petitioners should contact the college regarding specific policies governing hardship admission.

Extended Filing Period

After the initial filing period closes, applications will be accepted only if quotas have not been filled. Enrollment priorities within the extended filing period will be granted in chronological order of application receipt by the colleges. Official transcripts are required after application filing.

ADMISSION AS AN UNDERGRADUATE

Requirements for admission to California State College, Dominguez Hills, are in accordance with Title 5, Chapter 5, Subchapter 2 of the *California Administrative Code*. A prospective applicant who is unsure of his status under these requirements is encouraged to consult with a school or college counselor or contact the Office of Admissions of the California State College, Dominguez Hills.

FIRST-TIME FRESHMAN ADMISSION REQUIREMENTS

An applicant who has had no college work after high school graduation will be considered for admission under one of the following provisions. Submission of the results of either the College Entrance Examination Board Scholastic Aptitude Test or the American College Test is required.

Exceptions: College credit earned concurrent with high school enrollment; college credit earned in summer session after high school and prior to regular matriculation in college; college credit granted for the CLEP or ADVANCED PLACEMENT programs, or military or USAFI courses; or college credit granted for some non-traditional learning experience will *not* affect the applicant's status as a first-time freshman for application quota purposes as well as admission. Further, the accelerated student, who completes his high school program mid-year, who has applied to the California State University and Colleges for the following fall term, but chooses to attend a local community college in the spring term, will be considered a first-time freshman for application quota purposes as well as admission. All such college or advanced standing credit, if fully acceptable as transfer credit, will be granted the student after admission.

California High School Graduates and Legal Residents for Tuition Purposes

An applicant who is a graduate of a California high school or a legal resident for tuition purposes must have a grade point average and total score on the SAT, or composite score on the ACT, which together provide

an eligibility index placing him among the upper one-third of California high school graduates.

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a State College. Grade point averages are based on work completed in the last three years of high school or the last three years of high school excluding the final semester, except for course work in physical education and military science. Scores shown are the SAT total and the ACT composite. Students with a given grade point average must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding grade point average in order to be eligible.

| G.P.A. (<u> </u>) ¹ | ACT Score | SAT Score | G.P.A. | ACT Score | SAT Score | G.P.A. | ACT Score | SAT Score |
|--|--------------|--------------|--------|--------------|--------------|------------------------------|--------------|--------------|
| | | | 2.80 | 19 | 832 | 2.39 | 27 | 1160 |
| 3.20 | 11 | 512 | 2.79 | 19 | 840 | 2.38 | 27 | 1168 |
| 3.19 | 11 | 520 | 2.78 | 19 | 848 | 2.37 | 27 | 1176 |
| 3.18 | 11 | 528 | 2.77 | 19 | 856 | 2.36 | 27 | 1184 |
| 3.17 | 11 | 536 | 2.76 | 19 | 864 | 2.35 | 28 | 1192 |
| 3.16 | 11 | 544 | 2.75 | 20 | 872 | 2.34 | 28 | 1200 |
| 3.15 | 12 | 552 | 2.74 | 20 | 880 | 2.33 | 28 | 1208 |
| 3.14 | 12 | 560 | 2.73 | 20 | 888 | 2.32 | 28 | 1216 |
| 3.13 | 12 | 568 | 2.72 | 20 | 896 | 2.31 | 28 | 1224 |
| 3.12 | 12 | 576 | 2.71 | 20 | 904 | 2.30 | 29 | 1232 |
| 3.11 | 12 | 584 | 2.70 | 21 | 912 | 2.29 | 29 | 1240 |
| 3.10 | 13 | 592 | 2.69 | 21 | 920 | 2.28 | 29 | 1248 |
| 3.09 | 13 | 600 | 2.68 | 21 | 928 | 2.27 | 29 | 1256 |
| 3.08 | 13 | 608 | 2.67 | 21 | 936 | 2.26 | 29 | 1264 |
| 3.07 | 13 | 616 | 2.66 | 21 | 944 | 2.25 | 30 | 1272 |
| 3.06 | 13 | 624 | 2.65 | 22 | 952 | 2.24 | 30 | 1280 |
| 3.05 | 14 | 632 | 2.64 | 22 | 960 | 2.23 | 30 | 1288 |
| 3.04 | 14 | 640 | 2.63 | 22 | 968 | 2.22 | 30 | 1296 |
| 3.03 | 14 | 648 | 2.62 | 22 | 976 | 2.21 | 30 | 1304 |
| 3.02 | 14 | 656 | 2.61 | 22 | 984 | 2.20 | 31 | 1312 |
| 3.01 | 14 | 664 | 2.60 | 23 | 992 | 2.19 | 31 | 1320 |
| 3.00 | 15 | 672 | 2.59 | 23 | 1000 | 2.18 | 31 | 1328 |
| 2.99 | 15 | 680 | 2.58 | 23 | 1008 | 2.17 | 31 | 1336 |
| 2.98 | 15 | 688 | 2.57 | 23 | 1016 | 2.16 | 31 | 1344 |
| 2.97 | 15 | 696 | 2.56 | 23 | 1024 | 2.15 | 32 | 1352 |
| 2.96 | 15 | 704 | 2.55 | 24 | 1032 | 2.14 | 32 | 1360 |
| 2.95 | 16 | 712 | 2.54 | 24 | 1040 | 2.13 | 32 | 1368 |
| 2.94 | 16 | 720 | 2.53 | 24 | 1048 | 2.12 | 32 | 1376 |
| 2.93 | 16 | 728 | 2.52 | 24 | 1056 | 2.11 | 32 | 1384 |
| 2.92 | 16 | 736 | 2.51 | 24 | 1064 | 2.10 | 33 | 1392 |
| 2.91 | 16 | 744 | 2.50 | 25 | 1072 | 2.09 | 33 | 1400 |
| 2.90 | 17 | 752 | 2.49 | 25 | 1080 | 2.08 | 33 | 1408 |
| 2.89 | 17 | 760 | 2.48 | 25 | 1088 | 2.07 | 33 | 1416 |
| 2.88 | 17 | 768 | 2.47 | 25 | 1096 | 2.06 | 33 | 1424 |
| 2.87 | 17 | 776 | 2.46 | 25 | 1104 | 2.05 | 34 | 1432 |
| 2.86 | 17 | 784 | 2.45 | 26 | 1112 | 2.04 | 34 | 1440 |
| 2.85 | 18 | 792 | 2.44 | 26 | 1120 | 2.03 | 34 | 1448 |
| 2.84 | 18 | 800 | 2.43 | 26 | 1128 | 2.02 | 34 | 1456 |
| 2.83 | 18 | 808 | 2.42 | 26 | 1136 | 2.01 | 34 | 1464 |
| 2.82 | 18 | 816 | 2.41 | 26 | 1144 | 2.00 | 35 | 1472 |
| 2.81 | 18 | 824 | 2.40 | 27 | 1152 | (<u> </u>) ² | | |

The minimum eligibility index is 3072, using the Scholastic Aptitude Test, or 741, using the American College Test. It is computed either by multiply-

¹ Students earning grade point averages above 3.20 are eligible for admission.

² Students earning grade point averages below 2.0 are not eligible for admission.

ing grade point average by 800 and adding it to the total SAT score or by multiplying grade point average by 200 and adding it to 10 times the composite ACT score. In both cases, the combination may not include a grade point average less than 2.0.

High School Graduates From Other States or Possessions Who Are Nonresidents

An applicant who is a nonresident for tuition purposes and who is a graduate of a high school in another state or a U.S. possession must have an eligibility index which would place him among the upper one-sixth of California high school graduates. The minimum eligibility index is 3402, using the Scholastic Aptitude Test, or 826, using the American College Test.

Graduates of High Schools in a Foreign Country

An applicant who is a graduate of a foreign high school must have preparation equivalent to that required of eligible California high school graduates. The college will carefully review the previous record of all such applicants, and only those with promise of academic success equivalent to that of eligible California high school graduates will be admitted. Such applicants are not required to take either the SAT or ACT. Foreign visa students are referred to page 177.

Non-High School Graduates

An applicant who is over 21 years of age, but has not graduated from high school, will be considered for admission only when his preparation in all other ways is such that the college believes his promise of academic success is equivalent to that of eligible California high school graduates.

High School Students

A student still enrolled in high school will be considered for enrollment in certain special programs if he is recommended by his principal and his preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment. Such applicants are not required to take the ACT or SAT.

Recommended Preparation

Overall excellence of performance in high school subjects and evidence of academic potential provide the basis for admission at California State College, Dominguez Hills. While no course pattern is required, the applicant to be properly prepared to undertake a full program of studies, and particularly to pursue the required program in Basic Studies, is strongly encouraged to include the following subjects as minimally adequate background for college work:

1. College preparatory English
2. Foreign language
3. College preparatory mathematics

4. College preparatory laboratory science
5. College preparatory history and/or social science
6. Study in speech, music, art, and other subjects contributing to general academic background

UNDERGRADUATE TRANSFER ADMISSION REQUIREMENTS

Applicants for admission to the State University and Colleges as undergraduate transfers will be considered for admission under one of the following provisions:

Applicants who have successfully completed 60 or more transferable¹ semester units, or the equivalent, are eligible for admission if they have achieved a grade point average of 2.0 (C) and were in good standing at the last college attended. Nonresident applicants must have earned a grade point average of at least 2.4 (C+).

Applicants who have successfully completed fewer than 60 transferable¹ semester units, or the equivalent, are eligible for admission if they meet the above requirements and the current first-time freshman requirements. Applicants for admission as transfer students who have been continuously enrolled at a college since graduation from high school are eligible if they meet the first-time freshman requirements in effect at the time of their high school graduation. Either SAT or ACT test results are required of transfer applicants with fewer than 60 transferable semester units.

Admission of Foreign Visa Students

For admission as an undergraduate, a foreign visa student must have completed 60 or more transferable semester units or 90 quarter units of college-level work at an accredited U.S. institution with a grade point average of 2.4 or better.

In addition to this requirement, a foreign student's record will be reviewed for courses completed for general education requirements and in preparation for his major field. Foreign students must also be competent in English, have financial resources adequate to provide for all expenses during their period of study at this college (see Schedule of Registration Fees), and be in good health.

All foreign students should contact the Foreign Admissions Evaluator in the Office of Admissions and Records prior to filing an application for admission.

Other Applicants

An applicant not admissible under one of the above provisions should enroll in a junior college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the college. Permission is granted only by special action.

¹ Applicable to students entering on or after September 1, 1974. Until that time, the former requirement of ". . . 60 or more semester units . . ." remains in effect.

