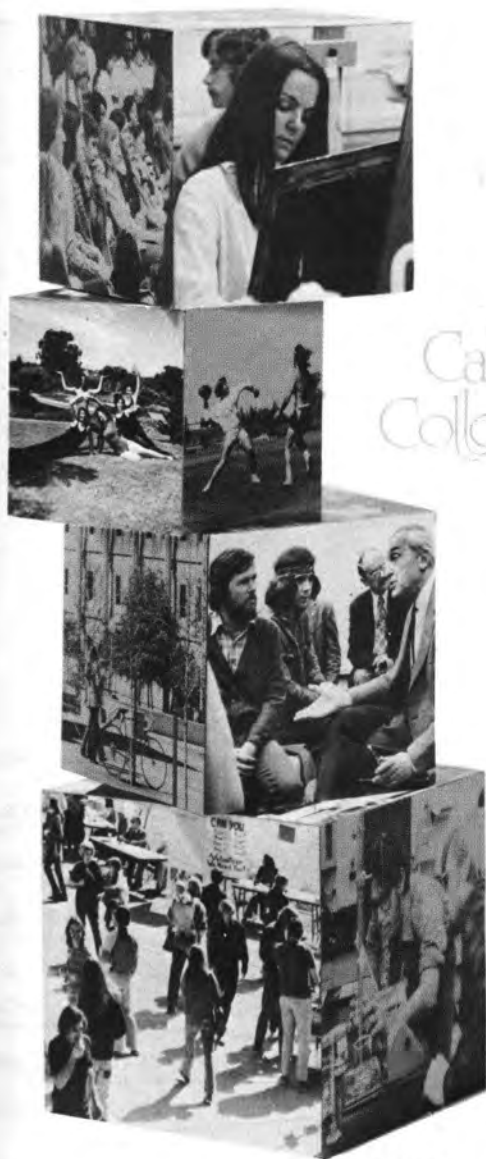


California State
College, Sonoma
1975-1976
Catalog



CALIFORNIA STATE
UNIVERSITY AND COLLEGES



California State
College, Sonoma
1975-1976
Catalog

1801 East Cotati Avenue
Rohnert Park, California 94828

\$2.00 plus tax

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

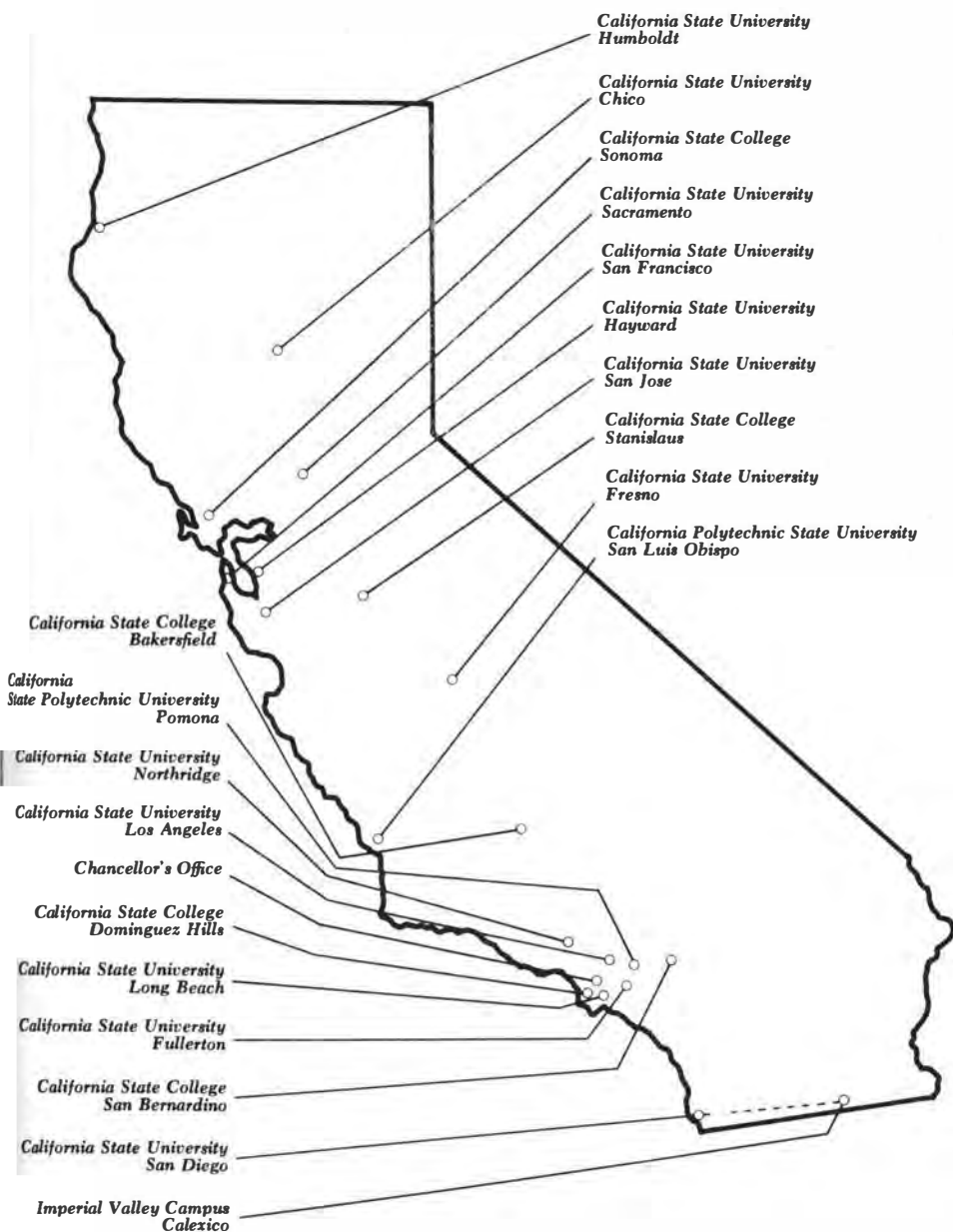


TABLE OF CONTENTS

	<i>Page</i>
Academic Calendar	8
Trustees of the California State University and Colleges.....	15
Office of the Chancellor	16
California State University and Colleges	17
GENERAL INFORMATION	
California State College, Sonoma, Advisory Board	21
California State College, Sonoma, Administration	21
California State College, Sonoma, History	23
Board of Directors	26
Admissions	30
Fees and Expenses	45
Regulations and Procedures.....	52
Registration.....	52
Student Affairs.....	66
Hidden Talent Project.....	69
Special Features	75
Library	75
Tutorial Learning Center	75
Simulation Laboratory for Social Sciences	76
Continuing Education Program	81
Extension.....	81
Summer Session.....	81
Academic Advising	76
International Programs	77
Computer Center	79
Multi-Cultural Services Program	80
DEGREES AND PROGRAMS	
Bachelor of Arts Degree	85
Bachelor of Science Degree.....	86
Graduation Requirements	87
General Education	90
Graduate Study	101
Master of Arts Degree	101
COURSES OF INSTRUCTION AND DEGREE REQUIREMENTS	
Department of Afro-American Studies	105
Department of Mexican-American Studies	111
American Ethnic Studies Program.....	117
Asian-American Studies.....	119

COURSES OF INSTRUCTION AND DEGREE

REQUIREMENTS—Continued

	<i>Page</i>
Euro-American Studies Program	121
Native-American Studies Program	122
Department of Anthropology	125
Department of Art	130
Department of Astronomy	140
Department of Biology	142
Department of Center for Performing Arts	155
Department of Chemistry	156
Counseling (M.A. Degree Credential Programs)	165
Department of Economics	168
Department of Education	174
Department of English	184
Department of Foreign Languages and Literatures	192
Department of Geography	208
Department of Geology	214
Department of Health Sciences	221
Department of History	222
Department of Humanities	237
Department of Management	238
Department of Mathematics	247
Department of Music	257
Department of Nursing	268
Department of Philosophy	274
Department of Physical Education	278
Department of Physics	283
Department of Political Science	292
