CALIFORNIA STATE COLLEGE · DOMINGUEZ HILLS ·

THE SMALL COLLEGE

module offerings

Spring 1973

CALIFORNIA STATE COLLEGE

DOMINGUEZ HILLS

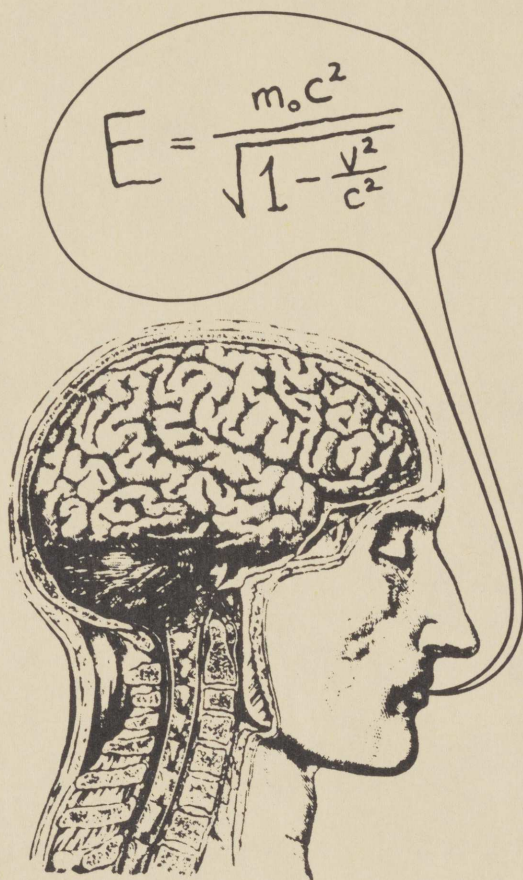California State College, Dominguez Hills

Administration

President	Leo F. Cain
Vice President, Academic Affairs	Lyle E. Gibson
Vice President, Administration	Harry A. Nethery
Dean, School of Humanities and Fine Arts	Marvin Laser
Dean, School of Natural Sciences and Mathematics	Robert B. Fischer
Dean, School of Social and Behavioral Sciences	Donald A. MacPhee
Dean, School of Education	M. Milo Milfs
Dean, Innovative Programs and Institutional Development	Robert M. Bersi

THE SMALL COLLEGE

-- SPRING QUARTER, 1973 --

CONTENTS

SMALL COLLEGE POLICIES

General Education

The entire catalog for Spring 1973, like the Winter quarter catalog, consists of courses designed to provide the General Education component of a college degree. And while any of these modules might be counted later on toward a student's Area of Concentration, the catalog remains, in its present form, a set of "General Education" offerings.

The Small College requires that students take modules totaling 8 units, and from two fields, within each of these areas: the Humanities, the Social Sciences, and the Natural Sciences. Note that, while the units of a single module may be distributed among two or more of these areas of General Education (e. g., for some 4 unit courses, 2 units may count toward Natural Science, and the other 2 toward Social Science), the same units may never be counted twice (i. e., all 4 units being credited to both areas).

Twelve units are required from a fourth area called Basic Subjects. Of these 12 Basic Subjects units, 3 must be (and 5 may be) in expository writing, a requirement normally fulfilled by taking 3 Writing Adjuncts, each worth one unit, in conjunction with other modules. (See policy on Writing Adjuncts for a list of this quarter's modules carrying Adjuncts; under special circumstances, a writing instructor may agree to offer "Adjunct" credit for writing done outside the designated modules, but only if his or her workload permits.) To meet the remainder of the 12 unit Basic Subjects requirement, the Small College faculty currently offers or plans to offer the following modules:

    Computer Programming
    Creative Writing
    Logic
    Mathematics
    Speech
    Statistics

A number of large college courses will also satisfy this requirement: See the "Lower Division" courses offered by the various departments in the regular college Catalog.

In addition to these General Education requirements, State law stipulates a further requirement in the area of American History, Constitution, and State and Local Government. Students who have taken Presidential Elections in the Fall quarter or Women, Children, Families and the Law in American History and Nowadays have already satisfied this requirement. The Small College will soon offer other modules to satisfy this requirement, although History 100 or Political Science 100 in the regular college meets this requirement, and a proficiency test is available for those wishing to challenge

the requirement. (See "General Education Requirements" on p. 110 or 140 of the regular college catalog for further information.)

To summarize, the General Education Requirements are:

Humanities

8 units, from at least 2 fields

Social Sciences

8 units, from at least 2 fields

Natural Sciences

8 units, from at least 2 fields

"Basic Subjects"

12 units, including:

3-5 units in Expository Writing

The remainder in: Computer Programming
Creative Writing
Logic
Mathematics
Speech
Statistics

American History, Constitution, and State & Local Government

either History 100 or Political Science 100, or a yet-to-be announced Small College course, or an examination establishing competency, or any Small College course designated as satisfying the requirement such as Presidential Elections (Fall quarter) or Women, Children, Families and Law in American History and Nowadays (Winter quarter)

SUBTOTAL: 36 units in specific fields
ALSO: 24 units in any fields
TOTAL: 60 units

Independent Study

Students may approach individual faculty members for independent study, with units to be awarded according to the work done. Before contracting for any independent study, however, the student will be expected to specify (with the assistance and consent of the supervising instructor) the problem to be investigated, the background--such as a book, course, article, previous research, or instructor--that suggested this study, the method of inquiry, and the nature of the evaluable product. The instructor will then specify the learning objectives, the mode of evaluation, and the number of units to be awarded for this study.

Experiential Education

Experiential Education application forms will be available for Spring Quarter beginning Thursday, March 29. The forms can be picked up in the Small College office. Guidelines for Experiential Education are now being developed and will be available to students in Spring Quarter.

Module Extension

Work should normally be completed in the quarter in which the module is taken unless special and specific arrangements are made with the instructor. The guidelines specify that requirements for modules may be completed generally in up to 2 quarters.

Writing Adjuncts

The following modules will offer writing adjuncts this quarter:

    Garber: Utopias
    Grabiner: History of Modern Thought II
    Gutierrez: Existentialism
    Holmes: Poverty, Citizen Representation in Urban Affairs
    Hosokawa: Social Interaction, The Subject Matter of Sociology

But students in any other modules, who will be writing at least 1800 words (7 pages typed) this quarter, are encouraged to sign up for writing adjunct.

In the writing adjunct, students will submit their papers to the adjunct instructor and meet that instructor's goals for the papers before submitting them to their module instructors. In addition, students are asked to set aside the Monday meeting time (from 10-11) for group or individual meetings. All students desiring a writing adjunct Spring quarter should attend

the first organizational meeting April 2 at 10:00 and should enroll in writing adjunct at registration.

Students who take both English 100 and 101 in the large college are exempted from the writing adjunct requirement (3 1-unit writing adjuncts). If the student has taken only <u>one</u> of these classes, or composition classes from another college, he/she is required to take one (1) writing adjunct in the Small College.

Testing Out

Unless otherwise indicated in the Small College catalog, students can complete the objectives of any module by demonstrating competency. The requirements of some modules may be satisfied by passing a final exam, or of others, by demonstrating competency in another way such as completing a project: the same criteria will be applied to students who test out of a module, however, as to those who complete the module and receive credit for it.

Modules Taught by Other than Regular Faculty

Modules taught by other than regularly appointed faculty of California State College, Dominguez Hills, will each have a Small College faculty supervisor who assumes ultimate responsibility for that module. The Small College faculty, acting as a committee of the whole, reviews and approves all modules.

Appointment or Assignment of Large College Faculty in Small College

Part time or joint teaching appointments or assignment of Large College faculty in the Small College will be based on the academic and curriculum needs of the Small College as defined and decided by its faculty as a whole.

Schedule Changes

Any changes from the Spring quarter schedule contained herein--different times, different rooms, new modules, etc.--will be posted in the Small College Commons on the bulletin board designated "Official Notices Only."

Curriculum Committee

Students are invited, in any matter related to curriculum, to send their suggestions to the Curriculum Committee (Bruce Tracy, Fumiko Hosokawa, Ruth Hsiung, Sandy Wilcox and George Heneghan).

SPRING QUARTER MODULES

Attitudes and Opinions (3 units)   Sandy Wilcox
                                                    M, Tu & Th, 12-1 p.m.
   Meets Social Science Requirement   E-139
   6 weeks, begins 1st three weeks

An examination of the psychological factors in the development, main-
tenance, and modification of attitudes and opinions, and their relationship
to behavior. The module will also discuss scales to measure attitudes
and opinions. Topics to be covered include stereotypes and prejudice,
persuasion and propaganda, the theory of cognitive dissonance and the
role of mass media in determining public opinion.

A project on some aspect of the module will be required.