EDUCATIONAL OPPORTUNITY PROGRAM

Prospective students who cannot meet standard admission requirements may apply for admission into the Educational Opportunity Program (E.O.P.). Acceptance into E.O.P. is based upon an evaluation of the student's past educational experience, letters of reference, personal interviews, and an autobiographical sketch.

Specific information regarding this program may be obtained from the E.O.P. Office.

ADMISSION AS AN AUDITOR

A student who wishes only to audit a course instead of enrolling for credit must complete a Statement of Residence issued by the Admissions Office. 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.

EVALUATION OF ACADEMIC RECORDS

Evaluation of Transfer Credits

Previous college work will be evaluated in terms of its relationship to the requirements of California State College, Dominguez Hills. All degree candidates will be issued a Certificate of Admission and Evaluation which serves as a basis for determining General Education or Basic Studies requirements. The evaluation is official and remains valid as long as the student enrolls in the quarter specified and remains in continuous attendance. If the student is not in continuous attendance, an evaluation issued upon readmission will specify any additional requirements or changes.

Allowance for Transfer Credit

The maximum credit allowed by the Code when transferring from a community college to a state college is 105 quarter units (70 semester units). Upper division credit is not allowed for courses completed at a community college. Transfer credit is not limited to those courses which precisely parallel the courses offered at California State College, Dominguez Hills. However, certain courses are not acceptable as transfer credit—e.g., vocational or shop-type courses, remedial courses, etc.

Credit for Extension and Correspondence Courses

The college allows transfer credit for appropriate college-level courses completed in extension or by correspondence from accredited colleges or universities and the United States Armed Forces Institute. A maximum of 36 quarter (24 semester) units earned through extension, correspondence and USAFI may be accepted toward a bachelor's degree. Of this total, not

more than half may be transferred from another college or university.

Credit for Military Service

A total of nine quarter units of lower division elective credit will be granted for one or more years of active military duty with an honorable discharge. A photostatic copy of military separation, DD 214, should be submitted to the Office of Admissions and Records at the time of application for admission.

Advanced Placement

The college grants advanced academic placement credit for students who have completed the Advanced Placement Test program of the College Entrance Examination Board and have attained a score of 3, 4, or 5. A score of 3 or better earns nine quarter units of college credit. Notification of credit will be sent to the student by the Office of Admissions and Records.

Credit for Supplemental Transfer Work

In order to receive credit toward a degree for work completed at other colleges or universities subsequent to matriculation at this college, students must have official transcripts forwarded to the Office of Admissions and Records and must file a petition for acceptance of credit.

READMISSION OF FORMER STUDENTS

Beginning with the Winter Quarter 1973, all students returning to the college after an absence of any length will be required to pay the \$20.00 application fee and to file an Application for Admission.

Former Students in Good Standing

A student who left the college in good standing will be readmitted provided any academic work attempted elsewhere does not change his scholastic status. Transcripts of any work attempted in the interim are required.

Former Students on Probation

A student on probation at the close of his last quarter of enrollment will be readmitted on probation provided he is otherwise eligible. The student must have official transcripts of any college work attempted during his absence sent to the college.

Former Students Disqualified

The readmission of a previously disqualified student is by special action only. The college will not normally consider a student for reinstatement until after two quarters of non-attendance and until after all recommended conditions have been fulfilled. In every instance, readmission action is based on evidence, including transcripts of work completed elsewhere subsequent to disqualification and objective evidence that causes of previous low achievement have been removed. A petition for reinstatement

must accompany each application for readmission.

SUMMER SESSION

A six-week summer session is conducted by the college. Students registering for credit courses are not required to file an Application for Admission or transcripts. However, students must be high school graduates and are expected to have satisfied prerequisites for the courses in which they register. Admission to the summer session does not grant admission to a regular quarter.

APPLICATION FOR ADMISSION

MAJOR STEPS

(Detailed information on each step follows)

1. Submit completed Application for Admission, showing social security number, with the Residence Questionnaire and \$20 non-refundable application fee.
2. Have the high school of graduation send directly to the college a transcript of record if you are a new freshman or transfer student with fewer than 60 transferable semester units completed.¹
3. Have each college (if any) send directly to the college a transcript of record.
4. Submit ACT or SAT scores if you are a new freshman or transfer student with fewer than 60 transferable semester units completed.¹

APPLICATION FEE

Every applicant for admission or, except as noted below, readmission is required to pay a non-refundable fee of \$20 each time an application is filed. Remittance by bank draft or money order payable to the California State College, Dominguez Hills, should be attached to the application. No application may be processed until the fee has been received by the Office of Admissions.

Fall Quarter 1972 Only

The fee may be waived for readmission application if the student was regularly enrolled in one of the three quarters immediately preceding the quarter for which the application is submitted, unless the student was enrolled at another institution in a regular session subsequent to his last attendance at this college.

RESIDENCE QUESTIONNAIRE

A Residence Questionnaire indicating status of California residence must be completed at the time of filing application for admission to the college. The form is attached to the application for admission. Students in continuous residence are not required to complete a Residence Ques-

¹ Applicable to students entering on or after September 1, 1974. Until that time, the former requirement of "... 60 or more semester units completed ..." remains in effect.

tionnaire after the initial filing. Any interruption in attendance requires a new Residence Questionnaire upon reentrance. Students are held responsible for reporting any change in residence status to the Office of Admissions.

Determination of Residence

The following statement of the rules regarding residency determination is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The statutes governing residence determination for tuition purposes are found in Education Code Sections 23753.2-23762, Government Code Sections 243-244, and Civil Code Section 25. The determination of whether a student qualifies as a "resident" for admission and tuition purposes is made by the college after review of a "Residence Questionnaire" completed by each student upon entering the college. The residence questionnaire is designed to provide to the college information necessary for residency determination, including the applicability of any exceptions.

The general rule is that a student must have been a California resident for at least *one year* immediately preceding the residence determination date in order to qualify as a "resident student" for admission and tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term.

Whether a student has acquired California residence usually depends on whether the student has attained majority; i.e., has become an adult. Majority is attained at 18 years of age. If the student is a minor, residence is derived from (and therefore is the same as) that of his or her father. If the father is not living, the student's residence is that of the mother while she remains unmarried. A minor cannot change his residence by either his own act or that of his guardian.

Upon attaining majority, the student may acquire a residence apart from his or her parents. The acquisition of California residence by an adult requires both physical presence in the state and, at the same time, an intent to remain in California indefinitely, that is, an intent to regard California as one's permanent home. Although physical presence is easily proven, subjective intent is more difficult, requiring the student to present evidence of various objective manifestations of such intent.¹

The residence of a married woman is that of her husband unless she is separated, in which case she can establish her own residence. An alien is not eligible to acquire residence until admitted into the United States for permanent residence under an immigrant visa.

Since the general rules of residence determination, summarized above, work hardships in some cases, the Legislature has provided a number of exceptions which, in effect, waive non-resident tuition. These rules are limited in scope, and are quite detailed. If it appears that any of them may be applicable, the student may wish to discuss the matter with the residence clerk of the college. Exceptions are provided for:

¹ The foregoing rules will have a special application during the 1972-73 academic year with respect to persons who attain their majority as a result of the recent legislative change reducing the age of majority from 21 to 18.

1. Minors living under the direct care and control of a California resident for periods of time which are specified in the law.
2. Minors whose parents were California residents but who have left the state. (Depending on the length of the parents' residence in California, the minor is given a "grace period" during which he is considered a California resident even though his or her parents have become residents of another state.)
3. Minors who have a parent in active military service and stationed in California on the residence determination date; California resident minors who have a parent in active military service but stationed outside the United States on the residence determination date, and California resident spouses of such servicemen.
4. Persons who have attained their majority by the residence determination date, and who were entirely self-supporting and present in California for the entire preceding year.
5. Women who are California residents and who marry nonresidents provided residence is not established in any other state.
6. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
7. Full-time State College employees and their children and spouses.
8. Certain credentialed, full-time employees of school districts.
9. Certain exchange students.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made by the Legislature between the time this catalog is published and the relevant residence determination date.

SOCIAL SECURITY ACCOUNT NUMBER

Each applicant for admission is required to have a social security account number. Each applicant will record his social security account number on the application for admission; it is essential that the number is recorded accurately.

If the applicant does not already have a social security account number, he may obtain application forms from his nearest social security district office or his local post office. If his name has been changed, he should complete a change-of-name application form and a new social security card will be issued showing the same account number with his new name. Duplicate cards may be obtained to replace lost cards.

TRANSCRIPTS

Responsibility for insuring that the transcripts reach the Office of Admissions rests with the applicant. The schools and colleges will send them only upon the request of the student. Transcripts presented by students are not acceptable. No transcripts will be returned to the student; all

transcripts become the property of the college and will not be released nor will copies be made. Applicants who are admitted as transfer students must have a separate set of college transcripts for their own personal use in academic advising.

An applicant for admission with advanced standing must report all college work attempted, including extension and correspondence courses. An applicant disregarding this regulation may have his application for admission cancelled.

First-Time Freshman Applicants

1. If the applicant is enrolled in his last semester of high school, he must file a transcript showing all work completed to date. After high school graduation, a final transcript must be filed.
2. An applicant who has graduated from high school but has not attended a college or university must file an official transcript showing grades earned during the last 3 years of high school.

Undergraduate Applicants

1. All transfer applicants must submit an official transcript from each college or university attended.
2. Undergraduate applicants with less than 60 transferable semester (90 quarter) units completed must also file an official high school transcript showing grades earned during the last three years of high school.¹

ENTRANCE EXAMINATIONS

All new freshman and transfer students with fewer than 60 transferable semester units completed who apply for admission to the California State College, Dominguez Hills,¹ for the first time are required to submit scores of either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Test (ACT). The test must be taken after the completion of the eleventh grade.

Registration forms for either test may be obtained from high school and community college counselors, State College testing offices, or directly from the testing service at the address below:

¹ Application to students entering on or after September 1, 1974. Until that time, the former requirement of ". . . 60 or more semester units . . ." remains in effect.

SAT

College Entrance Examination Board
Box 1025
Berkeley, California 94770

Dates Test Given:

Oct. 14, 1972
(Calif-Tex)
Nov. 4, 1972
Dec. 2, 1972
Jan. 13, 1973
Mar. 3, 1973
Apr. 7, 1973
July 14, 1973

ACT

Registration Unit
P.O. Box 168
Iowa City, Iowa 52240

Dates Test Given:

Oct. 21, 1972
Dec. 9, 1972
Feb. 24, 1973
Apr. 28, 1973
July 21, 1973

Early admissions testing is necessary for the processing of an application for admission for any academic quarter. Examination appointments for prospective freshmen must be scheduled early in the seventh semester of the high school experience.