Department of Psychology	301
Department of Sociology	311
Department of Theatre Arts	319

CLUSTER SCHOOLS

School of Environmental Studies and Planning	327
Hutchins School of Liberal Studies	334
School of Expressive Arts	349

SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES

Health Professions	343
Pre-dental	343
Pre-medical	343
Pre-pharmacy	344

SPECIAL PROGRAMS AND INTERDISCIPLINARY STUDIES—Continued

	<i>Page</i>
Interdisciplinary Studies Institute	345
Community Involvement	345
Criminal Justice Administration	345
European Studies Program	346
India Studies	348
Liberal Studies Bachelor of Arts	350
Linguistics	351
Media Studies	352
Women Studies	353
Special Major	353
Latin American Studies	355
Urban Studies Degree Program	356
Faculty	361
Index	389



ACADEMIC CALENDAR 1975-76

FALL, 1975

November 1-30, 1974	Period to apply for admission to the college and to the Credential Programs for Fall semester, 1975. Applications submitted after this date will be processed on a space available basis.
January 2-March 31, 1975	Period to apply for financial aid (scholarships, NDEA, EOG, State Guaranteed Loan and Work Study employment) to insure consideration in the initial round of awards.
August 1, 1975	Schedule of Classes on sale in Bookstore.
August 25	Academic year begins. Faculty conference.
August 26	New Student Orientation 9:00-12:00, department and division meetings 9:00-12:00.
August 27	Departmental advising.
August 28 & 29	Class Card distribution, registration and fee payments (Main Gym).
September 5 & 6	New Student Orientation Retreat. 4 p.m. Friday to 4 p.m. Saturday
September 2	First day of instruction.
September 15	First day to change class schedule.
September 22	Late Registration. \$5.00 late fee charged.
September 29	Census date. Last day to drop a class without an entry being made on student academic record card.
October 3	Last day to apply for degree awarded in January 1976.
October 10	Last day to apply to instructors for non-traditional evaluation in classes offering CR/NC grades. Last day to apply for partial refund on non-resident tuition.
December 5	Last day to drop a class or withdraw from college.
December 12	Last day of instruction.
December 15-19	Final Examinations.
December 22-January 1	Holiday recess. Classes not in session.
January 2	Student Conferences and Evaluation.
January 5	Last day for faculty to turn in grades.
January 6	Semester ends. Division and Department meetings for evaluation.