Because an adequate text is not available for all this material, students
are not encouraged to test out of this module. There will be two exams,
each a combination of "objective" test items and short-answer essays.

Chemical Equilibria (3 units)   Ken Gash
                                                    M, W & Th, 2-3 p.m.
   Meets Natural Science Requirement   L-149
   6 weeks, begins 2nd three weeks

This course module will be concerned primarily with the principles of
chemical equilibrium. An understanding of these principles is probably
the most basic factor involved in an understanding of chemical processes,
which in turn are fundamental to studies in engineering, pharmacy, bio-
logical and medical sciences. The module will introduce the concept of
equilibrium in a dynamic system and pursue chemical equilibria in aqueous
systems of acids and bases. Students enrolling in the module should have
completed introductory chemistry or have a working knowledge of atomic
structure and the chemical bond. A knowledge of BASIC computer pro-
gramming would be helpful.

Citizen Representation In Urban Affairs   Emory Holmes
   (3 units)   M, Tu & Th, 12-1 p.m.
                                                    K-147
   Meets Social Science Requirement
   6 weeks, begins 1st three weeks

This module will examine in depth two related case histories of citizen
participation, representation and decision-making in public education.
Education is chosen in this instance because popular folklore holds that

the poor, the poorly educated and the "average layman" does not want to become involved and cannot make sound educational decisions.

We will examine the principle of representation from its historical perspective developing the notion as it has evolved into present usage. After we develop an understanding of the notion of representation we will examine a recent exploratory case study of two educational complexes in the Los Angeles Unified School District. Journal articles and selected readings from the study will be assigned.

Resource persons from the District will make at least two class presentations.

Students will be expected to make a field visit to each of the two areas that we have studied.

Objectives:
  The student will be able to discuss some of the problems of citizen participation in urban affairs, developing arguments pro and con. The student will be able to translate the oral discussion into a substantial paper which shows a satisfactory understanding of citizen participation in urban affairs.

Classroom discussion and a substantial paper will be required for evaluation.

Concepts of Ecology (2 units)   Jack Hazelrigg
                                                 M, W & Th, 3-4 p.m.
Meets Natural Science Requirement   K-147
6 weeks, begins 2nd three weeks

Lectures, demonstrations and field trips in an attempt to familiarize the student (non-science) with the abiotic (non-living) and biotic (living) environment. The student must be willing to take at least two field trips. Topics in this module will include:
(1) Biogeochemical Cycles: Types and Functional Importance
(2) The Ecosystem: Maximum or Minature Ecology
(3) Cyclic Biotic and Population Phenomena
(4) The Desert Biomes: Abiotic and Biotic Characteristics
(5) The Mountain Biomes: Abiotic and Biotic Characteristics
(6) Air, Water, and Terrestial Pollution

Existentialism (3-5 units)   Humberto Gutierrez
                                              M, Th, 1:30-3:30 p.m.
Meets Humanities Requirement   D-138
9 weeks, begins 1st three weeks

This module will examine Existentialism, not as a school of thought, but as a profound reaction of individualism to a dehumanizing society.

This module will also emphasize Existentialism's repudiation of any body of beliefs whatever, and especially of systems of philosophy. A marked dissatisfaction with traditional philosophy as superficial, academic, and remote from life, is also one of the main themes to be examined in this module.

Existentialist writers to be studied include: Dostoevsky, Kierkegaard, Nietzche, Rilke, Kafka, Jaspers, Heidegger, Sartre, Camus.

Class procedure:
 (1) Lecture, discussion. Discussion will center on instructor led discussions and student presentations.
 (2) A play by J. Paul Sartre entitled No Exit will be read and discussed in class.
 (3) Discussion of a personal nature will take place when the book Existential Encounters for Teachers has been read.

Requirements and Evaluation:
 Students that already have some philosophy background will be given priority for enrollment in the class.
 Students will be asked to make a presentation to the class on a topic or author of their choice. Students are required to bring questions to class on assigned readings.
 Students may wish to contract for extra units by writing a term paper. A writing adjunct may also be contracted for extra credit.

Class size: 15

Books:
 Existentialism from Dostoevsky to Sartre, W. Kaufmann, ed.
 Existential Encounters for Teachers
 No Exit, J. P. Sartre

<u>Fieldwork with Mentally Retarded</u>   Sandy Wilcox
    <u>Young Adults</u> (2 units)   TBA

    Meets Social Science Requirement
    9 weeks, begins 1st three weeks

    Volunteer program at Southwest Development Center in Gardena. Stu-
    dents will spend 3-4 hours per week with mentally retarded young adults
    in learning exercises or supervising activities in the shop. Regular dis-
    cussion with the instructor is required. Students will keep a journal and
    write an evaluation of their experiences at the end of the quarter.

    Permission of the instructor is required to enroll. Currently enrolled
    students may continue for a maximum of 2 quarters with the recommen-
    dation of the Center.

<u>Fundamentals of Vision</u> (4 units)   Ruth Hsiung, Sandy Wilcox,
                                                       and Jack Hazelrigg
    Meets Social Science Requirement (1 1/2   M, Tu & Th, 9-10 a.m.
      units) and Natural Science Require-   D-138
      ment (2 1/2 units)
    9 weeks, begins 1st three weeks

This is a team-taught module dealing with the structure of the human
eye, and the processes that lead to the "seeing" of an object in our mind.
It is meant to be an interdisciplinary approach combining anatomy and
physiology, physics, and psychology. Three instructors will share the
responsibility for the course and the General Education units have been
partitioned accordingly. The topics included are the anatomy and phys-
iology of the eye, the role of the brain in vision, light, the image for-
mation process and light detection, theories of color vision, the role of
experience in interpreting stimuli, visual illusions and visual defects.

There will be three class meetings per week and depending on the topics
discussed, one or more of the instructors will be present.

There will be lectures, demonstrations, and student participation in ex-
periments in this module. Tests will be given by the instructors together
as a group. They will be mainly objective, but may also include short
essay questions.

Although testing out is encouraged and can be arranged with the instruc-
tors, examinations cannot be ready at the beginning of the quarter.

Heavenly Bodies (3 units)   Ruth Hsiung
                                                   M, W & Th, 2-3 p.m.
Meets Natural Science Requirement   K-147
6 weeks, begins 2nd three weeks

This is an introductory module to astronomy for non-science students.
Presented in this module are a brief history of the development of
astronomy and a general description of the physical universe. The
development of the concept of time is discussed in the light of the pre-
dictability of the motions of celestial bodies. Various historical
theories of heaven will be examined and compared with the actual
observations. The quantitative knowledge of our solar system will
be introduced by applying some fundamental laws of physics. Some
modern theory on the formation of the universe will also be explored.
In addition, some simple experiments will be included.

History of Modern Thought, II: From 1800   Judy Grabiner
to the Present (5 units)   Section 1: M, Th, 11 a.m.
                                                              L-149
Meets Humanities Requirement   Section 2: M, Th, 1 p.m.
9 weeks, begins 1st three weeks   L-149

This course will provide an introduction to some of the major ideas
which have shaped the modern world, through close and careful reading
of those who originated, introduced, or effectively propagandized for
these ideas, and through participation in discussions of them.

The topics covered will include classical liberalism, Marxism, evo-
lution, the glorification of irrationality, pragmatism, logical positivism,
existentialism, and psychoanalysis. The thinkers we will read will in-
clude John Stuart Mill, Karl Marx, Charles Darwin, Sigmund Freud,
Friedrich Nietzche, William James, Bertrand Russell, Jean-Paul Sartre,
Rudolf Carnap, and Ludwig Wittgenstein.

In addition, each student will read and report on the work of some thinker
in the period who deals with some problem of interest to the student.

Four one-page papers, each on the ideas of different thinkers discussed
in class, will be required. In addition, a three-page paper on the stu-
dent's chosen outside author will be required.

History of Modern Thought, Part I, is not required.

<u>Human Sexual Function</u> (3 units)   Jack Hazelrigg
                                                   M, W & Th, 2-3 p.m.

    Meets Natural Science Requirement   E-139
    6 weeks, begins 1st three weeks

An introduction to the anatomy and physiology of human reproduction with emphasis on physical and current biological aspects of human reproduction, prenatal human development and human genetics.

Submodule 1 - Anatomy & Physiology of the Male Reproductive System
Submodule 2 - Anatomy & Physiology of the Female Reproductive System
Submodule 3 - Venereal Disease and Birth Control
Submodule 4 - Pregnancy and Prenatal Development
Submodule 5 - Human Genetics
Submodule 6 - Birth Defects

<u>Introduction to BASIC Computer Programming</u>   Ken Gash
    (2 units)   M, W & Th, 9-10 a.m.
                                                  L-149

    Meets Natural Science Requirement
    3 weeks, begins 1st three weeks

The student will become familiar with the time-sharing computer and will be able to write reasonable programs using the BASIC language. The class will meet for three days the first week and for one day for the next two weeks. The students will be expected to pace their work and finish assignments at the computer center. Satisfactory performance in the module will be demonstrated by the student writing and running at least nine programs involving computation, input-output statements, table generation, subscripted variables and looping.