Each student must request that his test results be transmitted to the Office of Admissions of the California State College, Dominguez Hills. The college code number for ACT is 0203; for SAT, 4098.

Additional testing may be required of each student when he arrives on campus.

NOTIFICATION OF ELIGIBILITY

So that students may be informed as early as possible about eligibility, they are urged to apply early in the application period and to promptly request, when notified by the college to do so, that supporting documents (transcripts and test scores) be sent to the Office of Admissions. The time between receipt of an application by the Office of Admissions and notification to the applicant of his eligibility will vary.

Early notification will be provided those freshman applicants who can establish their eligibility prior to high school graduation. Other freshman applicants should not expect notification until at least four weeks after final transcripts and test scores reach the Office of Admissions.

Transfer students applying for admission in advanced standing may expect notification about four weeks after final transcripts have been received. The receipt of preliminary transcripts may shorten this interval. Applicants should arrange for submitting of preliminary transcripts showing work-in-progress.

HEALTH EXAMINATION

A statement of the student's physical fitness by a licensed physician is required for matriculation. Physical examination forms will be sent to those students admitted and must be returned to the Health Service prior to registration.

GRADUATE AND POST-BACCALAUREATE ADMISSION REQUIREMENTS

At the time of admission, students who have a baccalaureate degree and who wish to pursue additional studies at California State College,

Dominguez Hills, are designated according to their goals and academic qualifications.

I. Post-Baccalaureate Students

1. Credential Objective: College-Recommended

Students who are admitted in this category have as their sole, or first, objective the attainment of a college-recommended California credential.

2. Credential Objective: Direct Application to the State

This category covers students who have as their objective the attainment of a credential by direct application to the State of California.

3. Other Objective

Students with educational objectives other than an advanced degree offered by this college of California credential may be admitted under this designation only upon petition to the Dean of Graduate Studies.

II. Graduate Students

1. Master's Degree Objective: Conditionally Classified

Students, who are judged by the college and major area of instruction to be "qualifiable" applicants for classified graduate status upon the satisfactory completion of clearly specified prerequisites, may be admitted as conditionally classified and will be informed in writing of the conditions for achieving classified status. No applicant may be admitted as a conditionally classified student if the requirement for achieving classified status is that the student take more than 20 units of graduate and/or undergraduate coursework as a precondition to advancement to classified status.

2. Master's Degree Objective: Classified

Students may be admitted with classified status who meet the minimum criteria (i.e., professional, personal, scholastic, etc.) set by the college and by the specified department or major area of instruction.

3. Master's Degree Objective: Advanced to Candidacy

Students may be advanced to candidacy who satisfactorily meet the specified college and departmental or instructional area requirements, including the completion of a minimum of 24 approved units (graduate and/or undergraduate).

Basic Admission Requirements: Post-baccalaureate and Graduate

To be considered for admission to the California State College, Dominguez Hills, as a post-baccalaureate or graduate student, the applicant must:

1. Hold an earned baccalaureate degree or its equivalent from an accredited college or university; *and*
2. Be in good standing at the last college or university attended as a

- matriculated student; *and*
3. Have an overall undergraduate grade point average of 2.5 in the last ninety (90) units attempted. More stringent requirements for specific programs may be established; *and*
 4. Be accepted by a department or instructional area offering an approved master's degree or credential program as a:
 - a. conditionally classified master's degree objective graduate student, *or as a*
 - b. classified master's degree objective graduate student, *or as a*
 - c. post-baccalaureate teaching credential candidate.

Exceptions: A student who does not qualify for admission under the above requirements may, by submitting a petition to the Dean of Graduate Studies indicative of academic, professional, and other potential appropriate to his educational objective, request admission as an exception.

Specific Program Admission Requirements

In addition to the post-baccalaureate credential programs in the Institute of Education, the college offers master's degree programs in Behavioral Sciences, Business Administration, Education, and English. Applicants should consult the program description for each of these fields for specific admission requirements.

ADMISSION PROCEDURES: GRADUATE AND POST-BACCALAUREATE

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.

Applicants to a teacher education program must submit their applications for any fall quarter by the preceding March 1.

Transcripts

Students wishing to work toward a teaching credential at the California State College, Dominguez Hills, must have each college attended send one copy of the transcript of record directly to the Office of Admissions, California State College, Dominguez Hills, and one copy of the transcripts to the Institute of Education, California State College, Dominguez Hills. All students are urged to have, in addition, a personal set of transcripts for advising purposes.

All other prospective graduate students must have *two* copies of transcripts from *all* institutions of higher learning they have attended sent to the Office of Admissions, California State College, Dominguez Hills.

If an applicant 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 show on his transcript the degree and date it was granted.

CANCELLATION OF ADMISSION

Admission to the college is for a specific quarter. A student who does not register for that quarter will have his admission cancelled. When seeking admission at a future date, the student must file a new application form, follow the complete application procedure, and meet the current admission requirements. Transcripts on file will be retained for two years.

ACADEMIC ADVISEMENT

At California State College, Dominguez Hills, the student is responsible for planning her/his program of studies with faculty consultation. The program of studies should be developed to fulfill the student's goals, both academic and occupational, as well as the requirements specified in the catalog.

The student is urged to select a departmental and interdepartmental major early in her/his academic career. During the first quarter of coursework at this college, the student will be assigned faculty advisers, one from the departmental field and one from the interdepartmental field. At least once a year students should review their program of studies with these two advisers.

In the event the student has not selected departmental and/or interdepartmental major fields, he/she will be assigned an academic adviser representative of one of the three schools of the college: Humanities and Fine Arts, Natural Sciences and Mathematics, and Social and Behavioral Sciences. A variety of resources, available through each of the School Coordinators of Advisement, are designed to assist the undecided student in selecting a departmental and interdepartmental major.

All students are required to meet with both academic advisers on at least two occasions. During the quarter following the completion of 90 quarter units of coursework, all students are required to meet with their departmental and interdepartmental advisers to plan their programs leading to the bachelor's degree. When 135 quarter units of coursework are completed—i.e., the beginning of the senior year—students are required to meet a second time with their departmental and interdepartmental advisers to evaluate their progress in fulfilling the requirements of their previously planned degree programs.

These required faculty academic advisement meetings are scheduled at crucial points in the student's academic career. The student is urged to utilize the required faculty academic advisement meetings to become informed of future requirements or deficiencies. Unfulfilled requirements may result in additional work and/or delayed graduation.

It is the student's responsibility to make appointments with faculty academic advisers for all advisement meetings. The student is also responsible for bringing the Certificate of Admission and Evaluation, advisement forms, quarterly grade reports, and transcripts of previous high school (where applicable) and college work to all advisement meetings.

If the student does not participate in the required faculty academic advisement program, he/she will be scheduled for the required meeting by the Office of Academic Advisement. Non-participation in this required meeting may result in the delay of future registration.

The academic advisement program is designed to maximize the student's understanding of the curriculum and her/his options in any particular degree program. Faculty advisers are available for consultation at times

other than those required and the student is urged to take advantage of these opportunities.

New and Transfer Students

New and transfer students will be notified when to report for advisement and registration. Faculty academic advisement, during the student's initial registration, will be available for those new students desiring to select departmental and interdepartmental majors at that time. During their first quarter at this college, all new and transfer students will be assigned faculty academic advisers. All upper division transfer students with 90 or more acceptable quarter units must meet with their faculty academic advisers prior to the end of their first quarter of coursework.

Transfer students will be notified through the Office of Admissions and Records of the evaluation of their transfer courses. Equivalency of transfer courses toward fulfilling departmental and interdepartmental requirements will be made by the respective advisers.

Change of Academic Advisers

The student may petition for a change of faculty adviser. Petition forms are available from the departmental and interdepartmental offices.

Class Level of Students

Students are assigned class level according to the following plan:

Lower Division

- Freshman 0-11 full courses (0-44 quarter units)
- Sophomore 11¼ to 22¼ full courses (45-89 quarter units)

Upper Division

- Junior 22½ to 33½ full courses (90-134 quarter units)
- Senior 33¾ or more full courses (135 or more quarter units)

At the California State College, Dominguez Hills, the amount of a student's work is designated in terms of courses. The full course is equivalent to four quarter units; the one-half course is equivalent to two quarter units; the one-fourth course, to one quarter unit; and the one-eighth course, to one-half quarter unit.

Study List Limits

For undergraduate students in good academic standing, the normal program load is the equivalent of four full courses. To this may be added activity courses having a value of one-half course or less. A student may enroll for more than 18 units by securing the written approval of his academic adviser on his course request card prior to completing registration.

For graduate students, the normal course load is twelve units (three full courses) each quarter.

Full-Time Status

Undergraduates are considered to be full-time students during any quarter in which they are enrolled in twelve units or more.

Graduate students are considered to be full-time during any quarter in which they are enrolled in eight units or more.

TRANSCRIPTS OF RECORD

A student may obtain an official transcript of his record by making formal application to the Registrar. A fee of \$1 is charged for each transcript.

SELECTIVE SERVICE

Selective Service information is available at the Office of Admissions. Students subject to Selective Service should keep their local boards informed of all situations which might affect their draft classifications.

Verification of enrollment in full-time programs will be submitted to the Selective Service Boards by the Office of Admissions. Any change of status during the quarter, such as dropping courses or withdrawal, will be reported to the Local Board by the Office of Admissions.

An undergraduate student must be enrolled in sufficient units each quarter to complete requirements for the degree in the normal time of 12 quarters.

GENERAL REGULATIONS

STUDENT RESPONSIBILITY

Each student is responsible for compliance with the regulations printed in this catalog and with official notices posted on official bulletin boards.

RIGHT OF PETITION

Students may petition for review of certain college academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations when they are contained in Title 5, *California Administrative Code*, are not subject for petition.

Petition forms are available in the Office of Admissions and Records. After action has been taken on the petition the student will be notified of the decision. A copy of the action is placed in the student's permanent file.

SCHOLASTIC POLICIES

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 Very Good | 3 |
| C Satisfactory..... | 2 |
| D Barely Passing | 1 |
| F Failure | 0 |
| I Incomplete | 0 |
| W Withdrawal Passing (Not counted in grade average.) | |

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

- CR Credit (Not counted in grade average, but units allowed.)
- NC No Credit (Not counted in grade average; no units allowed.)
- PR Work-in-Progress (Credit is deferred until completion of course sequence.)

Credit/No Credit Grades

Since the Spring Quarter 1969, the Credit/No Credit grade option has been available to undergraduate students at the California State College, Dominguez Hills. The policies and procedures (subject to limitations or modifications by the California State College Board of Trustees) for opting a Credit/No Credit grade instead of a traditional letter grade follow.