HOLIDAYS

September 1	Labor Day. College closed.
September 9	Admission Day observance. College open.
October 13	Columbus Day. College closed.
November 4	Election Day. College open.
November 11	Veterans' Day. College open.
November 27-28	Thanksgiving Day. College closed.
December 22-January 1	Holiday recess. Classes not in session.
December 25	Christmas. College closed.
January 1	New Year's Day. College closed.
January 5-23	Mid-semester recess. Classes not in session.

ACADEMIC CALENDAR 1975-76

SPRING, 1976

August 1-30, 1975	Period to apply for admission to the College and to the Credential Programs for the Spring Semester, 1976. Applications submitted after this date will be processed on a space available basis.
October 1-29, 1975	Period to apply for financial aid (scholarships, NDEA, EOG, State Guaranteed Loan, and Work-Study employment) to insure consideration in the initial round of awards.
November 1-30, 1975	Period to apply for admission to the College and to the Credential Programs for Fall Semester, 1976. Applications submitted after this date will be processed on a space available basis.
January 2	Schedule of Classes on sale in Bookstore.
January 26	Spring Semester begins. General faculty conference.
January 27	New Student Orientation 9:00 a.m.-12:00 p.m. Faculty Meetings 9:00 a.m.-12:00 p.m. New Student Advising 1:00 p.m.-4:30 p.m.
January 28	Advising and Registration materials issued.
January 29-30	Fee Payment, Class Sign-up.
January 31-February 1	New Student Orientation Retreat.
February 2	First day of instruction.
February 9	First day to change class schedule.
February 16	Late registration. \$5.00 late fee charged.
March 1	Census date. Last day to drop a class without entry being made on student academic record card.
March 5	Last day to apply for degree in June 1976.
March 12	Last day to apply to instructors for non-traditional evaluation in classes offering CR/NC grades. Last day to apply for partial refund on non-resident tuition.
April 12-16	Spring Recess. Classes not in session.
May 3	Last day to drop a class or withdraw from the College.
May 20	Last day of Instruction.
May 21, 24-27	Final Examinations
May 28	Commencement 11:00 a.m.
June 1	Last day for faculty to turn in grades.

HOLIDAYS

February 12	Lincoln's Birthday. College open.
February 16	Washington's Birthday. College closed.
April 12-16	Spring Recess. Classes not in session.
May 31	Memorial Day. College closed.



**the california state
university and colleges**

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The individual California State Colleges were brought together as a system by the Donohoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and fourteen of the nineteen campuses received the title *University*.

The oldest campus—San Jose State University, was founded in 1857 and became the first institution of public higher education in California. The newest campus—California State College, Bakersfield—began instruction in 1970.

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.

Academic excellence has been achieved by The California State University and Colleges through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student. A limited number of doctoral degrees are offered jointly with the University of California.

Presently, under the system's "New Approaches to Higher Education," the campuses are implementing a wide variety of innovative programs to meet the changing needs of students and society. Among pilot programs under way are instructional television projects, self-paced learning plans, minicourses, and credit-by-examination alternatives. *The Consortium of The California State University and Colleges* fosters and sponsors local, regional, and statewide external degree and certificate programs to meet the needs of individuals who find it difficult or impossible to attend classes on a campus.

Enrollments in fall 1974 totaled 292,000 students, who were taught by a faculty of 16,000. Last year the system awarded over 57 percent of the bachelor's degrees and 36 percent of the master's degrees granted in California. Over 465,000 persons have been graduated from the nineteen campuses since 1960.

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT * STUDENT IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The nineteen campuses of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. For the 1974/75 year, the total cost of operation is \$603 million, which provides continuing support for 231,295 full-time equivalent (FTE *) students. This results in an average cost per FTE student of \$2,608 per year. Of this amount, the average student pays \$254. Included in this average student payment is the amount paid by nonresident students. The remaining \$2,354 in costs are funded by state and federal taxes.

Averages do not fit all students alike or even any specific student. To arrive at an average figure that is meaningful, the costs outlined above exclude "user fees" for living expenses, housing, and parking, as well as costs for extension and summer session work. Computations are based on full-time equivalent students, not individuals, and costs are prorated by system totals, not by campus. The average costs for a full-time equivalent student in the system are depicted in the following chart:

1974/75 PROJECTION OF TOTAL COSTS OF CAMPUS OPERATION (Including Building Amortization)

Enrollment: 231,295 FTE

<i>Amount</i>	<i>Amount</i>	<i>Average Cost Per Student (FTE) *</i>	<i>Percentage</i>
State Appropriation (Support)	\$488,163,528	\$2,111	81.0
State Funding (Capital Outlay) **	28,615,000	124	4.8
Student Charges.....	58,806,800	254 ***	9.7
Federal (Financial Aids)	27,456,316	119	4.5
Total	\$603,041,644	\$2,608	100.0

* For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load. The term assumes that a full-time student in The California State University and Colleges is enrolled for 15 units of academic credit. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

** The system's more than 14,000 acres of land and the wide range of facilities and equipment on the 19 campuses are currently valued at approximately \$1.2 billion. Amortized over a 40-year period, they are valued at \$125 per FTE student.