<u>Introduction to Psychology of Learning</u>   Sandy Wilcox
<u>and Thinking</u> (2 units)   TBA

    Meets Social Science Requirement
    3 weeks, begins 1st three weeks, 2nd three weeks & 3rd three weeks

Introductory experimental psychology of animal and human learning and thinking processes, covering Pavlov and classical conditioning, Skinner and operant conditioning, human memory, and problem solving.

Since this module is basic to understanding major contemporary theories in psychology, students can arrange a self-study module with the instructor. This will involve studying readings on reserve in the library, supplementary drills on technical aspects, and guidance from the instructor when needed. The student must pass a two-part "objective" exam to earn credit for the module.

Introduction to the Philosophy of Science   Judy Grabiner
   (4 units)   M, Tu & Th, 12-1 p.m.
                                                  J-146

Meets Humanities Requirement
6 weeks, begins 2nd three weeks

The philosophy of science raises a number of interesting questions. What
is science? What is a scientific law? What is a scientific theory? What
do we mean when we say that some evidence supports a law? What is
the relationship between laws and theories? What is the relationship be-
tween prediction and explanation?

These questions have been answered differently by different philosophers.
And they have been answered differently by historians of science than they
have by philosophers; and differently by people interested in physics than
by people interested in biology. We will look at some of the different
types of answers which have been put forward by some 20th-century
philosophers of science, and will try to test each answer out on examples
other than those chosen by the philosopher to illustrate his theory.

This will be a reasonably rigorous course. I would prefer students to
have had both a college science course (which could be mathematics,
psychology, or sociology, as well as a natural science) and some back-
ground in philosophy (which could also be statistics, mathematics, or
history of science).

Introductory Chemistry (2 units)   Ken Gash
                                                 M, W & Th, 2-3 p.m.
Meets Natural Science Requirement   L-149
3 weeks, begins 1st three weeks

This module will be a basic course in elementary atomic and molecular
structure which will be useful for all students planning to take any other
modules in chemistry or biology. At the end of the module the student
will have a reasonable understanding of the nuclear atom and be able to
predict bonding for simple combinations of atoms based on the electronic
configuration of the atoms. The course will consist of lecture demon-
strations, films and reading assignments. Evaluation will be by a cri-
terion-referenced examination.

<u>José Ortega y Gasset/Octavio Paz</u> (3 units)   Raul Aceves
                                                        Tu, Th, 12-1:30 p.m.
Meets Humanities Requirement   D-138
6 weeks, begins 2nd three weeks

José Ortega y Gasset was a renowned Spanish intellectual, essayist and
philosopher during the early twentieth century. It is the intent of the
class to focus our attention on some of his work, in particular <u>The Revolt
of the Masses</u> and <u>The Dehumanization of Art</u>. The theme of affluence
and mediocracy will be discussed and explored as a pertinent topic of
our time; the dehumanizing aspects of modern art as factual or con-
jectual.

Octavio Paz is a Mexican writer of significant impact on the contemporary
Mexican literary scene. We will explore in depth his <u>Labyrinth of Soli-
tude</u> and <u>Alternate Currents</u>; included will be his work of poetry <u>Liberty
Through Expression</u> in translation. Identity as a universal problem as
seen in Octavio Paz will be studied (essays and poetry).

In both instances our attention will be primarily concerned with the social
and philosophical relevance of their work to contemporary society and
in the process gain insight into the cultural and historical background of
the societies they represent, contemporary Spain and Mexico. Class
will consist of a combination of lecture and discussion. Opportunity will
be given to individual research.

I prefer not to offer the opportunity to test out.

<u>Journalism</u> (2 units)   Bruce Tracy
                                                        M, 11 a.m. - 1 p.m.
Meets Basic Subjects Requirement   B-143A
9 weeks, begins 1st three weeks

Did you ever want to become a reporter? Everyone taking Journalism
will be writing regularly for the Small College newsletter--to be in-
augurated and produced by the class. There's no text except other
journalistic writing: each student will be expected to bring an issue
of some quality newspaper to class each week (you'll choose from a
list), for us to analyze together. And your final project--in addition
to the weekly articles you will write--asks you to characterize the style
and structure of reportage in your chosen newspaper, and to write
several sample articles in that style.

<u>Modern Physics</u> (3 units)   Ruth Hsiung
                                                  M, Tu & Th, 1-2 p.m.
Meets Natural Science Requirement   E-139
6 weeks, begins 1st three weeks

This is one of the many modules, including Basic Concepts of Physics,
Physics of Hearing, physics of vision, that encompasses the important
topics of physics.

In this module, the two main topics to be covered are the theory of rela-
tivity and the quantum theory. It is not so much of the development of
these two important theories but its applications will be presented in
this module. Some of the topics are: concept of frame of reference,
time dialation, atomic, molecular, and nuclear structures, and the
elementary particles.

This is still an introductory module but knowledge of classical physics
will be assumed.

<u>Neurosis and Psychosis</u> (3 units)   Sandy Wilcox
                                                  M, Tu & Th, 1-2 p.m.
Meets Social Science Requirement   J-146
6 weeks, begins 2nd three weeks

A discussion of the psychodynamics of neurosis and psychosis and the
contributing environmental, social, and learning factors. The module
will be concerned mainly with the development of these behavior patterns
and the implications of diagnosis as a "neurotic" or "psychotic," rather
than with therapy or counselling.

This module is a major portion of a traditional course in "Abnormal
Psychology." Students should know that the same text will be used again
next fall for a related module covering other psychological dysfunctions.

Examinations will be composed of a combination of "objective" test items
and short answer essays. Students are encouraged to test out of this module.

Painting Workshop (1-3 units)   Bruce Tracy
                                                       Tu, 8-10 a.m.
Meets Humanities Requirement   L-145
9 weeks, begins 1st three weeks

This workshop invites you to bring your brushes and paints and work to-
gether with others, sharing problems and solutions.   The art room (L-145)
is open five days a week, 8-5, for you to use (though, as before, we will
generally devote Tuesdays to painting).

While this is not a formal class, the two hours scheduled above will offer
you films or talks on painting or other artistic media; and on alternate
weeks these hours will count toward credit in this Painting Workshop.
Whenever you log fifteen hours in the Workshop and submit one com-
pleted painting, you receive one unit of credit, up to three units per
quarter, but no more than six total.   When you've received the full six
units, however, you may present an exhibit of your work, along with a
written statement concerning it, for an additional unit--making a maxi-
mum possible seven units for the Painting Workshop.

NOTE: The Art Department of the large college offers a wide assort-
ment of studio ("doing") classes with instruction, and welcomes Small
College students who wish more regular art training.

Plato (2 units)   Judy Grabiner
                                                       M, Tu & Th, 12-1 p.m.
Meets Humanities Requirement   J-146
3 weeks, begins 1st three weeks

This is an introduction to philosophy through reading the works of one of
the greatest, most influential, and most readable of philosophers.   We
will read four short works of Plato: the dialogues Euthyphro, Apology,
Crito, and Meno.

"All philosophy," it has been said, "is just a set of footnotes to Plato."
This means that Plato was the first to ask, and seriously try to answer,
many of the most important philosophical questions which are still being
grappled with today.   His works suggest answers to the questions, and
also suggest a way of finding out the answers.   Some of his major ques-
tions, which we will be considering, are these:
    What makes an action ethical?
    Does the search for truth threaten society?
    Must unjust laws be obeyed?
    Can people be taught to be good?
    What is reality?
    Can we talk about things being "true"?   How do we know whether
    something is true or not?

Through reading Plato, we will see what kinds of answers to these questions are possible. We will also see some of the arguments that can be directed against these answers. Since Plato wrote dialogues, and allows you to see his characters in the process of arguing, we shall emphasize that how you ask the questions, and how you look for the answers, are just as important to philosophy as are the answers themselves.

Discussions of the works themselves will be the principal way of learning about Plato. A short paper (around two pages), on any relevant topic, will be required, as well as mastery of the specific works read.

Poverty (3 units)   Emory Holmes
                                                             M, Tu & Th, 11-12 a.m.
Meets Social Science Requirement   J-146
6 weeks, begins 2nd three weeks

In this module we will begin the study of poverty in the United States.
We will examine some of the conditions of poverty in various sections
of the country and among various groups in America. We will begin the
development of an understanding of some of the consequences of poverty.

Several short works and selected readings will be required. Students
will be encouraged to participate in classroom discussions.

Objectives:
    To develop an understanding of the extent of poverty in the United
    States.
    To examine some of the conditions which permit poverty to exist.
    To understand some of the consequences of poverty on the life
    chances of the poor.
    To develop an understanding of some of the interactions of race,
    ethnicity and poverty.