I. Grade Equivalences and Records

1. Both Credit (CR) and No Credit (NC) grades are recorded on student transcripts.
2. In accordance with current policies of the Board of Trustees, the Credit grade is the equivalent of an A, B, or C; and the No Credit grade is the equivalent of a D or F.

3. CR/NC grades are not computed in overall or quarterly grade point averages.

II. Course Limitations

1. The CR/NC option applies to the *undergraduate* program only.¹
2. Courses used to satisfy a departmental major, or which are prerequisite to it, *must* be taken for a letter grade.
3. No more than fifty (50) percent of the courses submitted to fulfill requirements for the interdepartmental major may be taken for CR/NC grades.

However, if a student considers his interdepartmental major to be his primary major, all courses used to satisfy its requirements must also be taken for a letter grade.

- III. All physical education activity courses (HPE 101) will be graded solely on CR/NC.

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. For each incomplete grade assigned, the instructor will complete a form in triplicate on which he will indicate: (1) the reason for granting the incomplete; (2) the amount or nature of the work to be completed; (3) the date by which the student must make up his work—a date as early as possible, but in any case within one calendar year. *An incomplete grade cannot be removed by repeating the course.*

An incomplete grade not made up at the end of a one-year period is automatically changed to an F grade. Cards (Change-of-Grade) to remove an incomplete grade are available in the Office of Admissions and Records. It is the student's responsibility to pick up the card, secure the signature of the instructor, and have the instructor return it to the Office of Admissions and Records within the time allowed.

Scholastic Probation

A student shall be placed on academic probation if:

1. Either his cumulative grade average for college work attempted or his grade average for college work attempted at the California State College, Dominguez Hills, falls below C;
2. He fails to maintain a grade point average of at least 2.0 in any quarter;
3. He receives one NC grade in any one quarter and has an overall grade point average of 2.2 or below for work attempted at this college;
4. He receives two NC grades in any single quarter and has an overall grade point average of 2.4 or below for work attempted at this college;

¹ This policy does not apply to any program in Teacher Education.

5. He receives NC grades in more than one-half of units attempted in any given quarter, regardless of overall grade point average.

Students on academic probation as the result of NC grades must complete the following quarter with no D, F, or NC grades to be removed from probationary status. Students on academic probation as the result of their grade point average must achieve an overall grade point average of 2.0 or above in all college work attempted and in all work attempted at the California State College, Dominguez Hills, to be removed from the probation list and restored to good academic standing.

Disqualification

A student on probation may be disqualified if he is on academic probation for two consecutive quarters, or if he fails to maintain a grade point average of at least 2.0:

- a. as a lower division student (less than 90 quarter units of college work completed) if he falls 23 or more grade points below a C average in all units attempted or in all units attempted at the California State College, Dominguez Hills;
- b. as a junior (90–134 quarter units of college work completed) if he falls 14 or more grade points below a C average in all units attempted or in all units attempted at the California State College, Dominguez Hills;
- c. as a senior (135 or more quarter units of college work completed) if he falls nine or more grade points below a C average in all units attempted or in all units attempted at the California State College, Dominguez Hills.

A student, even though he has not been on probation the preceding quarter, may be subject to disqualification if he falls below a grade average of D (1.0) for work attempted in any one quarter or if he receives NC grades in more than two-thirds of the number of units attempted in any quarter, regardless of overall grade point average.

A student disqualified for scholarship deficiency may not enroll in the college until he has been reinstated by the appropriate college authority. Petitions for reinstatement may be obtained from the Office of Admissions. Petitions for reinstatement will not be accepted from disqualified students for a minimum period of two quarters after the date of disqualification.

Scholastic Standards for Graduate Students

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 admission and continuance in classified status in master's degree programs and for graduate students seeking teaching credentials.

Official Withdrawal from the College

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 third week of instruction), there is no academic penalty. However, if official withdrawal occurs after the third week of instruction, grades of W or NC will be assigned in accordance with the policy which follows on "Official Withdrawal from a Course." 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.

Official Withdrawal from a Course

1. *Students who fail to attend the first meeting of a class without prior arrangement with the instructor* will be dropped from that class. No grade will be assigned, and the enrollment will not appear on the student's permanent record.
2. *During the first three weeks of each quarter* a student may withdraw by filing a change-of-program card without approval of the instructor. No grade is assigned, and the enrollment does not appear on the student's permanent record.
3. *Beginning with the fourth and going through the eighth week of each quarter*, a student may withdraw only by receiving the instructor's signature on a change-of-program card. If the student has been doing A, B, C, or CR work on the course requirements to that date, the instructor will assign a grade of W at the time of withdrawal. If the student has not been doing A, B, C, or CR work on the course requirements to that date, the instructor will assign a grade of NC at the time of withdrawal.
4. *After the eighth week and until the last day of classes of each quarter*, students who have been doing A, B, C, or CR work may withdraw officially by filing a change-of-program card and will be assigned a grade of W. Students doing D or F work may not withdraw officially. This policy does not affect procedures for E.O.P. students.

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 in the Office of Admissions and Records. No change is effective until the

change-of-program form has been signed by the instructor and filed in the Office of Admissions and Records.

Credit by Examination

If a student in residence and in good standing has had special preparation in a given subject because of unusual opportunities and feels that he has covered the content of a course, he may contact the Office of the Dean of the appropriate School about credit by examination. If an examination is given, it will be comprehensive. A credit or a fail grade will be assigned and will become part of the student's permanent record. Courses by examination will not count toward residence requirements of the college. Petitions for Credit by Examination are available in the Office of Admissions and Records.

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 in order to receive graduate credit for the work taken. Petitions are available in the Office of Admissions and Records.

Honors List

A student qualifies for the Honors List in each quarter in which he earns a grade point average of 3.5 or better in 12 or more units of letter-graded courses.

Dean's Scholar

The distinction of being named a Dean's Scholar is granted those students who are placed on the Honors List for two or more quarters of the same academic year.

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.

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 departmental major adviser and, second, of the Evaluations section of the Office of Admissions. This approval must be obtained before any coursework is started. The purpose of this procedure is to assure that all courses taken elsewhere will meet the requirements of this college and that the total program will not constitute an excessive study load. Petitions may be obtained from the Office of Admissions and Records.

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.

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. A course for which a grade of NC has been assigned.
3. 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.

DEBTS OWED TO THE COLLEGE

From time to time the student may become indebted to the college. This could occur, for example, when the student fails to repay money borrowed from the college. Similarly, debts occur when the student fails to pay college library fees, or when the student fails to pay for other services provided by the college at the request of the student. Should this occur, Sections 42380 and 42381 of Title 5 of the *California Administrative Code* authorize the college to withhold "permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid. For example, under these provisions the college may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student feels that he or she does not owe all or part of a particular fee or charge, the student should contact the college business office. The business office, or another office of the college to which the student will be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

REGISTRATION

Each student registers in the California State College, Dominguez Hills, at times scheduled for this purpose. Early registration by mail is available to continuing students. New students eligible for early registration will be notified by mail; others register in person. Registration covers filling out official cards, enrolling in courses, paying fees, and receiving a Registration/Student Activity card.

The continuing student should consult the calendar, official bulletin boards and student newspaper for information regarding early registration schedules.

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.

Application for Admission to the College

| | |
|----------------------|---------|
| Application Fee..... | \$20.00 |
|----------------------|---------|

Fees Required at Registration (per quarter)

| | |
|--|----------|
| Materials and Service Fee | |
| 0 to 3.9 units..... | 26.50 |
| 4 to 7.9 units..... | 30.00 |
| 8 to 11.9 units..... | 33.00 |
| 12 or more units | 39.00 |
| Student Activity Fee | |
| Students enrolling for 6 or less units..... | 3.50 |
| Students enrolling for more than 6 units | |
| Fall Quarter..... | 10.00 |
| Winter and Spring Quarters..... | 5.00 |
| Facilities Fee | |
| All students | 2.00 |
| Non-resident Tuition Fee (In addition to the other Registration fees) | |
| U.S. Citizens | |
| Per unit or fraction thereof | 25.00 |
| Maximum charge—15 units or more | 370.00 |
| Per academic year | 1,110.00 |
| Foreign-Visa Students (Students who are citizens and residents of a foreign country) | |
| Per unit or fraction thereof | 25.00 |
| Maximum charge—15 units or more | 370.00 |
| Per academic year | 1,110.00 |

| | |
|---|-------|
| Parking Fees | |
| All students | 9.00 |
| Alternate vehicle (evidence of ownership of vehicles must be presented) | 1.00 |
| Two-wheeled motorized vehicles | 2.25 |
| Car pool permit..... | 9.00 |
| Annual permit (Fall, Wtr., Spr., Quarters) | 27.00 |
| Annual alternate permit | 3.00 |
| Summer Session | 5.00 |

Other Fees

| | |
|---|------------|
| Late Registration (Payable the day instruction begins) | 5.00 |
| Failure to meet administratively required time limit or appointment | 2.00 |
| Check returned for any cause..... | 2.00 |
| Items lost or broken..... | Cost |
| Transcript of Record (per copy) | 1.00 |
| Library fines—A charge is made for the late return of material borrowed from the library. | |
| Lost books and other library items | Cost+ 1.00 |
| Diploma fee | 4.00 |

REFUND OF FEES

Refunds are not automatic. Applications for refund of fees are obtained from the Cashier and must be filed in the Office of Admissions and Records within the time limits specified. Applications 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.

Penalty fee (unless collected in error), the Late Registration Fee, and the Facilities Fee are not refundable.

Materials and Service Fee

To be eligible for partial refund, a student who is completely 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. Refunds may not be granted when units are dropped.

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.