*** The average costs paid by a student include the student services fee (formerly called the material and service fee), health facilities fee, college union fee, student body fee, and the nonresident tuition. This amount is derived by taking the total of all student fees and dividing by the total full-time equivalent student enrollment. Individual students may pay more or less than \$254 depending on whether they are part-time, full-time, resident or nonresident students.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

The Honorable Edmund G. Brown Jr.	State Capitol, Sacramento 95814
<i>Governor of California</i>	
The Honorable Mervyn M. Dymally.....	State Capitol, Sacramento 95814
<i>Lieutenant Governor of California</i>	
The Honorable Leo McCarthy	State Capitol, Sacramento 95814
<i>Speaker of the Assembly</i>	
The Honorable Wilson C. Riles	721 Capitol Mall, Sacramento 95814
<i>State Superintendent of Public Instruction</i>	
Dr. Glenn S. Dumke	5670 Wilshire Blvd., Los Angeles 90036
<i>Chancellor of The California State University and Colleges</i>	

APPOINTED TRUSTEES

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

Charles Luckman (1982)	9200 Sunset Blvd., Los Angeles 90069
Karl L. Wente (1976)	5565 Tesla Rd., Livermore 94550
William O. Weissich (1977)	1299 4th St., San Rafael 94901
Robert A. Hornby (1978)	810 South Flower St., Los Angeles 90017
Wendell W. Witter (1979)	45 Montgomery St., San Francisco 94106
Mrs. Winifred H. Lancaster (1977)	P.O. Drawer JJ, Santa Barbara 93102
Gene M. Benedetti (1978)	8990 Poplar Ave., Cotati 94928
Robert F. Beaver (1976)	254 East 27th St., Los Angeles 90011
Roy T. Brophy (1980)	2160 Royale Rd., Suite 20, Sacramento 95815
Mrs. C. Stewart Ritchie (1980)	1064 Creek Dr., Menlo Park 94025
Frank P. Adams (1981)	235 Montgomery St., San Francisco 94104
Richard A. Garcia (1979)	P.O. Box 2073, Glendale 91209
Dean S. Leshner (1981)	P.O. Box 5166, Walnut Creek 94596
Dr. Claudia H. Hampton (1982)	450 N. Grand, Room G353, Los Angeles 90012
Dr. Mary Jean Pew (1983)	2021 N. Western Ave., Los Angeles 90027
Willie J. Stennis (1983)	4828 Crenshaw Blvd., Los Angeles 90043

OFFICERS OF THE TRUSTEES

Governor Edmund G. Brown Jr.
President
Robert A. Hornby
Chairman

William O. Weissich
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
Mayer Chapman	Acting General Counsel
D. Dale Hanner	Vice Chancellor, Business Affairs
Harry Harmon.....	Vice Chancellor, Physical Planning and Development
C. Mansel Keene.....	Vice Chancellor, Faculty and Staff Affairs
Alex C. Sherriffs	Vice Chancellor, Academic Affairs

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, *Bakersfield*
9001 Stockdale Highway
Bakersfield, California 93309
Jacob P. Frankel,
President
(805) 833-2011

California State University, *Chico*
1st & Normal Streets
Chico, California 95926
Stanford Cazier, President
(916) 345-5011

California State College, *Dominguez Hills*
1000 E. Victoria Street
Dominguez Hills, California 90747
Leo F. Cain, President
(213) 532-4300

California State University, *Fresno*
Shaw and Cedar Avenues
Fresno, California 93740
Norman A. Baxter, President
(209) 487-9011

California State University, *Fullerton*
Fullerton, California 92634
L. Donald Shields, President
(714) 870-2011

California State University, *Hayward*
25800 Hillary Street
Hayward, California 94542
Ellis E. McCune, President
(415) 884-3000

Humboldt State University
Arcata, California 95521
Alistair W. McCrone, President
(707) 826-3011

California State University, *Long Beach*
6101 East Seventh Street
Long Beach, California 90840
Stephen Horn, President
(213) 498-4111

California State University, *Los Angeles*
5151 State University Drive
Los Angeles, California 90032
John A. Greenlee, President
(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
(714) 598-4592

California State University, *Sacramento*
6000 J Street
Sacramento, California 95819
James Bond, President
(916) 454-6011

California State College, *San Bernardino*
5500 State College Parkway
San Bernardino, California 92407
John M. Pfau, President
(714) 887-6311

San Diego State University
San Diego, California 92182
Brage Golding, President
(714) 286-5000

Imperial Valley Campus
720 Heber Avenue
Calxico, California 92231
(714) 357-3721

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
Paul F. Romberg, President
(415) 469-2141

San Jose State University
125 South Seventh Street
San Jose, California 95192
John H. Bunzel, President
(408) 277-2000

California Polytechnic State University,
San Luis Obispo
San Luis Obispo, California 93407
Robert E. Kennedy, President
(805) 546-0111

California State College, *Sonoma*
1801 East Cotati Avenue
Rohnert Park, California 94928
Marjorie Downing Wagner, President
(707) 795-2880

California State College, *Stanislaus*
800 Monte Vista Avenue
Turlock, California 95380
A. Walter Olson, President
(209) 633-2122



california state
college - sonoma

CALIFORNIA STATE COLLEGE, SONOMA, ADVISORY BOARD

Each of the California State Colleges, by action of the Legislature, is privileged to name an advisory board composed of citizens representative of the area served by the college. Appointees are approved by the California State College Board of Trustees, and through their participation, the local college is better enabled to develop its program in relationship to the needs of the college service area. The college is grateful to the following persons for their willingness to serve in this important capacity:

W. Baird Anton (1975) Lakeport (Lake County)	Bradford W. Lundborg, M.D. (1977) Santa Rosa (Sonoma County)
A.B. Broaddus (1976) Ukiah (Mendocino County)	John H. Moskowitz (1975) Santa Rosa (Sonoma County)
Edwin V. Grundstrom (1975) Novato (Marin County)	Richard L. Payne (1975) Vallejo (Solano County)
Mrs. E. W. Hartzell (1977) Sonoma (Sonoma County)	Mrs. William J. Rudee (1977) Santa Rosa (Sonoma County)
Edward G. Lopez, M.D. (1975) Vallejo (Solano County)	

CALIFORNIA STATE COLLEGE, SONOMA, ADMINISTRATION

EXECUTIVE

President.....	Marjorie Downing Wagner
Assistant to the President.....	Daniel B. Friedlander
Director, Affirmative Action	Bari W. Evans
Director, Public Affairs.....	Carl Campbell
Vice President for Academic Affairs	Yvette M. Fallandy
Assistant to the Vice President for Academic Affairs	Louis A. Dallara
Coordinator of Academic Programs	
Director of Admissions and Relations with Schools	Gregory D. Vermillion
Director of Student Records	Frederick H. Jorgensen
Director, Educational Development and Grants	Rita B. Garant
Library Director	A. S. Pickett
Dean of Instructional Services and Continuing Education	Carroll V. Mjelde
Coordinator, Computer Services	Arthur A. Hughes
Coordinator, Continuing Education	Leonard E. Swenson
Coordinator, Continuing Education	Charles E. Wallace
Director, Instructional Resources.....	Harold R. Skinner
Coordinator, International Education Services.....	Marvin N. Dillon
Director, Northern California ITV Consortium	Stuart Cooney
Director of Institutional Research	George L. Proctor
Associate Director, Institutional Research	Harold J. Soeters
Director of Testing.....	Gerald J. Alves

INSTRUCTION

Dean of Graduate Studies	Robert Y. Fuchigami
Spokesman, Division of Interdisciplinary Education	Brian T. Shears
Chairman, Division of Humanities	William O. Cord
Chairman, Division of Natural Sciences	Duncan E. Poland
Chairman, Division of Psychology, Health Sciences and Physical Education	Robert P. Sorani
Chairman, Division of Social Sciences	William H. Poe
Coordinator of Interdisciplinary Studies	Janice L. Wilson
Coordinator of Academic Advising	
Provost, Robert Hutchins School of Liberal Studies	J. Anthony Mountain
Provost, School of Environmental Studies and Planning	Kenneth M. Stocking
Provost, School of Expressive Arts	Hobart F. Thomas

DIVISION OF STUDENT AFFAIRS

Dean for Student Affairs	Robert C. Joseph
Coordinator of Judicial Affairs	Paul V. Juhl
Director of Counseling Center	Sheila D. Mayers
Director of Financial Aid	Arnold Neiderbach
Director of Housing	John R. Simmons
Director of Career Planning and Placement	Joel M. Greenberg
Placement Associate	Priscilla M. Ewing
Director, Student Health Center	Thomas R. Plowright
Director of Student Resource Center	William L. Carr
Assistant Director of Student Resource Center	Rand E. Link
Director of Hidden Talent(EOP) Program	Richard M. Valdez

BUSINESS MANAGEMENT

Vice President for Administrative Affairs	
Director, Physical Planning and Development	Wesley R. Burford
Building and Planning Coordinator	Nore F. Thiesfeld
Business Manager	R. M. D. Childs
Financial Manager	Ben Y. Quong
Chief of Plant Operations	Joseph O. Killian
Procurement and Support Services Officer	Joseph C. Vizi
Personnel Officer	Raymond N. Duggan



GENERAL INFORMATION

Historical Development

California State College, Sonoma was established by act of the Legislature in 1960 and opened its doors to the first students in September 1961. Coming at that particular juncture in time, the college occupies a unique position. Since it was established in 1960, it may be considered the last of the old State Colleges, under the State Board of Education. Since it opened its doors in September 1961, it is the first new State College to become operative under the Board of Trustees.

From the beginning the college faculty has emphasized the liberal arts and sciences, and expressed determination to develop a program which would reflect this emphasis. In the years since 1961, this philosophy has guided the development of the college. The bachelor degree programs from anthropology and art through English, chemistry, history, political science, to physics, sociology and Spanish, represent the traditional arts and science disciplines.

The college has also been strongly committed to the development of solid undergraduate programs before undertaking the development of master's degree programs. It was not until 1966 that the first master's degree, in biology, was established, coinciding with the opening of the new science building. This program capitalized upon an undergraduate major which had been in existence since the beginning of the college. The second master's degree was in the field of psychology. The emphasis here was upon the relatively new "Humanistic" psychology field, an emphasis in keeping with the humanistic arts and sciences philosophy of the college. M.A. degree programs in English, education, mathematics, and history have also been approved. Master's degrees in counseling, political science and physical education have also been approved by the Chancellor's Office.