The student will be required to write a substantial paper on some aspect
of poverty. Field visits will be encouraged.

Problems of Philosophy, The (2 units)   Humberto Gutierrez
                                                             M, 10-12 a.m.
Meets Humanities Requirement   D-138
3 weeks, begins 2nd three weeks

This module will emphasize the analytical approach to philosophy.

Topics to be discussed include: Appearance and Reality, The Existence
of Matter, The Nature of Matter, Idealism, Knowledge by Acquaintance

and Knowledge by Description, Induction, Knowledge of General Principles, A Priori Knowledge, The World of Universals, Knowledge of Universals, Intuitive Knowledge, Truth and Falsehood, Knowledge Error and Probable Opinion, The Limits of Philosophical Knowledge and The Value of Philosophy.

Procedure

Students will be assigned a topic (stated above) and class dialogue will be generated through the topic assigned.

Topics will be contrastive, in other words, they will establish differing positions within the class and debate on the contrasting positions will generate class dialogue.

Students will be required to bring questions about the topics discussed. These questions are to be turned in to the instructor for evaluation.

Book Used

The Problems of Philosophy by Bertrand Russell

<u>Reading American Literature</u> (1-4 units)   Bruce Tracy
                                                  M, 3-4 p.m.
Meets Humanities Requirement   B-143A
9 weeks, begins 1st three weeks

Buy the two-volume set, <u>The American Tradition in Literature</u> (a Norton
anthology--used copies are OK). I'll have separate reading lists for 1,
2, 3, and 4 units; or you and I can draw up a special purpose list. In any
event, the rough scope and specific focus of your personal list will appear
in your anecdotal evaluation for easy conversion to units anywhere.

I may try to coordinate everyone's readings, if practicable for one hour's
discussion per week. (Other meetings, groups, conferences, etc., can
be set up at any time.) But this self-paced module asks you only for a
series of "thoughtful reading reactions" (in writing) on everything you
read--these, plus our conversations, form the basis upon which you will
be evaluated.

Your learning objectives in "Reading American Literature," beyond what
the title states, focus on the assignment above: you should be able to
react thoughtfully to what you read; the instructor takes full responsibility
for clearly discussing with the student just when his or her reaction is
"thoughtful" enough; and any differences in this are to be negotiated
openly.

<u>Science of Measurement</u> (3 units)   Ken Gash
                                                  M, Tu & Th, 11-12 a.m.
Meets Natural Science Requirement   E-139
6 weeks, begins 1st three weeks

This module will explore the area of data collection and measurement.
In order to begin solving problems in any discipline, the first step is
usually the collection of reliable data. More often than not the collec-
tion of data introduces a whole new set of problems. The module will
have relevancy in the areas of natural and social sciences.

<u>Seminar on LA RAZA Studies</u> (3-5 units)   Humberto Gutierrez
                                                     W, 10-12 a.m.
Meets Humanities or Social Science   D-138
    Requirement
9 weeks, begins 1st three weeks

<u>All</u> students are encouraged to sign up for this module.

This module gives credit to those students who are involved in community projects serving the Mexican American Community.

Projects include:

I.   Education
     a. Elementary
         1. story telling
     b. Secondary
         1. English as a second language
         2. reading as a class adjunct
II. Health
     a. San Pedro Free Clinic volunteers
     b. Mental health -- female identity
III. Barrio Self-Determination
     a. Food cooperative
IV. Historical Research
     a. Directed historical research
         1. Dominguez Archives
         2. Coronell Collection (USC)
V.   Any other projects students can convince the instructor are
     worthwhile.

<u>Credit for the module</u>

Each student will give a 10-minute presentation to the seminar on his/her project. A typed outline will be given to the instructor at this time. If the project is accepted by the seminar as a whole, credit will be given on the following basis:
1. Class attendance (20 hours approx.) = 2 units

2. Experiential credit is given on the following basis:
        1 hour in classroom time = 2 hours outside (experiential)

        i.e., 10 hours experiential work = 1/2 unit
              20 hours experiential work = 1 unit
              40 hours experiential work = 2 units

Shakespeare (3 units)   Lois Feuer
                                               M, Tu & Th, 1-2 p.m.
Meets Humanities Requirement   K-147
6 weeks, begins 1st three weeks

Some Elizabethan Preoccupations as seen in and through five plays of
William Shakespeare.

We'll be looking at some questions which seem to have vitally concerned
many people of Shakespeare's time, such as: what is the origin of evil?
is man naturally good or naturally evil? what makes a person commit
a crime? what role does society play in shaping our natures? what is
the relationship between man and the rest of the universe? These ques-
tions are asked many times in the plays we'll be reading (Hamlet, Othello,
Lear, Macbeth, The Tempest) and, though of course Shakespeare gives
us no answer, the plays do indicate possible directions in which some
answers might be sought and do give us an insight into perhaps the most
important aspect, ways of phrasing the question. Of course, Shakespeare
is writing plays and not philosophy tracts, so we'll be reading the plays
both as complete worlds in themselves and as starting places from which
to inquire about what the Elizabethans thought about. You'll be writing
two brief papers and perhaps a take-home exam. Some familiarity with
drama will be very helpful, but is not required. If in doubt, talk to me
about it.

Social Interaction (4-5 units)   Fumiko Hosokawa
                                               Tu & Th, 10-12 a.m.
Meets Social Science Requirement   D-138
9 weeks, begins 1st three weeks

This module is an introduction to the area of social psychology from the
point of view of sociology. It will be a study of how individuals interact
with each other, learn social roles, and become socialized human beings
in society. The focus will be on how man learns social cues as he acts
and reacts to the behavior of others. Social interaction is seen as an
exchange of symbols among individuals where each person's behavior
and development is dependent on the existence of other individuals. The
ideas of Cooley, George Herbert Mead, Goffman and others will be
studied as they contribute to the patterns of behavior that develop from
role-taking, role-playing and meaningful interaction.

Text: Human Behavior and Social Processes by Arnold M. Rose

<u>Social Issues in Education</u> (3 units)   Emory Holmes
                                                             M, Tu & Th, 10-11 a.m.
   Meets Social Science Requirement   L-149
   6 weeks, begins 2nd three weeks

In this module we will examine some of the socio-political problems and
non-problems which urban schools must face. Some of these issues are:
financing, vandalism, integration, segregation, busing, resource allo-
cation, etc. (This is not intended as an order of priority.)

To the extent possible we will use resource persons from the community.
Students will be expected to make at least one field trip in relation to one
or more problems. A report to the class will follow the field trip. Stu-
dents will be encouraged to select one or more of the socio-political
problems and do in depth research which will lead to a class report and
a substantial paper.

   <u>Objectives</u>
      The student will be able to <u>discuss</u> beyond personal feelings one or
      more of the socio-political problems faced by an urban school dis-
      trict.
      The student will be able to write a substantial paper on one or more
      of these problems.

Class participation, reports and the paper will be used for evaluation.

<u>Social Movements</u> (3-4 units)   Fumiko Hosokawa
                                                             M & W, 2-4 p.m.
   Meets Social Science Requirement   J-146
   6 weeks, begins 2nd three weeks

This module will be a study of various types of social movements as they
have occurred at different periods of time. We will attempt to delineate
the basic structure of social movements and use this knowledge to apply
to various types of movements in their analysis. Some of the questions
we will focus on are: "How do social movements begin?" "How does a
movement change over time?" "What causes the death of a movement?"
Some of the types of movements we will cover are religious movements,
ethnic movements, and political movements. We will attempt to make
a distinction between social movements and other types of behavior of
a collective nature.

Text: <u>Studies in Social Movements</u> by Barry McLaughlin

Prerequisites: Two sociology modules or the permission of the in-
                structor.

<u>Speech</u> (2-3 units)   Bruce Tracy
                                                M & W, 8-10 a.m.
Meets Basic Subjects Requirement   E-139
9 weeks, begins 1st three weeks

This class is all talk: here you learn by speaking. Its series of pro-
jects will take you through a variety of formal and informal speech
situations stressing oral facility and coherence, each with its own
learning objectives.

<u>Statistics IV -- Correlation & Regression</u>   George Simon
      (4 units)   Tu & Th, 9:30-11 a.m.
                                                E-139
Meets Social Science or Natural Science
or Basic Subjects Requirement
9 weeks, begins 1st three weeks

Comprehensive coverage of linear correlation and regression in both
theoretical and practical aspects. Particular emphasis on assumptions,
applications, and interpretations as well as methods and procedures
appropriate to type of data: includes rank-difference, bi-serial, phi,
and product moment correlation; test of significance; regression logic,
formulas, and use in prediction: lecture, discussion, problems as well
as laboratory and assigned exercises using manual and desk computer
methods.