CHEMISTRY • CHINESE • EARLY CHILDHOOD STUDIES • EAST
• EAST ASIAN STUDIES • ECONOMICS • EDUCATION • ENGLI
FOUNDATIONS OF NATURAL SCIENCE • FRENCH • GEOGRAP
GERMAN • HEALTH AND PHYSICAL EDUCATION • HISTORY •
HUMANITIES • INFORMATION SYSTEMS • JAPANESE • LATIN
• ART • **FACULTY AND ADMINISTRATION OF THE COLLEGE** •
• MUSIC • NATURAL SCIENCES AND MATHEMATICS • PHILOS
PHYSICS • POLITICAL SCIENCE • PSYCHOLOGY • SOCIOLOGY
THEATER ARTS • TWENTIETH CENTURY THOUGHT AND EXP
URBAN STUDIES • URBAN STUDIES: URBAN ENVIRONMENTA
MANAGEMENT • AFRO-AMERICAN STUDIES • AMERICAN BU

FACULTY AND ADMINISTRATION—1972-73

- LEO F. CAIN (1962) President; Professor of Psychology
A.B., 1931, Chico State College; M.A., 1935, Ph.D., 1939, Stanford University
- RAUL ACEVES (1970) Assistant to the President;
Director of College Community Relations
M.E., 1965, Loyola University, Los Angeles; M.A., 1972, Ph.D. candidate, New York University.
- JACK ADAMS (1966) Professor of Psychology
B.A., 1950, University of California, Berkeley; M.A., 1956, University of Hawaii; Ph.D., 1963, Claremont Graduate School.
- ROBERT L. ALT (1968) Associate Professor of Physics
B.S., 1959, Capital University; M.S., 1961, Ph.D., 1968, Ohio State University.
- MILAGROS R. AQUINO (1968) Associate Professor of Education
B.S., 1957, Ilocos Norte Normal School, Philippines; M.A., 1963, Philippine Normal College; M.A., 1965, Ed.D., 1967, University of California, Los Angeles.
- WILLIAM L. ARMACOST (1968) Associate Professor of Mathematics
B.A., 1963, Pomona College; M.A., 1965, Ph.D., 1968, University of California, Los Angeles.
- HARBANS L. ARORA (1968) Professor of Biological Science
B.S., 1944, M.S., 1945, Panjab University; Ph.D., 1949, Stanford University.
- INGEBORG ASSMANN (1970) Associate Professor of Education
B.A., 1950, Kant College; M.A., 1964, Montclair State College; Ph.D., 1967, University of Southern California.
- JOHN W. AULD (1968) Associate Professor of History
B.A., 1962, The College of Wooster; M.A., 1964, Ph.D., 1970, Stanford University.
- JACK T. BELASCO (1970) Assistant Professor of Education
B.A., 1941, University of California, Los Angeles; M.A., 1956, University of Southern California; Graduate Study, Harvard University; Ed.D. candidate, University of California, Los Angeles.
- LOUIS NEWTON BELL (1970) Assistant Acquisitions Librarian
B.A., 1963, Rice University; M.L.S., 1970, University of California, Los Angeles.
- E. KENNETH BENNETT (1968) Head Acquisitions Librarian
B.A., 1956, Graduate Study, 1956-57, University of California, Berkeley; M.L.S., 1966, University of California, Los Angeles.
- ANTONIA M. BERCOVICI (1971) Assistant Professor of Psychology
B.A., 1967, M.A., 1969, University of California, Los Angeles; Graduate Study, Geneva University; Ph.D. candidate, University of California, Los Angeles.

- ROBERT M. BERSI (1966) Dean of Innovative Programs;
Professor of Education
A.B., 1958, University of the Pacific; M.A., 1963, Ph.D., 1966, Stanford
University.
- RICHARD BEYM (1968) Professor of Spanish and Linguistics
A.B., 1943, A.M., 1948, Ph.D., 1952, University of Illinois.
- MARSHALL H. BIALOSKY (1964) Professor of Fine Arts
B.Mus., 1949, Syracuse University; M.Mus., 1950, Northwestern Univer-
sity; Advanced study in Florence, Italy.
- WILLIAM R. BLISCHKE (1969) Assistant Professor of Sociology
B.A., 1963, University of California, Riverside; M.A., 1966, Ph.D. candi-
date, University of California, Berkeley.
- MARTIN ROBERT BLYN (1969) Associate Professor of Economics
B.B.A., 1961, College of the City of New York; M.B.A., 1962, Ph.D., 1966,
New York University.
- ALAN BOMSER (1971) Assistant Professor of Sociology
B.S., 1941, Brooklyn College; M.A., 1959, California State College, Los
Angeles.
- STEPHEN A. BOOK (1970) Assistant Professor of Mathematics
A.B., 1963, Georgetown University; M.A., 1966, Cornell University; Ph.D.,
1970, University of Oregon.
- JON L. BREEN (1969) Head Reference Librarian
B.A., 1965, Pepperdine College; M.S.L.S., 1966, University of Southern
California.
- DAVID E. BREST (1968) Assistant Professor of Biological Science
B.A., 1964, California State College, Los Angeles; Ph.D., 1968, University
of California, Los Angeles.
- DAVID T. BROWN (1971) Lecturer in Art
A.B., 1961, M.A., 1964, University of California, Los Angeles.
- ¹ DEXTER EDWARD BRYAN (1971) ... Assistant Professor of Sociology
A.B., 1966, M.A., 1969, University of California, Riverside.
- MARION A. BUCK (1967) Professor of Economics
A.B., 1930, Harvard University; M.A., 1931, Syracuse University; Ph.D.,
1953, Harvard University.
- CLAUDIA BUCKNER (FORIN) (1972) Assistant Professor of English
B.A., 1967, M.A., 1969, Ph.D. candidate, University of California, Berke-
ley.
- JOHN J. BULLARO (1968) Associate Professor of English
B.A., 1950, M.A., 1952, University of Illinois; Ph.D., 1960, University of
Wisconsin.
- THOMAS S. BULLOCK (1963) Senior Building Program Coordinator;
Lecturer in Geography
B.A., 1957, Graduate Study, 1960-63, San Francisco State College.

¹ On leave Fall Quarter, 1972.

- RICHARD BUNGER (1970)Assistant Professor of Music
B.Mus., 1964, Oberlin College; M.Mus., 1966, University of Illinois.
- BARBARA A. BURNHAM (1971)Director, Financial Aid
A.B., 1964, Stanford University.
- DAVID B. CADY (1970)Assistant Professor of History
B.S., 1958, Georgetown University; B.S., 1964, M.A., 1966, Ph.D., 1970,
University of Wisconsin.
- CARL CAGAN (1969) Director, Institutional Studies and
Automatic Data Processing
B.A., 1948, New York University; M.S., 1968, Ph.D., 1969, Washington
State University.
- ROBERT L. CALATRELLO (1969) Associate Professor of Education
B.S., 1958, Millikin University; M.A., 1960, Northwestern University;
Ed.D., 1966, University of Southern California.
- DAVID CAMESI (1969)Assistant Professor of Music
B.S., 1961, Juilliard School of Music; M.A., 1965, Columbia University;
Ed.D. candidate, Teachers College, Columbia University.
- MURIEL P. CARRISON (1969) Associate Professor of Education
B.A., 1948, Hunter College; M.A., 1964, California State College, Long
Beach; Ed.D., 1969, University of Southern California.
- LYMAN G. CHAFFEE (1969) Associate Professor of Political Science
A.B., 1960, Occidental College; M.A., 1965, California State College, Los
Angeles; Ph.D., 1969, University of California, Riverside.
- CHI-LUNG CHANG (1969) Assistant Professor of Mathematics
B.A., 1964, University of California, Berkeley; M.A., 1968, Ph.D., 1970,
University of California, Los Angeles.
- HAROLD CHARNOFSKY (1966) Associate Professor of Sociology
B.S., 1953, M.S., 1958, Ph.D., 1968, University of Southern California.
- PAUL A. CHAVIRA (1972) Coaching Assistant in Health
and Physical Education
University of California, Los Angeles; San Fernando Valley State Col-
lege; California State College, Los Angeles.
- ¹ LOIS WONG CHI (1966) Professor of Biological Science
B.S., 1945, Wheaton College; M.S., 1948, Ph.D., 1953, University of South-
ern California.
- EVELYN TUTT CHILDRESS (1969) Associate Professor of
Biological Science
B.S., 1947, Lincoln University; M.S., 1948, M.S., 1956, University of Michi-
gan; Ph.D., 1967, Stanford University.
- ROBERT M. CHRISTIE (1970) Assistant Professor of Sociology
B.A., 1965, University of California, Santa Barbara; M.A., 1967, Ph.D.,
1970, University of Missouri.

¹ On leave Fall and Winter Quarters 1972-73.

- GARY B. COLBOTH (1970) Campus Judicial Coordinator;
Associate Professor of Political Science
B.S., 1958, Bradley University; M.P.A., 1960, University of Pittsburgh; J.D.,
1966, Northwestern University Law School.
- DALLAS V. COLVIN (1970) ... Assistant Professor of Biological Science
B.S., 1963, Portland State University; Ph.D., 1970, University of Colorado.
- ULRICH DE LA CAMP (1966) Associate Professor of Chemistry
B.S., 1959, University of California, Berkeley; Ph.D., 1966, University of
California, Davis.
- MICHAEL J. DAUGHERTY (1972) Assistant Professor of Physics
B.S., 1963, University of California, Los Angeles; Ph.D., 1971, University
of California, Riverside.
- PETER DESBERG (1970) Assistant Professor of Education
B.A., 1965, University of Southern California; M.A., 1966, San Fernando
Valley State College; Ph.D., 1969, University of Southern California.
- LEONA DANETTE DOBYNS (1972) Associate Professor of Chemistry
B.S., 1958, College of Great Falls; Ph.D., 1964, University of Notre Dame.
- TERENCE L. DOSH (1969) Associate Professor of History
B.A., 1953, St. John's University; B.D., 1957, St. John's Seminary; M.A.,
1961, Ph.D., 1971, University of Minnesota.
- CAROLINE R. DUNCAN (1966) Associate Professor of English
and Linguistics
B.F.A., 1946, M.A., 1949, University of Georgia; Ph.D., 1969, Florida State
University.
- CHRISTOPHER K. DUNCAN (1971) Lecturer in Chemistry
A.B., 1964 University of California, Riverside.
- ROY C. EASLEY (1969) Assistant Professor of Health and
Physical Education
B.A., 1962, M.A., 1969, California State College, Los Angeles.
- ALAN VAN DUSEN EGGERS (1970) Assistant Professor of
Anthropology
A.B., 1964, Ph.D. candidate, University of California, Berkeley.
- STEFAN EHRLICH (1970) Assistant Professor Mathematics
B.S., 1962, City College of New York; M.S., 1969, San Fernando Valley
State College; M.S., 1970, University of Southern California.
- PATRICIA S. ELIET (1969) Assistant Professor of English
B.A., 1958, Carleton College; M.A., 1960, Oberlin College; Ph.D., 1971,
University of California, Berkeley.
- DALE E. ELLIOTT (1968) Associate Professor of English
and Linguistics
B.S. in Ed., 1962, M.A., 1965, Ph.D., 1971, Ohio State University.
- PETER D. ELLIS (1962) Associate Dean, Admissions,
Records and Relations with Schools; Associate Professor of Education
A.B., 1948, Ed.D., 1961, University of California, Los Angeles.