During its early formative years, while the basic program in the arts and sciences were being developed, the college occupied rented quarters in the City of Rohnert Park. These were small, two-story buildings, grouped in a courtyard arrangement so that it was easy and pleasant for members of the faculty and the administration to see and to speak with each other. There grew up very early a tradition of mutual trust and respect between faculty and students.

This free and easy communication was further enhanced by the fact that the college grew at a relatively slow pace. From 274 students in 1961, the college grew to 1400 students in the fall of 1966. This slow, but steady, growth provided maximum opportunity for all the members of the college community to become acquainted with each other and to appreciate the opportunity for close, personal relationships.

In the fall of 1966 the college moved to its permanent campus, with quite different surroundings—two very large, three-story buildings with the departments more segregated than they had been on the old campus. Furthermore, it seemed that the new buildings did not provide quite the same degree of accessibility that had characterized the offices and classrooms on the old campus. Nevertheless, the tradition of open communication and good personal relationships had become so strong a part of the

college community that every effort was made to keep this tradition alive.

The problems associated with keeping this tradition alive were aggravated in the fall of 1967 by the fact that the educational program had developed enough and the opportunities available here had become well enough known that the college for the first time experienced an unusually large enrollment growth, greater than had been anticipated. This experience was repeated in the fall of 1968, with the result that the college actually accommodated one-third more students than the budgeted enrollment. This necessitated the adoption of expedients with which none of us were comfortable. For the first time the college began to experience some of the unpleasant results of bigness: students and faculty alike began to complain of a sense of anonymity, of being cogs in a machine, of institutional impersonality. To a considerable degree, however, the complaints were more in the nature of prophecies for the future than in descriptions of the present.

Associated with these problems of growth and the consequent lessening of opportunities for communication and personal relationships, the faculty and students had also begun to ask questions about the nature and direction of the entire college program. They suggested that perhaps there were ways in which the traditional disciplines could be more clearly and definitely related to each other to provide an education that was more unified, not so splintered as traditional degree programs. They also suggested that the educational program should be more clearly directed toward the solution of some of the problems confronting society.

A corollary to these suggestions was that, given an educational program which was more unified, given an educational program more clearly related to the solution of social problems, the students would become more active participants in their own education, excitedly involved in learning.

It was under these circumstances that in the spring of 1968 one of the college faculty committees proposed that a special committee be established to take a look at the educational program of California State College, Sonoma and prepare recommendations for the kinds of changes which would help us to maintain some of our traditions and, at the same time, move in new directions.

All of the faculty accepted the recommendation with enthusiasm. A committee was established, composed of three members of the administration, three members of the student body, and six faculty members. This committee began its deliberations in the fall of 1968. Through many meetings and much reading, and after consultation with faculty and students from several other colleges and universities, the committee developed and presented to the faculty of California State College, Sonoma the "Cluster School" concept for academic planning. The concept proposed that School No. 1 be planned to accommodate six or seven thousand FTE students. Within this school the traditional bachelor's and master's degree programs in the arts and sciences will be continued and developed. It will also furnish a rich resource of specialized facilities in the areas of the sciences, art, music, drama, and physical education which may be used by any other school that is established. The Library also will be considered a single, central library for the entire college community. Duplication of

expensive, specialized facilities will therefore be avoided.

In addition to the regular resident program at California State College, Sonoma, there will be established a series of cluster schools. Each of the schools will have an educational program unified around a central focus or objective. Furthermore, it is expected that each of the schools will be, in the best sense of the words, innovative and experimental. This expectation may be achieved in different ways, probably in ways not yet thought of.

Three such schools offered programs in 1973: the Hutchins School of Liberal Studies, the School of Expressive Arts, and the School of Environmental Studies and Planning. Both within them and throughout the total college, the concern is with three general goals:

One, that different disciplines can be related to each other in more specific and definite ways, so that the student who graduates will know that his education has been a unified and unifying experience.

Second, the attempt to provide maximum opportunity for students and faculty to develop and maintain strong inter-relationships, to keep alive the feeling on the part of students that they are working with the faculty on an individualized basis, and that the faculty members are genuinely concerned about them as individuals.

Third, the effort to develop programs which seek, not just the definition of problems, but also the possible solutions. Perhaps in the offering of this kind of educational opportunity, in which both students and faculty are intimately and intensively involved, we are expressing our own definition of educational "relevance".

To the degree that California State College, Sonoma achieves those goals it will be what the faculty and students really want: an exciting place to learn.

Physical Planning and Development

Planning for the physical facilities and development of the campus to meet the needs of the total college program is the responsibility of the Office of Physical Planning and Development, working with the Campus Planning Committee.

The Campus Master Plan, first developed in 1962, was revised and approved by the Trustees in 1969 to meet the "cluster schools" concept adopted by the faculty in the College's latest Academic Master Plan.

The Master Plan indicates an ultimate student enrollment of approximately 10,000 full time equivalent (FTE). With increasing costs for higher education, growing enrollment pressures, more concern with capital outlay appropriations, and higher classroom utilization standards, it is possible that the College may be called upon to exceed this enrollment figure. Present permanent facilities, including those under construction, are adequate to accommodate an enrollment of approximately 6,000 FTE students.