Prerequisite: Statistics I (Basic Statistics).

<u>Subject Matter of Sociology</u> (3-4 units)   Fumiko Hosokawa
                                                M & W, 10-12 a.m.
Meets Social Science Requirement   K-147
6 weeks, begins 1st three weeks

This module is an introduction to the area of sociology. We will focus
on some of the basic concepts that are used by sociologists which are
essential to understanding the subject matter of this area. Such con-
cepts as role, norm, status and interaction will be defined, analyzed,
and later applied to various fields in sociology such as the family, ethnic
groups, and political sociology. What we will attempt to do is determine
what sociologists study, how they study something, and how sociologists
differ from anthropologists and psychologists in their general behavior
and interests. Hopefully the student will develop a sociological perspec-
tive and a general knowledge of the discipline of sociology from this
module.

Text: <u>Sociology: Man in Society</u> (brief edition) by Melvin L. DeFleur
      and others.

<u>Three-Dimensional Art Workshop</u> (1-3 units)　　Bruce Tracy
　　　　　　　　　　　　　　　　　　　　　　　Th, 8-10 a.m.
　　Meets Humanities Requirement　　　　　　　L-145
　　9 weeks, begins 1st three weeks

Like the Painting Workshop, this module invites you to explore your
sense of form and line, but in three dimensions instead of two--working
together with others, sharing problems and solutions. The art room
(L-145) is open five days a week, 8-5, for you to use (though we will
generally devote Thursdays to three-dimensional art).

While this is not a formal class, the two hours scheduled above will
offer you films or talks on three-dimensional art or painting; and on
alternate weeks these hours will count toward credit in this Three-
Dimensional Workshop. Whenever you log fifteen hours in the Work-
shop and submit one completed project, you receive one unit of credit,
up to a total of three units.

NOTE: The Art Department of the large college offers a wide assort-
ment of studio classes with instruction, and welcomes Small College
students who wish more regular art training.

<u>Utopias: Good Societies and New Com-</u>　　Marilyn Garber
　　<u>munities</u> (3 units)　　　　　　　　　　　T, 10
　　　　　　　　　　　　　　　　　　　　　　　F, TBA
　　Meets Humanities or Social Science　　　　J-146
　　　　Requirement
　　6 weeks, begins 1st three weeks

In this course we will discuss several proposals for perfect or ideal
societies and some of the issues that accompany the establishment of
new and better societies: What is the nature of man? What sort of a
society best suits this nature and best allows it to work itself out? What
sorts of things from our present society and past history might be adapt-
able in the new? We will read about classical utopias and examine certain
modern communities in order to gather evidence for the task of answering
such questions as the above.
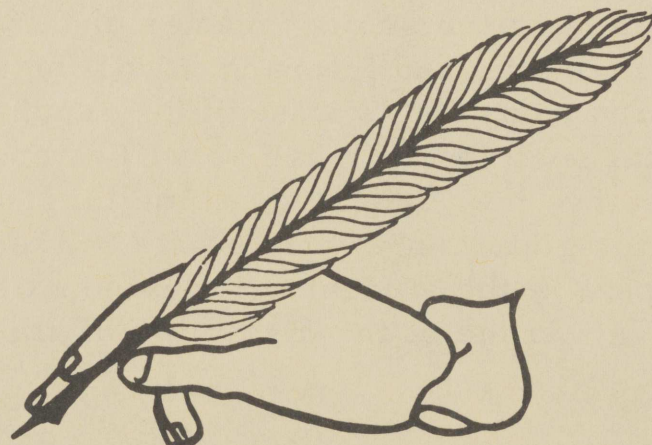
<u>Writing Adjunct</u> (1 unit)   Lois Feuer, Bruce Tracy,
                                                  Kathleen Perry
Meets Basic Subjects Requirement in   M, 10-11
    expository writing   J-146
9 weeks, begins April 2, 1973

The following modules offer writing adjuncts this quarter:

    Garber: Utopias
    Grabiner: History of Modern Thought II
    Gutierrez: Existentialism
    Holmes: Poverty, Citizen Representation in Urban Affairs
    Hosokawa: Social Interaction, The Subject Matter of Sociology

But students in any other modules, who will be writing at least 1800
words (7 pages typed) this quarter, are encouraged to sign up for writing
adjunct.

In the writing adjunct, students will submit their papers to the adjunct
instructor and meet that instructor's goals for the papers before sub-
mitting them to their module instructors. In addition, students are
asked to set aside the above time for group or individual meetings. <u>All
students</u> desiring a writing adjunct Spring Quarter <u>should attend</u> the first
organizational meeting April 2 at 10:00 and should enroll in writing ad-
junct at registration.

Students who take both English 100 and 101 in the large college are ex-
empted from the writing adjunct requirement (3 1-unit writing adjuncts).
If the student has taken only <u>one</u> of these classes, or composition classes
from another college, he/she is required to take one (1) writing adjunct
in the Small College.
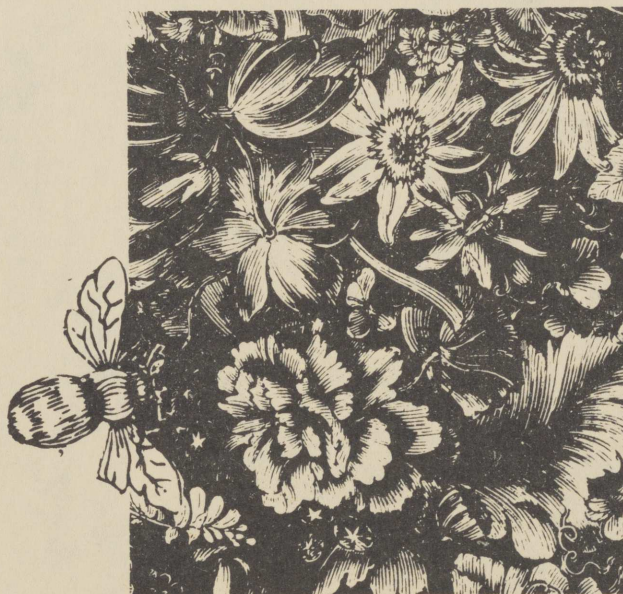
INTENSITY WEEK

Intensity Week is intended as a chance for faculty and students to experiment with intensive one-week learning experiences. It will be held Spring Quarter from Monday, April 21, to Friday, April 25. During this week, no other modules will meet to allow students the opportunity to concentrate on one of these specially designed modules.

A special catalog for Intensity Week will be issued early in Spring Quarter. So far, the following modules have been proposed, and more are being planned.

Title	Instructor	Units	Time
Jewish Experience in America	Grabiner	1 1/2 or 2	M, Tu, Th (12-15 hours TBA)
Landscapes of Southern California	Hazelrigg & Koletty	2	7 days
Simulated Society Game	Garber		3 1/2 days
Motor Clinic	Tracy	2	M-F, 9-4

addendum

(The following module does <u>not</u> appear in the
indices following this page.)

<u>Environmental Problems Workshop</u>   Steve Koletty, Zygi
  (2-3 units)   Szczepanski, and
                                                       George Heneghan
Meets Natural Science or Social Science   Tu & Th, 9-10 a.m.
  Requirement depending on project   J-146
9 weeks, begins 1st three weeks

A specific environmental problem is chosen, either from student sugges-
tions or from a plan prepared by the workshop director(s). The imme-
diate objective of the workshop is the solution of the chosen problem. The
ideal would be the actual solution, but a theoretical solution is also accep-
table.

In working towards this goal the student experiences in a very real sense
the "multiple interlocking relationships" of the social and physical en-
vironment. The problem is used as a device to acquaint students with
the relationship between society and the environment, and implicitly ex-
poses them to historical and contemporary attitudes of man's role in the
ecosystem.

The workshop units meet the general education elective requirements and
depending on the subject problem could fulfill social science or natural
science requirements. It is repeatable for credit for a total of 8 units
with no more than four in one quarter.