- FRANCIS M. EPPS (1970) Professor of Education
B.S., 1943, Southern University; M.A., 1960, California State College at
Los Angeles; Graduate Study, University of Southern California.
- ROLAND W. EVES (1969) Assistant Professor of Geography
B.A., 1962, M.S., 1963, Florida State University; Ph.D. candidate, North-
western University.
- ARTHUR A. EVETT (1968) Professor of Physics
B.S., 1948, Ph.D., 1951, Washington State University.
- CHARLES FAY (1966) Professor of Philosophy
B.S., 1948, M.A., 1950, Ph.D., 1956, St. Louis University.
- JOANN C. FENTON (1970) Assistant Professor of Anthropology
B.A., 1959, M.A., 1967, Ph.D. candidate, Northwestern University.
- ROBERT B. FISCHER (1963) Dean, School of Natural Sciences
and Mathematics; Professor of Chemistry
B.S., 1942, Wheaton College; Ph.D., 1946, University of Illinois.
- ¹JOHN K. FOOTE (1966) Associate Professor of Chemistry
B.S., 1944, University of California, Berkeley; M.A., 1962, University of
California, Santa Barbara; Ph.D., 1966, University of California, Riverside.
- CHARLES F. FORBES (1970) Assistant Professor of Geography
B.S., 1952, M.S., 1960, Stanford University; Ph.D. candidate, University of
Oregon.
- ELIZABETH ANN FOSTER (1969) Public Services Librarian
B.A., 1968, University of Redlands; M.S.L.S., 1970, University of Southern
California.
- JOAN MARIE (CELESTE) FREY (1972) Associate Professor
of Biological Science
B.A., 1955, Immaculate Heart College; Ph.D., 1961, St. Louis University.
- HARUO FURUKAWA (1970) ..Assistant Professor of Foreign Languages
B.A., 1957, Seinan Gakuin University; B.A., 1959, California Baptist Col-
lege; B.D., 1963, Golden Gate Theological Seminary; A.M., 1968, Ph.D.
candidate, University of Southern California.
- MARILYN GARBER (1967) Associate Professor of History
B.A., 1957, M.A., 1960, Ph.D., 1967, University of California, Los Angeles.
- EUGENE N. GARCIA (1972) Associate Professor of Chemistry
A.B., 1949, Gonzaga University; M.S., 1951, University of San Francisco;
Ph.D., 1961, University of California, Los Angeles.
- KENNETH B. GASH (1967) Associate Professor of Chemistry
B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.
- LILA B. GELLER (1969) Assistant Professor of English
B.A., 1952, University of California, Los Angeles; M.A., 1965, San Fer-
nando Valley State College; Ph.D., 1969, University of California, Los
Angeles.

¹ On leave.

- LYLE E. GIBSON (1962) Vice President for Academic Affairs;
Professor of Geography
B.E., 1935, Wisconsin State University; Ph.M., 1943, University of Wisconsin; Ph.D., 1947, State University of Iowa.
- R. DALE GIVENS (1971) Associate Professor of Anthropology
B.A., 1948, Baylor University; M.A., 1949, University of Texas; Ph.D., 1970, University of Kentucky.
- IRENE GODDEN (1972) Assistant Acquisitions Librarian
B.A., 1968, Brooklyn College; M.L.S., 1970, University of California, Los Angeles.
- JOHN R. GODERS (1972) Assistant Professor of Art
B.F.A., 1965, M.F.A., 1967, Otis Art Institute.
- HYMEN C. GOLDMAN (1967) Director, Personal Counseling and
Academic Advisement; Professor of Education
A.A., 1940, Herzl Junior College; B.A., 1942, Central YMCA College; B.S., 1947, Roosevelt University; M.A., 1948, Ed.D., 1962, University of Southern California.
- PAUL A. GOPAUL (1971) Professor of History
B.A., 1948, M.A., 1953, St. Michael's College; Ph.D., 1958, University of Ottawa; Ph.D., 1967, University of New Mexico.
- WILLIAM E. GOULD (1969) Associate Professor of Mathematics
B.A., 1956, M.S., 1958, Rutgers University; M.A., 1964, Ph.D., 1966, Princeton University.
- LISA GRAY-SHELLBERG (1967) Associate Professor of Psychology
B.A., 1961, Occidental College; M.A., 1966, Ph.D., 1970, Claremont Graduate School.
- JUDSON A. GRENIER (1966) Professor of History
B.A., 1951, University of Minnesota; M.J., 1952, University of California, Berkeley; Ph.D., 1965, University of California, Los Angeles.
- CURTIS L. GRONINGA (1969) ..Evening Academic Program Coordinator
B.A., 1967, California State College, Long Beach; M.P.A., 1971, University of Southern California.
- ROSS M. GROSSMAN (1970) Assistant Professor of Philosophy
B.A., 1964, M.A., 1966, University of Illinois; Ph.D., 1971, University of Wisconsin.
- DRU ANN GUTIERREZ (1970) Assistant Professor of Education
B.A., 1949, George Pepperdine College; M.S., 1958, University of Southern California.
- WILLIAM M. HAGAN (1967) Director, Student Activities and the
College Cultural Program; Associate Professor of Philosophy
A.B., 1948, University of Santa Clara; M.A., 1950, Gonzaga University; S.T.L., 1957, Faculte de Theologie, Enghien, Belgium; S.T.D., 1960, Georgetown University.
- JAMES G. HARRIS (1969) Associate Professor of Economics
B.S., 1964, Idaho State University; M.A., 1967, Ph.D., 1970, University of Oregon.

- ARTHUR L. HARSHMAN (1971)..... Assistant Professor of Art
B.A., 1964, Antioch College; M.A., 1964, Michigan State University; M.A.,
1968, Ph.D. candidate, University of Chicago.
- GARRY D. HART (1970) Assistant Professor of Mathematics
B.A., 1966, University of California, Riverside; M.A., 1968, University of
Oregon; Ph.D., 1970, Kansas State University.
- DONALD TERUO HATA, JR. (1970) Associate Professor of History
B.A., 1962, M.A., 1964, Ph.D., 1970, University of Southern California.
- MARIANNE HAYES (1970) Assistant Professor of Health
and Physical Education
B.S., 1969, University of California, Los Angeles; M.A., 1970, California
State College, Los Angeles.
- GEORGE MARTIN HENEGHAN (1967)..... Associate Professor of
Political Science
A.B., 1956, M.A., 1957, Columbia University; Ph.D., 1970, Stanford Univer-
sity.
- DIANE HENSCHER (1971) Lecturer in Psychology
B.A., 1966, Queens College; Ph.D., 1970, University of California, Berke-
ley.
- WILLIAM HERNANDEZ (1971) Associate Director,
Educational Opportunity Program
B.A., 1970, California State College, Long Beach.
- WINSTON R. HEWITT (1966) Professor of French
B.A., 1948, University of Minnesota; Diploma, 1949, University of Stock-
holm; 1950, 1953 and 1955, University of Paris; M.A., 1952, University of
Minnesota; Ph.D., 1963, University of California, Los Angeles.
- NANCY HOLLANDER (1972) Assistant Professor of History
B.A., 1966, M.A., 1968, Ph.D. candidate, University of California, Los
Angeles.
- HOWARD R. HOLTER (1970) Associate Professor of History
B.A., 1962, Northwestern University; M.A., 1963, Ph.D., 1967, University
of Wisconsin.
- RICHARD B. HOVARD (1971) Assistant Professor of Sociology
B.A., 1966, University of California, Santa Barbara; M.A., 1969, University
of Missouri.
- DAVID J. HUDSON, JR. (1966) Coordinator of Audio Visual Services;
Lecturer in Geography and Education
B.S., 1953, M.S., 1961, University of Southern California.
- JOHN A. HYLTON (1972) Associate Professor of Education
B.A., 1964, M.A., 1967, Ph.D., 1969, Arizona State University.
- JAMES S. IMAI (1970) Assistant Professor of Physics
B.A., 1962, University of California, Los Angeles; M.S., 1963, San Diego
State College; Ph.D., 1969, University of California, Los Angeles.
- LOUISE HARRIS IVERS (1971) Assistant Professor of Art
B.F.A., 1964, Boston University; M.A., 1967, Ph.D. candidate, University
of New Mexico.

- GLORIA JOYCE JOHNSON (1972) Instructor in English
B.A., 1970, M.A., 1972, California State College, Dominguez Hills.
- ¹ JOHN L. JOHNSON (1968) Professor of Health and Physical Education
A.B. 1947, M.Ed., 1962, Ed.D., 1964, University of California, Los Angeles.
- HELEN JANE JONES (1966) Senior Catalog Librarian
A.B., 1930, Drake University; B.L.S., 1931, Drexel University; A.M., 1940,
Temple University; 1939-40, Graduate Study, Columbia University.
- WILLIAM B. JONES (1970) Associate Professor of Mathematics
B.A., 1960, Yale University; A.M., 1961, Ph.D., 1965, Harvard University.
- VIOLET L. JORDAIN (1968) Associate Professor of English
B.A., 1961, M.A., 1965, Ph.D., 1968, University of California, Los Angeles.
- HAROLD KAGAN (1972) Assistant Professor of Anthropology
B.A., 1969, San Francisco State College; Ph.D. candidate, University of
California, Riverside.
- GENE A. KALLAND (1966) Associate Professor of Biological Science
B.A., 1962, San Fernando Valley State College; Ph.D., 1966, Indiana Uni-
versity.
- JAY B. KAPLAN (1971) Assistant Professor of Political Science
B.A., 1966, University of Southern California; M.A., 1968, Ph.D., 1971,
Claremont Graduate School.
- ABRAHAM KIDANE (1971) Assistant Professor of Economics
B.A., 1962, Haile Selassie University; Diploma, 1963, International Gradu-
ate School, Stockholm; M.S.Sc., 1967, University of Stockholm; Ph.D.,
1971, University of California, Los Angeles.
- JACK F. KILFOIL (1968) Associate Professor of History
B.A., 1962, University of California, Berkeley; M.A., 1965, University of
Michigan; Ph.D., 1969, Claremont Graduate School.
- RICHARD T. KURAMOTO (1970) Assistant Professor of
Biological Science
B.A., 1963, University of Hawaii; M.S., 1965, University of British Co-
lumbia; Ph.D., 1968, University of Illinois.
- ² KENNETH L. KUYKENDALL (1969) Assistant Professor of
Anthropology
B.A., 1962, San Francisco State College; M.A., 1966, Ph.D. candidate,
University of Colorado.
- LAWRENCE L. LARMORE (1970) Associate Professor of Mathematics
B.S., 1961, Tulane University; Ph.D., 1965, Northwestern University.
- RUTH LARSON (1968) Associate Professor of Education
B.S., 1943, Parsons College; M.S., 1954, University of Tennessee; Ph.D.,
1964, Ohio State University.
- MARVIN LASER (1965) Dean, School of Humanities and Fine Arts;
Professor of English
Ph.B., 1935, M.A., 1937, University of Chicago; Ph.D., 1948, Northwestern
University.