The first on-campus Residence Halls were completed and occupied in October of 1974. Construction of Classroom-Office Building Number Two, which will provide classrooms, laboratories and offices for two cluster schools—Hutchins School of Liberal Studies and the School of Environ-

mental Studies and Planning—plus several departments in the regular resident program of the College, will be completed during the 1975-76 academic year. Planning funds have been appropriated to build a swimming pool, and plans for the new Art Building are underway. Construction funds for the Library Addition and the Little Theater have been requested so that these projects can be completed by the fall of 1977. As the College enrollment grows, additional classrooms, laboratories and offices are to be added to the campus, along with related student housing, parking, landscaping, and auxiliary facilities.

The Office of Physical Planning and Development cooperates with the greater college community by assisting with plans to meet environmental problems created by zoning, housing, transportation, parking, and land use for cultural, educational and recreational facilities.

The ability of the College to meet the challenges facing it in the area of physical development is dependent upon adequate capital outlay funds being made available by the legislature in the coming years.

California State College, Sonoma Foundation for Educational Development, Inc.

The California State College, Sonoma Foundation for Educational Development Inc., a non-profit corporation, was established in 1974 as provided by the laws of the State of California. The Foundation is an auxiliary organization of the California State University and Colleges, as defined in Education Code, Section 24054.5.

The purpose of the Foundation is to promote and assist the College's educational program. The Foundation supplements services provided the College by the State of California and sponsors activities for which the State does not appropriate funds. Such activities include educational institutes; training programs, special projects, workshops, conferences, and research projects; reception and administration of grants, gifts, donations, and scholarships, and other depository functions.

BOARD OF DIRECTORS, 1975-76

Officers

Yvette M. Fallandy (Vice President for Academic Affairs)	President
Carroll V. Mjelde (Dean of Instructional Services and Continuing Education)	Vice President
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Directors

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Wallace M. Lowry (Faculty)
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Steven J. Cash (Student Representative)

ACCREDITATION

California State College, Sonoma is fully accredited by the Western Association of Schools and Colleges and for teacher education by the State Board of Education.

The Bachelor of Science degree in Chemistry has been certified by the

American Chemical Society. The Music Department's Bachelor of Arts degree is accredited by the National Association of Schools of Music.

The National League for Nursing has accredited the Nursing Department which offers a Bachelor of Science degree.

TESTING SERVICES

The Office of Testing Services provides a variety of services to the College Community. Some are designed to assist students in their exploitation of personal, educational and career objectives and are available in cooperation with the Counseling Center. Others are more instructionally related and are designed to help the faculty with the assessment of educational objectives.

Tests which meet undergraduate, graduate, and degree requirements are available on a regularly scheduled basis. Advance registration for all tests is required. Students interested in further information concerning the testing programs are invited to contact the CSCS office of Testing Services. The following outline summarizes our test offerings:

ADMISSIONS TESTS FOR FIRST TIME FRESHMEN AND LOWER DIVISION TRANSFERS:

ACT or SAT

BACCALAUREATE DEGREE REQUIREMENT:

Written English Proficiency Test (WEPT)

CREDENTIAL CANDIDATES:

All Education Credential Candidates: *Written English Proficiency Test (WEPT)*

Elementary & Early Childhood Credential: Candidates with majors *unapproved* by the Commission for Teacher Preparation and Licensing will be required to take the *NTE Common Examination*

Secondary Credential Candidates: Candidates with majors *unapproved* by the Commission for Teacher Preparation and Licensing will be required to take a specific subject examination as designated by the Commission for Teacher Preparation and Licensing.

State of California Reading Specialist Candidates: *NTE Reading Specialist Test*

CREDIT BY EXAMINATION CANDIDATES:

College Level Examination Program (CLEP)

GRADUATE SCHOOL CANDIDATES:

CSCS Graduate Programs:

Biology MA: *GRE Aptitude Test*

Counseling Education MA: *GRE Aptitude Test*

Education MA: *Miller Analogies Test (MAT)*

English MA: *GRE Advanced Literature Test in English or CSCS English Department Comprehensive Examination*

History MA: *GRE Aptitude and Advanced Test in History*

Management MA: *Admission Test for Graduate Study in Business (ATGSB)*

Political Science MA: *GRE Aptitude (optional)*

Graduate Programs other than CSCS:

Graduate School Foreign Language Requirements: *Graduate School*

Foreign Language Test (GSFLT)

Law School: *Law School Admission Test (LSAT)*

Medical School: *Medical School Aptitude Test (MCAT)*

HIGH SCHOOL EQUIVALENCY CERTIFICATE CANDIDATES:

General Educational Development Test (GED)

Advance registration for all tests is required. Students interested in further information concerning the testing program are invited to contact the CSCS Office of Testing Services.

Admissions and Relations with Schools and Colleges

The Admissions and Relations with Schools and Colleges Office is responsible for receiving and processing all applications for admission to the College. The services include receipt of application for admissions; receipt of test scores and transcripts from high schools and colleges; determination of eligibility for admission; evaluation of previous college work toward objectives at California State College, Sonoma; notification of admission, and admission advising for applicants.

The Relations with Schools and College Office serves as a liaison between high schools and other colleges in the determination of transferability of credit. Staff are available for visits to schools and colleges and other groups upon request.