MODULE OFFERINGS BY GENERAL EDUCATION REQUIREMENTS

HUMANITIES

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Aceves	Jose Ortega y Gasset/ Octavio Paz	3	6	2nd	T/Th, 12-1:30, D-138
Feuer	Shakespeare	3	6	1st	M/T/Th, 1-2, K-147
Grabiner	History of Modern Thought II (Section 1)	5	9	1st	M/Th, 11-12, L-149
Grabiner	History of Modern Thought II (Section 2)	5	9	1st	M/Th, 1-2, L-149
Grabiner	Plato	2	3	1st	M/T/Th, 12-1, J-146
Grabiner	Introduction to Philosophy of Science	4	6	2nd	M/T/Th, 12-1, J-146
Gutierrez	Problems of Philosophy	2	3	2nd	M, 10-12, D-138
Gutierrez	Existentialism	3-5	9	1st	M/Th, 1:30-3:30, D-138
Tracy	Painting Workshop	1-3	9	1st	Tu, 8-2, L-145
Tracy	Three-Dimensional Art Workshop	1-3	9	1st	Th, 8-2, L-145
Tracy	Reading American Literature	3	9	1st	M, 3-4, B-143A

SOCIAL SCIENCE

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Holmes	Poverty	3	6	2nd	M/T/Th, 11-12, J-146
Holmes	Social Issues in Education	3	6	2nd	M/T/Th, 10-11, L-149
Holmes	Citizen Representation in Urban Affairs	3	6	1st	M/T/Th, 12-1, K-147
Hosokawa	Social Movements	3-4	6	2nd	M/W, 2-4, J-146
Hosokawa	Social Interaction	4-5	9	1st	T/Th, 10-12, D-138
Hosokawa	Subject Matter of Sociology	3-4	6	1st	M/W, 10-12, K-147
Wilcox	Attitudes and Opinions	3	6	1st	M/T/Th, 12-1, E-139
Wilcox	Fieldwork w/ Mentally Retarded Young Adults	2	9	1st	TBA
Wilcox	Intro. to the Experimental Psychology of Learning and Thinking	2	3	1, 2, & 3	TBA
Wilcox	Neurosis and Psychosis	3	6	2nd	M/T/Th, 1-2, J-146

NATURAL SCIENCE

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Gash	Introductory Chemistry	2	3	1st	M/W/Th, 2-3, L-149
Gash	Introduction to BASIC	2	3	1st	M/W/Th, 9-10, L-149
Gash	Chemical Equilibria	3	6	2nd	M/W/Th, 2-3, L-149
Gash	Science of Measurement	3	6	1st	M/T/Th, 11-12, E-139
Hazelrigg	Concepts of Ecology	2	6	2nd	M/W/Th, 3-4, K-147
Hazelrigg	Human Sexual Function	3	6	1st	M/W/Th, 2-3, E-139
Hsiung	Modern Physics	3	6	1st	M/T/Th, 1-2, E-139
Hsiung	Heavenly Bodies	3	6	2nd	M/W/Th, 2-3, K-147

BASIC SUBJECTS

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Feuer, Tracy & Perry	Writing Adjunct	1	9	1st	M, 10-11, J-146
Tracy	Journalism	1-2	9	1st	M, 10-1, B-143A
Tracy	Speech	2	9	1st	M/W, 8-10, E-139

SOCIAL SCIENCE AND/OR HUMANITIES

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Garber	Utopias: Good Societies & New Communities	3	6	1st	T, 10 & F, TBA, J-146
Gutierrez	Seminar on La Raza Studies	3-5	9	1st	W, 10-12, D-138

SOCIAL SCIENCE AND/OR NATURAL SCIENCE

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Hsiung, Wilcox & Hazelrigg	Fundamentals of Vision	4	9	1st	M/T/Th, 9-10, D-138

SOCIAL SCIENCE, NATURAL SCIENCE AND/OR BASIC SUBJECTS

Instructor	Module Title	Units	Weeks	Starts	Day, time & place
Simon	Statistics IV - Correlation & Regression	4	9	1st	T/Th, 9:30-11, E-139

MODULE OFFERINGS BY INSTRUCTOR

	Units	Weeks	Starts	Days/Time	Room
Raul Aceves					
Jose Ortega y Gasset/ Octavio Paz	3	6	2nd	T/Th, 12-1:30	D-138
Lois Feuer					
Writing Adjunct	1	9	1st	M, 10-11	J-146
Shakespeare	3	6	1st	M/T/Th, 1-2	K-147
Marilyn Garber					
Utopias: Good Societies & New Communities	3	6	1st	T, 10, F-TBA	J-146
Ken Gash					
Chemical Equilibria	3	6	2nd	M/W/Th, 2-3	L-149
Introductory Chemistry	2	3	1st	M/W/Th, 2-3	L-149
Introduction to BASIC	2	3	1st	M/W/Th, 9-10	L-149
Science of Measurement	3	6	1st	M/T/Th, 11-12	E-139
Judy Grabiner					
History of Modern Thought II (Section 1)	5	9	1st	M/Th, 11-12	L-149
History of Modern Thought II (Section 2)	5	9	1st	M/Th, 1-2	L-149
Introduction to Philosophy of Science	4	6	2nd	M/T/Th, 12-1	J-146
Plato	2	3	1st	M/T/Th, 12-1	J-146
Humberto Gutierrez					
Seminar on La Raza Studies	3-5	9	1st	W, 10-12	D-138
Existentialism	3-5	9	1st	M/Th, 1:30-3:30	D-138
Problems of Philosophy	2	3	2nd	M, 10-12	D-138
Jack Hazelrigg					
Concepts of Ecology	2	6	2nd	M/W/Th, 3-4	K-147
Human Sexual Function	3	6	1st	M/W/Th, 2-3	E-139
Emory Holmes					
Poverty	3	6	2nd	M/T/Th, 11-12	J-146
Social Issues in Education	3	6	2nd	M/T/Th, 10-11	L-149
Citizen Representation in Urban Affairs	3	6	1st	M/T/Th, 12-1	K-147

	Units	Weeks	Starts	Days/Time	Room
Fumiko Hosokawa					
Social Interaction	4-5	9	1st	T/Th, 10-12	D-138
Social Movements	3-4	6	2nd	M/W, 2-4	J-146
Subject Matter of Sociology	3-4	6	1st	M/W, 10-12	K-147
Ruth Hsiung					
Heavenly Bodies	3	6	2nd	M/W/Th, 2-3	K-147
Modern Physics	3	6	1st	M/T/Th, 1-2	E-139
George Simon					
Statistics IV - Correlation & Regression	4	9	1st	T/Th, 9:30-11	E-139
Bruce Tracy					
Three-Dimensional Art Workshop	1-3	9	1st	Th, 8-2	L-145
Reading American Literature	3	9	1st	M, 3-4	B-143A
Speech	2	9	1st	M/W, 8-10	E-139
Painting Workshop	1-3	9	1st	Tu, 8-2	L-145
Journalism	1-2	9	1st	M, 10-1	B-143A
Sandy Wilcox					
Attitudes and Opinions	3	6	1st	M/T/Th, 12-1	E-139
Fieldwork w/ Mentally Retarded Young Adults	2	9	1st	TBA	
Neurosis and Psychosis	3	6	2nd	M/T/Th, 1-2	J-146
Intro. to the Experimental Psychology of Learning and Thinking	2	3	1, 2, & 3	TBA	
Ruth Hsiung, Sandy Wilcox and Jack Hazelrigg					
Fundamentals of Vision	4	9	1st	M/T/Th, 9-10	D-138
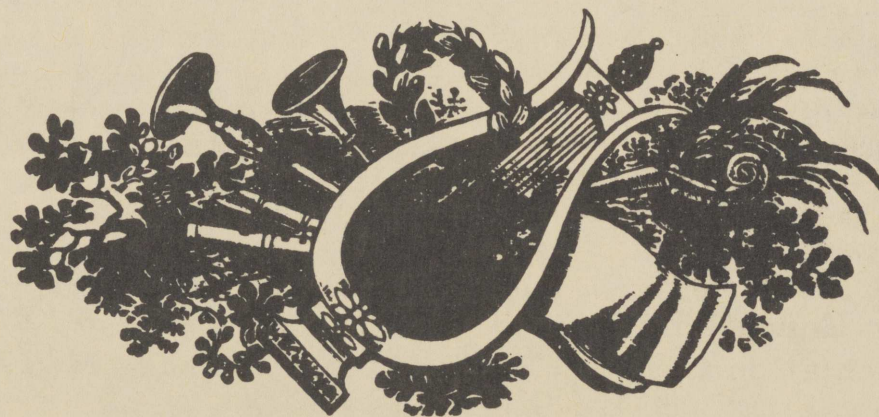
MODULE OFFERINGS BY TIME

9-Week Modules Beginning 1st Three Weeks

	Units	Days/Time	Room	Instructor
8:00 a.m.				
Speech	2	M/W, 8-10	E-139	Tracy
Painting Workshop	1-3	Tu, 8-2	L-145	Tracy
Three-Dimensional Art Workshop	1-3	Th, 8-2	L-145	Tracy
9:00 a.m.				
Fundamentals of Vision	4	M/T/Th, 9-10	D-138	Hsiung, Wilcox and Hazelrigg
9:30 a.m.				
Statistics IV - Correlation & Regression	4	T/Th, 9:30-11	E-139	Simon
10:00 a.m.				
Writing Adjunct	1	M, 10-11	J-146	Feuer, Tracy and Perry
Seminar on La Raza Studies	3-5	W, 10-12	D-138	Gutierrez
Social Interaction	4-5	T/Th, 10-12	D-138	Hosokawa
Journalism	1-2	M, 10-1	B-143A	Tracy
11:00 a.m.				
History of Modern Thought II (Section 1)	5	M/Th, 11-12	L-149	Grabiner
1:00 p.m.				
History of Modern Thought II (Section 2)	5	M/Th, 1-2	L-149	Grabiner
1:30 p.m.				
Existentialism	3-5	M/Th, 1:30-3:30	D-138	Gutierrez
3:00 p.m.				
Reading American Lit.	3	M, 3-4	B-143A	Tracy
TBA				
Fieldwork w/Mentally Retarded Young Adults	2	TBA		Wilcox