¹ On leave Winter Quarter 1973.

² On leave Fall Quarter 1972.

- FRANCES LAUERHASS (1969)Assistant Professor
of Foreign Languages
B.A., 1956, Wellesley College; M.A., 1957, University of North Carolina;
Ph.D., 1972, University of California, Los Angeles.
- F. DONALD LAWS (1968) Associate Professor of Sociology
B.A., 1953, Hobart College; M.A., 1956, Ph.D., 1962, University of Mary-
land.
- C. W. LEE (1971)Acting Director of Academic Resources;
Assistant Professor of Economics.
A.B., 1955, University of California, Berkeley; M.B.A., 1960, Harvard Uni-
versity; Ph.D. in progress, University of Southern California.
- H. KEITH LEE (1969)Associate Professor of Physics
B.S., 1960, Michigan State University; M.S., 1961, University of Wiscon-
sin; Ph.D., 1966, Michigan State University.
- YVONE V. LENARD (1968) Professor of French
Baccalaureat Philosophie, Faculte des Lettres de Montpellier (France)
1939; Certificat de Licence en Droit, Faculte de Bordeaux (France) 1942;
B.A., 1954, M.A., 1956, University of California, Los Angeles.
- DONALD F. LEWIS (1970) Assistant Professor of Philosophy
B.A., 1964, M.A., 1965, University of Toledo; Ph.D., 1970, Southern Illinois
University.
- JAMES F. LIOTTA (1972) Assistant Professor of Philosophy
B.S., 1965, Muskingum College; M.A., 1969, Ph.D., 1972, Southern Illinois
University.
- HERMAN LOETHER (1967) Professor of Sociology
B.A., 1951, California State College, Los Angeles; M.A., 1953, Ph.D., 1955,
University of Washington.
- CAROL GUZE LYDON (1967) Associate Professor of
Biological Science
A.B., 1957, Washington University; Ph.D., 1963, University of California,
Berkeley.
- JANIE MACHARG (1969) Director, Career Counseling
and Placement
B.A., 1967, Scripps College; M.A., 1969, Columbia University; Ph.D. in
progress, University of Southern California.
- DONALD A. MACPHEE (1964) Dean, School of Social and
Behavioral Sciences; Professor of History
A.B., 1950, Seattle Pacific College; M.A., 1952, Ph.D., 1959, University of
California, Berkeley.
- C. MICHAEL MAHON (1968) Associate Professor of English
B.A., 1952, University of California, Santa Barbara; M.A., 1956, Columbia
University; Ph.D., 1966, University of California, Santa Barbara.
- JERRY ELLIOTT MANDEL (1972) Associate Professor
of Behavioral Sciences
B.A., 1962, M.A., 1965, California State College, Long Beach; Ph.D., 1968,
Purdue University.

- HAL MARIENTHAL (1966) Associate Professor of English
B.A., 1947, M.A., 1948, Northwestern University; Ph.D., 1966, University
of Southern California.
- SOLOMON MARMOR (1966) Professor of Chemistry
B.S., 1948, The City College of New York; Ph.D., 1952, Syracuse Univer-
sity.
- GEORGE D. MARSH (1970) Associate Professor of Psychology
B.A., 1957, M.A., 1960, California State College, Los Angeles; Ph.D., 1965,
University of California, Berkeley.
- WAYNE R. MARTIN (1971) Assistant Professor of Political Science
A.B., 1964, California State College, Long Beach; M.A., 1967, Ph.D., 1970,
University of Southern California.
- GORDON MATTHEWS (1968) Professor of Mathematics
B.A., 1939, M.A., 1955, Ph.D., 1959, University of California, Los Angeles.
- JOHN W. McCURTIS (1970) Assistant Professor of Sociology
B.S., 1958, Southern Illinois University; M.A., 1969, State University of
New York, Buffalo.
- FRANK B. MILES (1972) Assistant Professor of Mathematics
B.S., 1961, University of Illinois; Ph.D., 1965, University of California,
Berkeley; M.S., 1970, Ph.D., 1972, University of Washington.
- M. MILO MILFS (1962) Dean, Teacher Education;
Professor of Education and Psychology
B.S., 1949, M.A., 1951, University of New Mexico; Ed.D., 1957, University
of Southern California.
- HERBERT MILGRIM (1972) Associate Professor of Economics
B.B.A., 1956, M.B.A., 1963, Baruch School, City University, New York;
Ph.D., 1968, New York University.
- ALBA MOESSER (1968) Associate Professor of Spanish
B.A., 1961, California State College, Long Beach; M.A., 1963, University
of California, Los Angeles; Ph.D., 1971, University of Southern California.
- BURCKHARD MOHR (1970) Assistant Professor
of English and Linguistics
B.A., 1967, Ph.D. candidate, University of California, Berkeley.
- ADOLFO M. MONSANTO (1966) Professor of Spanish
Maestro, 1947, Doctor en Letras y en Ciencias de la Educacion, 1949,
Universidad Nacional Autonoma de Mexico.
- DAVID MORAFKA (1972) Assistant Professor
of Biological Science
B.A., 1967, University of California, Berkeley; Ph.D. in progress, Univer-
sity of Southern California.
- ¹ PENROD MOSS (1969) Associate Professor of Education
A.B., 1949, University of California, Los Angeles; Ed.D., 1967, University
of California, Berkeley.

¹ On leave.

- ROBERT J. MURRAY (1962) Business Manager
Washington and Lee University; George Washington University; University
of San Francisco; San Francisco State College.
- HARVEY NASH (1968) Professor of Psychology
B.E.E., 1944, City College of New York; Ph.D., 1951, University of California,
Berkeley.
- ISABELLE NAVAR (1970) Associate Professor of Psychology
B.A., 1966, M.A., 1968, Ph.D., 1970, University of Texas.
- HARRY A. NETHERY (1962) Vice President for Administration;
Professor of Business Administration
B.A., 1939, Stanford University; M.B.A., 1941, Harvard Graduate School
of Business Administration; Ed.D., 1955, Stanford University.
- ¹ NORMAN NEUERBURG (1966) Professor of Art
A.B., 1953, University of California, Los Angeles; M.A., 1955, Ph.D., 1960,
New York University.
- NAOMI G. OGAWA (1972) Public Service Librarian
B.A., 1971, M.S.L.S., 1972, University of Southern California.
- MICHAEL N. O'HARA (1971) Assistant Professor of Political Science
B.A., 1962, Pomona College; M.A., 1965, University of Washington; Ph.D.,
1971, University of California, Los Angeles.
- H. CARDOZA OROZCO (1969) Associate Professor of History
B.A., 1962, San Fernando Valley State College; A.M., 1967, Ph.D., 1972,
University of Southern California.
- DANIEL PAUL (1971) Assistant Professor of Psychology
A.B., 1962, University of Pennsylvania; Ph.D., 1969, University of California,
Los Angeles.
- G. PETER PAULHE (1970) Professor of Behavioral Sciences
and Sociology
B.A., 1951, San Francisco State College; M.A., 1953, Ph.D., 1960, Stanford
University.
- ANNE K. PETERS (1972) Assistant Professor of Sociology
A.B., 1964, Tufts University; M.A., 1966, Ph.D., 1971, University of California,
Los Angeles.
- HENRY J. PIESZKO (1970) Assistant Professor of Psychology
B.S., 1965, Loyola University; M.A., 1967, Ph.D., 1970, University of Illinois.
- ALFRED POMPEY (1972) Coaching Specialist
B.A., 1971, California State College, Dominguez Hills.
- POLLY POPE (1969) Associate Professor of Anthropology
B.A., 1944, University of Minnesota; M.S., 1959, University of California,
Los Angeles; M.A., 1963, University of Southern California; Ph.D., 1969,
University of California, Davis.
- JUANITA W. PORTIS (1969) Head Technical Services Librarian
B.S., 1964, Alabama A. and M. College; M.S.L.S., 1965, Atlanta University.

¹ On leave 1972-73.

- JUAN B. QUEVEDO (1972) Assistant Professor of Spanish
B.A., M.A., 1969, Fresno State College; Ph.D. in progress, University of
California, Los Angeles.
- JOHN C. QUICKER (1970) Assistant Professor of Sociology
B.A., 1965, Ph.D., 1970, University of Colorado.
- ELIZABETH W. RALSTON (1971) Assistant Professor of Mathematics
B.S., 1966, Stanford University; Ph.D., 1970, Yale University.
- ¹ DAVID B. RANKIN (1966) Professor of English
A.B., 1953, M.A., 1961, University of Southern California; Ph.D., 1965,
University of London.
- SHARON RAPHAEL (1970) Assistant Professor of Sociology
B.A., 1963, Hiram College; M.A., 1965, Western Reserve University; Ph.D.
candidate, Case Western Reserve University.
- ABE C. RAVITZ (1966) Professor of English
B.A., 1949, City College of New York; M.A., 1950, Ph.D., 1955, New York
University.
- JAMES A. RIDDELL (1969) Associate Professor of English
B.A., 1954, Pomona College; M.A., 1961, Ph.D., 1966, University of South-
ern California.
- STEVE R. RISKIN (1970) Assistant Professor of Sociology
B.A., 1964, M.A., 1968, Ph.D., 1970, University of California, Los Angeles.
- NOELIE RODRIGUEZ (1972) Assistant Professor of Sociology
B.A., 1965, University of South Florida; M.A., 1967, Ph.D. in progress,
University of California, Los Angeles.
- RICHARD B. ROSS (1970) Dean of Student Affairs;
Professor of Business Administration
B.A., 1957, M.A., 1959, San Jose State College; Ph.D., 1964, University of
London.
- ALAN RYAVE (1969) Assistant Professor of Sociology
B.S., 1964, M.A., 1966, Ph.D. candidate, University of California, Los
Angeles.
- PORFIRIO SANCHEZ (1970) Director, Mexican American Studies;
Professor of Foreign Languages (Spanish)
B.A., 1955, M.A., 1958, New Mexico State University; Ph.D., 1964, Univer-
sity of California, Los Angeles.
- EPHRIAM SANDO (1967) Associate Professor of English
B.A., 1956, M.A., 1958, Ph.D., 1962, University of California, Los Angeles.
- JOAN F. SANTAS (1969) Assistant Professor of English
B.A., 1952, Knox College; M.A., 1954, Ph.D., 1963, Cornell University.
- OLIVER SEELY, JR. (1968) Associate Professor of Chemistry
B.S., 1961, California Institute of Technology; M.S., 1963, Ph.D., 1966,
University of Illinois.

¹ On leave 1972-73.

- J. BERNARD SEPS (1970) Associate Professor of History
B.A., 1959, M.A., 1961, Ph.D., 1972, University of California, Berkeley.
- MICHAEL R. SHAFER (1969) Associate Professor of English
A.B., 1962, Morris Harvey College; M.A., 1964, Ohio State University;
Ph.D., 1969, University of California, San Diego.
- FRED M. SHIMA (1972) Assistant Professor of Psychology
B.A., 1963, M.A., 1965, Ph.D., 1968, University of California, Los Angeles.
- EIICHI SHIMOMISSE (1971) Assistant Professor of Philosophy
B.A., 1956, Kyoto University; D. in Phil., 1968, J. Gutenberg Universitat,
Mainz.
- LINDA P. SHIN (1972) Assistant Professor of History
B.A., 1960, M.L.S., 1962, Ph.D., 1970, University of California, Los Angeles.
- DAVID R. SIGURDSON (1972) Assistant Professor
of Chemistry and Earth Science
B.S., 1967, California State College, Los Angeles; M.S., 1969, Ph.D. in
progress, University of California, Riverside.
- ELEANOR B. SIMON (1970) Associate Professor of Psychology
B.A., 1962, State University of New York; M.A., 1966, California State
College, Long Beach; Ph.D., 1970, University of California, Los Angeles.
- KARLTON D. SKINDRUD (1972) Assistant Professor of Education
B.A., 1959, Luther College, Iowa; M.A., 1962, University of Minnesota;
Ph.D. candidate, University of Oregon.
- GREGORY L. SMITH (1968) Associate Professor of Geography
B.A., 1956, Reed College; Ph.D., 1968, University of Washington.
- ¹ JOHN W. SMITH (1968) Director, Educational Opportunity Program
B.A., 1956, M.A., 1969, California State College at Los Angeles.
- LYLE E. SMITH (1970) Assistant Professor of English
B.A., 1965, Willamette University; M.A., Ph.D., 1970, Harvard University.
- DANIEL SNOWMAN (1972) Visiting Professor of History
and American Studies
B.A., 1961, Cambridge University; M.A., 1963, Cornell University.
- FRANCES STEINER (TARLOW) (1967) Associate Professor of Music
Mus.B., 1956, Curtis Institute of Music; B.S. in Ed., 1956, Temple Univer-
sity; M.A., 1958, Radcliffe College; D.M.A., 1969, University of Southern
California.
- WALLACE S. STEPENSKE (1970) Lecturer in Geography;
Administrative Assistant to the Dean, Social and Behavioral Sciences
B.A., 1964, Central University of Iowa; Graduate Study, University of
Arizona.
- ² JAMES G. STEPHENS (1971) .. Assistant Professor of Political Science
B.A., 1967, Michigan State University; M.A., 1968, Ph.D. candidate,
Northwestern University.

¹ On leave

² On leave 1972-73.

- DIANE B. STERNFELS (1968) Head Public Services Librarian
B.A., 1965, M.L.S., 1966, University of California, Los Angeles.
- QUENTIN C. STODOLA (1966) Associate Dean of Evaluation and
Applied Research; Associate Professor of Psychology
A.B., 1942, Queens College; M.A., 1950, Montclair State College; Ph.D.,
1954, University of Wyoming.
- O. MARC. TANGNER, JR. (1969) Assistant Professor of German
B.A., 1963, M.A., 1965, Ph.D. candidate, University of California, Los
Angeles.
- JUDSON H. TAYLOR (1970) Associate Professor of Education
B.A., 1960, M.Ed., 1962, University of Oregon; Ph.D., 1969, Arizona State
University.
- NOREEN R. TOYOSHIMA (1970) Associate Professor of Art
B.F.A., 1961, University of Utah; M.F.A., 1962, Cranbrook Academy of
Art; Ph.D., 1969, University of California, Los Angeles.
- BRUCE P. TRACY (1970) Assistant Professor of English
A.B., 1962, Eastern Nazarene College; M.A., 1966, Ph.D., 1971, Michigan
State University.
- FRANKLIN R. TURNER (1969) Dean of Undergraduate Studies;
Associate Professor of Chemistry
B.S., 1957, University of California, Davis; M.S., 1959, Purdue University;
Ph.D., 1964, University of California, Davis.
- CLEMENT OKAFOR UDEZE (1970) Assistant Professor of History
B.A., 1964, M.A., 1967, University of Minnesota.
- JACK A. VAUGHN (1968) Associate Professor of English
B.A., 1957, University of Washington; M.F.A., 1960, University of Hawaii;
Ph.D., 1964, University of Denver.
- GEORGE CHUNG WANG (1971) Associate Professor of Economics
and Business Administration
B.A., 1947, M.B.A., 1948, St. John's University; A.M., 1963, Ph.D., 1969,
Columbia University.
- WALTER WELLS (1967) Associate Professor of English
B.S., 1960, M.A., 1963, New York University; D.Phil., University of Sussex.
- PHILLIP WESLEY (1969) College Librarian
B.A., 1956, University of California, Los Angeles; M.S.L.S., 1959, Univer-
sity of Southern California.
- WILLIAM T. WHEATLEY (1971) Assistant Professor of English
B.A., 1953, Jacksonville State University; M.F.A., 1956, Columbia Univer-
sity; Ph.D., 1965, New York University.
- SIDNEY GLEN WHITE (1969) Assistant Professor of Art
B.A., 1963, Louisiana State University; B.F.A., M.F.A., 1967, Otis Art Insti-
tute of Los Angeles County.
- NORMAN A. WIEGMANN (1966) Professor of Mathematics
B.A., 1941, University of Southern California; M.A., 1943, Ph.D., 1947,
University of Wisconsin.

- SAMUEL L. WILEY (1968) Associate Professor of Physics
B.S., 1959, Capital University; Ph.D., 1967, Ohio State University.
- WILLIAM D. WILK (1968) Assistant Professor of Chemistry
A.B., 1964, Thiel College; Ph.D., 1968, Northwestern University.
- OLIVER W. WILSON Director, Afro-American Studies;
Professor of Political Science
B.A., 1948, Southern University; M.A., 1951, University of Illinois; LL.B.,
1967, La Salle University Law School; M.P.A., 1968, University of South-
ern California; Ph.D., 1972, Claremont Graduate School.
- ¹ NANCY C. WOOD (1969) Assistant Professor of Psychology
B.A., 1962, Marshall University; M.A., 1964, Ph.D., 1969, Ohio State Uni-
versity.
- AGNES AKIKO YAMADA (1972) Assistant Professor of English
B.A., 1954, University of Hawaii; M.A., 1961, M.Ed., 1962, D.A. (English),
1970, Ph.D., 1971, University of Oregon.

PART-TIME FACULTY

- ELSIE A. GIORGI Director of Student Health Services
A.B., 1931, Hunter College; M.D., 1949, Columbia University.
- HIAWATHA HARRIS Psychiatric Consultant
B.A., 1951, California State College at San Francisco; M.D., 1959, Meharry
Medical College; Resident in Psychiatry, 1960-63, Metropolitan State
Hospital.
- FORREST H. HOWARD (1970) Physician
B.S., 1930, University of Idaho; M.D., 1934, University of Rochester; Di-
ploma, 1956, University of Pennsylvania; M.P.H., 1967, University of Cali-
fornia, Berkeley.

¹ On leave.

ADJUNCT FACULTY

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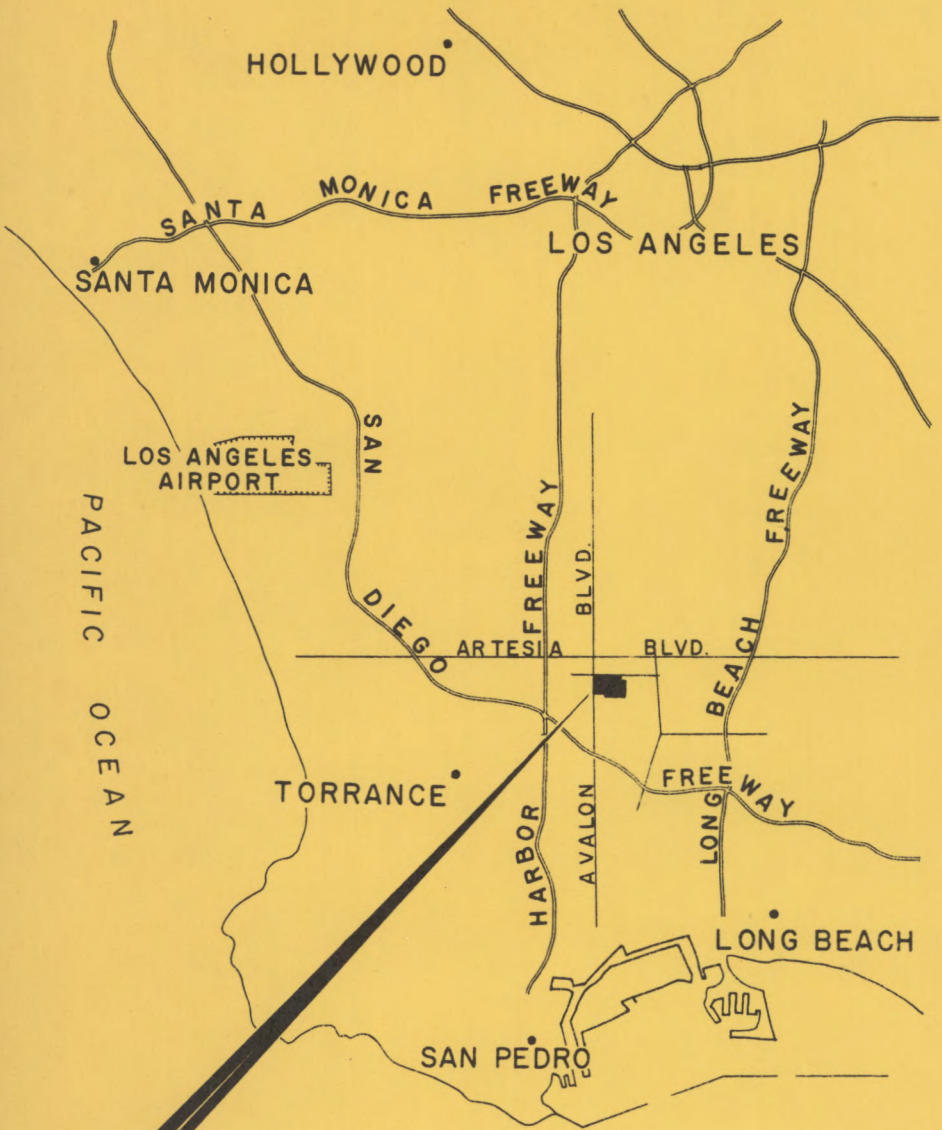
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