32

6-Week Modules Beginning 1st Three Weeks

	Units	Days/Time	Room	Instructor
10:00 a.m.				
Utopias: Good Societies & New Communities	3	T, 10 F, TBA	J-146	Garber
Subject Matter of Sociology	3-4	M/W, 10-12	K-147	Hosokawa
11:00 a.m.				
Science of Measurement	3	M/T/Th, 11-12	E-139	Gash
12:00 noon				
Citizen Representation in Urban Affairs	3	M/T/Th, 12-1	K-147	Holmes
Attitudes and Opinions	3	M/T/Th, 12-1	E-139	Wilcox
1:00 p.m.				
Shakespeare	3	M/T/Th, 1-2	K-147	Feuer
Modern Physics	3	M/T/Th, 1-2	E-139	Hsiung
2:00 p.m.				
Human Sexual Function	3	M/W/Th, 2-3	E-139	Hazelrigg

6-Week Modules Beginning 2nd Three Weeks

	Units	Days/Time	Room	Instructor
10:00 a.m.				
Social Issues in Education	3	M/T/Th, 10-11	L-149	Holmes
11:00 a.m.				
Poverty	3	M/T/Th, 11-12	J-146	Holmes
12:00 noon				
Jose Ortega y Gasset/ Octavio Paz	3	T/Th, 12-1:30	D-138	Aceves
Introduction to Philosophy of Science	4	M/T/Th, 12-1	J-146	Grabiner
1:00 p.m.				
Neurosis and Psychosis	3	M/T/Th, 1-2	J-146	Wilcox
2:00 p.m.				
Chemical Equilibria	3	M/W/Th, 2-3	L-149	Gash
Social Movements	3-4	M/W, 2-4	J-146	Hosokawa
Heavenly Bodies	3	M/W/Th, 2-3	K-147	Hsiung
3:00 p.m.				
Concepts of Ecology	2	M/W/Th, 3-4	K-147	Hazelrigg

3-Week Modules Beginning 1st Three Weeks

	Units	Days/Time	Room	Instructor
9:00 a.m. Introduction to BASIC	2	M/W/Th, 9-10	L-149	Gash
12:00 noon Plato	2	M/T/Th, 12-1	J-146	Grabiner
2:00 p.m. Introductory Chemistry	2	M/W/Th, 2-3	L-149	Gash
TBA Intro. to the Experimental Psychology of Learning and Thinking	2	TBA		Wilcox

3-Week Modules Beginning 2nd Three Weeks

	Units	Days/Time	Room	Instructor
10:00 a.m. Problems of Philosophy	2	M, 10-12	D-138	Gutierrez
TBA Intro. to the Experimental Psychology of Learning and Thinking	2	TBA		Wilcox

3-Week Modules Beginning 3rd Three Weeks

	Units	Days/Time	Room	Instructor
TBA Intro. to the Experimental Psychology of Learning and Thinking	2	TBA		Wilcox

first three weeks

Time	Room	monday	tuesday	wednesday	thursday	friday
8 to 9	D-138					
	E-139	Bruce-Speech(9)		Bruce-Speech(9)		
	J-146					
	K-147					
	L-145				Bruce-Art Wkshps.(9)	
	L-149					
9 to 10	D-138	Ru/Sa/Ja-Vision(9)	Ru/Sa/Ja-Vision(9)		Ru/Sa/Ja-Vision(9)	
	E-139	Bruce-Speech(9)	Simon-Stat. IV(9)[at 9:30]	Bruce-Speech(9)	Simon-Stat. IV(9)[at 9:30]	
	J-146					
	K-147					
	L-145				Bruce-Art Wkshps.(9)	
	L-149	Ken-BASIC(3)		Ken-BASIC(3)	Ken-BASIC(3)	
10 to 11	D-138		Fumiko-Interaction(9)	Berto-La Raza(9)	Fumiko-Interaction(9)	
	E-139		Simon-Stat. IV(9)		Simon-Stat. IV(9)	
	J-146	Lois-Adjunct(9)	Garber-Utopias(6)			
	K-147	Fumiko-Sociology(6)		Fumiko-Sociology(6)		
	L-145					
	L-149					
11 to 12	D-138		Fumiko-Interaction(9)	Berto-La Raza(9)	Fumiko-Interaction(9)	
	E-139	Ken-Sci. of Measurement(6)	Ken-Sci. of Measurement(6)		Ken-Sci. of Measurement(6)	
	J-146					
	K-147	Fumiko-Sociology(6)		Fumiko-Sociology(6)		
	L-145					
	L-149	Judy-M. T. II #1(9)			Judy-M. T. II #1(9)	
12 to 1	D-138					
	E-139	Sandy-Attitudes(6)	Sandy-Attitudes(6)		Sandy-Attitudes(6)	
	J-146	Judy-Plato(3)	Judy-Plato(3)		Judy-Plato(3)	
	K-147	Emory-Urban(6)	Emory-Urban(6)		Emory-Urban(6)	
	L-145					
	L-149					
1 to 2	D-138	Berto-Exis.(9)[at 1:30]			Berto-Exis.(9)[at 1:30]	
	E-139	Ruth-Physics(6)	Ruth-Physics(6)		Ruth-Physics(6)	
	J-146					
	K-147	Lois-Shakespeare(6)	Lois-Shakespeare(6)		Lois-Shakespeare(6)	
	L-145					
	L-149	Judy-M. T. II #2(9)			Judy-M. T. II #2(9)	
2 to 3	D-138	Berto-Exis.(9)			Berto-Exis.(9)	
	E-139	Jack-Sex(6)		Jack-Sex(6)	Jack-Sex(6)	
	J-146					
	K-147					
	L-145					
	L-149	Ken-Chemistry(3)		Ken-Chemistry(3)	Ken-Chemistry(3)	
3 to 4	D-138	Berto-Exis.(9)[to 3:30]			Berto-Exis.(9)[to 3:30]	
	E-139					
	J-146					
	K-147					
	L-145					
	L-149					

second three weeks

		monday	tuesday	wednesday	thursday	friday
8 to 9	D-138					
	E-139	Bruce-Speech(9)		Bruce-Speech(9)		
	J-146					
	K-147					
	L-145				Bruce-Art Wkshps.(9)	
	L-149					
9 to 10	D-138	Ru/Sa/Ja-Vision(9)	Ru/Sa/Ja-Vision(9)		Ru/Sa/Ja-Vision(9)	
	E-139	Bruce-Speech(9)	Simon-Stat. IV(9)[at 9:30]	Bruce-Speech(9)	Simon-Stat. IV(9)[at 9:30]	
	J-146					
	K-147					
	L-145				Bruce-Art Wkshps.(9)	
	L-149					
10 to 11	D-138	Berto-Philosophy(3)	Fumiko-Interaction(9)	Berto-La Raza(9)	Fumiko-Interaction(9)	
	E-139		Simon-Stat. IV(9)		Simon-Stat. IV(9)	
	J-146	Lois-Adjunct(9)	Garber-Utopias(6)			
	K-147	Fumiko-Sociology(6)		Fumiko-Sociology(6)		
	L-145					
	L-149	Emory-Education(6)	Emory-Education(6)		Emory-Education(6)	
11 to 12	D-138	Berto-Philosophy(3)	Fumiko-Interaction(9)	Berto-La Raza(9)	Fumiko-Interaction(9)	
	E-139	Ken-Sci. of Measurement(6)	Ken-Sci. of Measurement(6)		Ken-Sci. of Measurement(6)	
	J-146	Emory-Poverty(6)	Emory-Poverty(6)		Emory-Poverty(6)	
	K-147	Fumiko-Sociology(6)		Fumiko-Sociology(6)		
	L-145					
	L-149	Judy-M. T. II #1(9)			Judy-M. T. II #1(9)	
12 to 1	D-138		Raul-Gassett(6)		Raul-Gassett(6)	
	E-139	Sandy-Attitudes(6)	Sandy-Attitudes(6)		Sandy-Attitudes(6)	
	J-146	Judy-Philosophy(6)	Judy-Philosophy(6)		Judy-Philosophy(6)	
	K-147	Emory-Urban(6)	Emory-Urban(6)		Emory-Urban(6)	
	L-145					
	L-149					
1 to 2	D-138	Berto-Exis.(9)[at 1:30]	Raul-Gassett(6)[to 1:30]		Raul-Gassett(6)[to 1:30] Berto-Exis.(9)[at 1:30]	
	E-139	Ruth-Physics(6)	Ruth-Physics(6)		Ruth-Physics(6)	
	J-146	Sandy-Neurosis(6)	Sandy-Neurosis(6)		Sandy-Neurosis(6)	
	K-147	Lois-Shakespeare(6)	Lois-Shakespeare(6)		Lois-Shakespeare(6)	
	L-145					
	L-149	Judy-M. T. II #2(9)			Judy-M. T. II #2(9)	
2 to 3	D-138	Berto-Exis.(9)			Berto-Exis.(9)	
	E-139	Jack-Sex(6)		Jack-Sex(6)	Jack-Sex(6)	
	J-146	Fumiko-Movements(6)		Fumiko-Movements(6)		
	K-147	Ruth-Heavenly Bodies(6)		Ruth-Heavenly Bodies(6)	Ruth-Heavenly Bodies(6)	
	L-145					
	L-149	Ken-Equilibria(6)		Ken-Equilibria(6)	Ken-Equilibria(6)	
3 to 4	D-138	Berto-Exis.(9)[to 3:30]			Berto-Exis.(9)[to 3:30]	
	E-139					
	J-146	Fumiko-Movements(6)		Fumiko-Movements(6)		
	K-147	Jack-Ecology(6)		Jack-Ecology(6)	Jack-Ecology(6)	
	L-145					
	L-149					

third three weeks

Time	Room	monday	tuesday	wednesday	thursday	friday
8 to 9	D-138					
	E-139	Bruce-Speech(9)		Bruce-Speech(9)		
	J-146					
	K-147					
	L-145				Bruce-Art Wkshps.(9)	
	L-149					
9 to 10	D-138	Ru/Sa/Ja-Vision(9)	Ru/Sa/Ja-Vision(9)		Ru/Sa/Ja-Vision(9)	
	E-139	Bruce-Speech(9)	Simon-Stat. IV(9)[at 9:30]	Bruce-Speech(9)	Simon-Stat. IV(9)[at 9:30]	
	J-146					
	K-147					
	L-145				Bruce-Art Wkshps.(9)	
	L-149					
10 to 11	D-138		Fumiko-Interaction(9)	Berto-La Raza(9)	Fumiko-Interaction(9)	
	E-139		Simon-Stat. IV(9)		Simon-Stat. IV(9)	
	J-146	Lois-Adjunct(9)				
	K-147					
	L-145					
	L-149	Emory-Education(6)	Emory-Education(6)		Emory-Education(6)	
11 to 12	D-138		Fumiko-Interaction(9)	Berto-La Raza(9)	Fumiko-Interaction(9)	
	E-139					
	J-146	Emory-Poverty(6)	Emory-Poverty(6)		Emory-Poverty(6)	
	K-147					
	L-145					
	L-149	Judy-M. T. II #1(9)			Judy-M. T. II #1(9)	
12 to 1	D-138		Raul-Gassett(6)		Raul-Gassett(6)	
	E-139					
	J-146	Judy-Philosophy(6)	Judy-Philosophy(6)		Judy-Philosophy(6)	
	K-147					
	L-145					
	L-149					
1 to 2	D-138	Berto-Exis.(9)[at 1:30]	Raul-Gassett(6)[to 1:30]		Raul-Gassett(6)[to 1:30] Berto-Exis.(9)[at 1:30]	
	E-139					
	J-146	Sandy-Neurosis(6)	Sandy-Neurosis(6)		Sandy-Neurosis(6)	
	K-147					
	L-145					
	L-149	Judy-M. T. II #2(9)			Judy-M. T. II #2(9)	
2 to 3	D-138	Berto-Exis.(9)			Berto-Exis.(9)	
	E-139					
	J-146	Fumiko-Movements(6)		Fumiko-Movements(6)		
	K-147	Ruth-Heavenly Bodies(6)		Ruth-Heavenly Bodies(6)	Ruth-Heavenly Bodies(6)	
	L-145					
	L-149	Ken-Equilibria(6)		Ken-Equilibria(6)	Ken-Equilibria(6)	
3 to 4	D-138	Berto-Exis.(9)[to 3:30]			Berto-Exis.(9)[to 3:30]	
	E-139					
	J-146	Fumiko-Movements(6)		Fumiko-Movements(6)		
	K-147	Jack-Ecology(6)		Jack-Ecology(6)	Jack-Ecology(6)	
	L-145					
	L-149					

Spring 1973

	29	30
	Mentor days	

M	Tu	W		
2	3	4	5	6
9	10	11	12	13
		first three-weeks		
16	17	18	19	20

April

23	24		W	Th	F
Catch-up !			25	26	27
30	1	2	3	4
		second three-weeks		
7	8	9	10	11
14	15		16	17	18
			third three-weeks		

May

M	Tu			
21	22	23	24	25
		INTENSITY		

third three-weeks

28		W	Th	F
Holiday		29	30	31	1
4	5	6	7	8
		third three-weeks		
11	12	13		

June

IMPORTANT DATES

Thursday, March 29	Mentoring and Module Sign-ups
Friday, March 30	Additional Mentoring and Module Sign-ups
Monday, April 2	First day of Classes[1]
Friday, April 20	End of First Three Weeks
Monday-Tuesday, April 23-24	Catch-up Days
Wednesday, April 25	Second Three Weeks Begin[2]
Tuesday, May 15	End of Second Three Weeks
Wednesday, May 16	Third Three Weeks Begin[3]
Monday-Friday, May 21-25	Intensity Week -- regular module schedule suspended
Monday, May 28	Memorial Day Holiday--No Classes
Tuesday, May 29	Regular Module Schedule Resumes
Wednesday, June 13	End of Spring Quarter--Only modules which would have met on the holiday, Monday, May 28, meet today.

know and demand

[1]Modules beginning the first 3 weeks begin on or after this day.

[2]Modules beginning the second 3 weeks begin on or after this day.

[3]Modules beginning the third 3 weeks begin on or after this day.

The Best

THE SMALL COLLEGE FACULTY

LOIS J. FEUER (1972) . . . . Assistant Professor
  B.A., 1967, University of Arizona; M.A., 1968, Ph.D., 1972,
  University of California, Irvine.

MARILYN GARBER (1967) . . . . Associate Professor
  B.A., 1957, M.A., 1960, Ph.D., 1967, University of California,
  Los Angeles.

KENNETH B. GASH (1967) . . . . Associate Professor
  B.S., 1960, Pratt Institute; Ph.D., 1968, Arizona State University.

JUDITH V. GRABINER (1972) . . . . Assistant Professor
  B.S., 1960, University of Chicago; M.A., 1962, Radcliffe Graduate
  School; Ph.D., 1966, Harvard Graduate School.

HUMBERTO J. GUTIERREZ (1972) . . . . Assistant Professor
  B.A., 1966, University of Texas; M.A., 1971, California State
  University, Northridge.

JACK E. HAZELRIGG (1972) . . . . Assistant Professor
  B.S., 1966, M.A., 1969, California State University, Long Beach.

EMORY H. HOLMES (1972) . . . . Associate Professor
  B.A., 1954, Tennessee State University; Ed.D., 1972, University
  of California, Los Angeles.

FUMIKO HOSOKAWA (1972) . . . . Assistant Professor
  B.A., 1969, California State University, Long Beach; M.A., 1971,
  Ph.D., 1973, University of California, Los Angeles.

RUTH HSIUNG (1972) . . . . Associate Professor
  B.S., 1954, National Taiwan University; M.S., 1957, Ph.D., 1962,
  University of Michigan.

BRUCE TRACY (1970) . . . . Assistant Professor
  A.B., 1962, Eastern Nazarene College; M.A., 1966, Ph.D., 1971,
  Michigan State University.

SANDRA WILCOX (1972) . . . . Assistant Professor
  A.B., 1964, University of California, Berkeley; M.A., 1966, Ph.D.,
  1972, University of California, Los Angeles.

ADMINISTRATION

ROBERT M. BERSI (1966) . . . . Dean of Innovative Programs
  A.B., 1958, University of the Pacific; M.A., 1963, Ph.D., 1966,
  Stanford University.

GEORGE M. HENEGHAN (1967) . . . . Director of Instruction
  A.B., 1956, M.A., 1957, Columbia University; Ph.D., 1970,
  Stanford University.

GEORGE B. SIMON (1972) . . . . . . Director of Evaluation and Testing
  A.B., 1935, Harvard College; Ed.M., 1939, Ed.D., 1953, Harvard
  University.

GEORGIA L. PATTERSON   STEPHEN R. KOLETTY

MELODY L. RALF   JO ANN E. LUKE