Student Records

The Student Records Office maintains the students' permanent cumulative academic record of work completed at California State College, Sonoma. The services include registration in the College; verification of enrollment of students to various agencies of the Government (Veterans Administration, Social Security, California Veterans War Orphans, etc.); evaluation of applications for award of degrees; issuance of California State College, Sonoma, transcripts of students' academic records; issuance of student grade reports at end of semester; processing of student petitions for exceptions to college regulations and procedures; determination of students who appear on the Dean's List; determination of students who are placed on "probation," "continued probation," "disqualification," and "probation removed," lists.

Student Financial Aid

The Office of Student Financial Aid seeks and distributes aid funds according to individual student needs, counsels students in financial planning, and encourages programs such as work-study that are relevant to the community.

The policies and procedures of the aid program are reviewed by the Student Financial Aid Committee. This committee has three students, 2

faculty members, and others who are keenly aware of students' financial problems and of the need to provide additional funds to solve them.

Approximately \$500,000 per year is available for student aid. About 90% of this is in the three Federal programs, which assist 10-15% of the students. Many students, additionally, are assisted through the Federally Insured Student (Bank) Loan.

ADMISSION PROCEDURES AND POLICIES

Requirements for admission to California State College, Sonoma are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Administrative Code*. A prospective applicant who is unsure of his status under these requirements is encouraged to consult a high school or college counselor or the Admissions and Relations with Schools Office. Applications may be obtained from the Admissions and Relations with Schools Office at any of the campuses of The California State University and Colleges or at any California high school or community college.

Admission Classification

Those who must make application for admission are:

Undergraduates

New Students—Any student who has never attended California State College, Sonoma in a regular semester.

Readmitted Students—Any student who has not been in attendance at California State College, Sonoma during either of the two semesters immediately preceding the semester for which application is made or who has attended another college or university in any interval of his absence, except summer session.

Graduates and Post-Baccalaureate

New Students—Any student who has never been admitted to a Post Baccalaureate or graduate program at California State College, Sonoma. This includes graduates of California State College, Sonoma.

Readmitted Graduate Students—Any student who has not been in attendance at California State College, Sonoma during either of the two semesters immediately preceding the semester for which application is made or who has attended another college or university in any interval of his absence, except summer session.

UNDERGRADUATE APPLICATION PROCEDURES

Prospective undergraduates, whether applying for part-time or full-time programs of study, in day or evening classes, must file a complete application including all the required forms and fees as described in the application booklet. The \$20.00 non-refundable application fee should be in the form of a check or money order payable to The California State University and Colleges. Undergraduate applicants may file only at their first choice campus. Alternate choice campuses and majors may be indicated on the application, but *an applicant should list as alternate campuses only those campuses of The California State University and Colleges that he will attend if his first choice campus cannot accommodate him*. Generally, alternate degree majors will be considered at the first choice campus before an application is redirected to an alternate choice campus. Applicants will be considered automatically at the alternate choice campus if the first choice campus cannot accommodate them. *Transcripts and other supporting documents should not be submitted until requested by the campus.*

CATEGORY QUOTAS AND SYSTEMWIDE IMPACTED PROGRAMS

Application category quotas have been established by some campuses, in some majors, where the number of applicants is expected to exceed campus resources. All applications received in the initial filing period will receive equal consideration for such categories. Certain undergraduate programs (architecture, natural resources, nursing, and physical therapy) are impacted throughout the 19-campus system, and applicants to such programs are expected to meet supplementary admission criteria for admission to these programs. Applicants to these major programs will be sent further information by the campuses about the supplementary criteria to be used, and how and when applicants must meet them.

POST-BACCALAUREATE APPLICATION PROCEDURES

All applicants for any type of post-baccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for professional growth, etc.) must file a complete application within the appropriate filing period. *Second baccalaureate degree aspirants should apply as undergraduate degree applicants.* A complete application for post-baccalaureate status includes all of the materials required for undergraduate applicants plus the supplementary graduate admissions application. Post-baccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$20.00 non-refundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. In the event that a post-baccalaureate applicant wishes to be assured of initial consideration by more than one campus, it will be necessary to submit a separate application (including fee) to each. Applications may be obtained from the Graduate Studies Office of any California State University or College campus in addition to the sources noted for undergraduate applicants.

APPLICATION FILING PERIODS

<i>Term</i>	<i>Initial Filing Period</i>	<i>Extended Filing Period</i>
Summer	the previous February	March until filled
Fall	the previous November	December until filled
Winter	the previous June	July until filled
Spring	the previous August	September until filled

All applications postmarked or received during the initial filing period will be given equal consideration within established enrollment categories and quotas. There is no advantage in filing before the initial filing period. Applications received before the initial filing period may be returned, causing a delay in processing. With the exception of the impacted undergraduate program areas (architecture, natural resources, nursing, and physical therapy), most campuses will be accepting applications well into the extended filing periods until quotas are filled.

SPACE RESERVATIONS

Applicants who apply during the initial filing period and who can be accommodated will receive a space reservation. A space reservation is not a statement of admission but is a commitment by California State College, Sonoma to admit the student once eligibility has been established. The space reservation directs the applicant to arrange to have appropriate records forwarded promptly to the Office of Admissions and relations with schools. Applicants should not request that any records be forwarded until they have received a space reservation notice.

SUPPORTING MATERIALS, NECESSARY TRANSCRIPTS, ENTRANCE EXAMINATIONS, GENERAL POLICIES

It is the applicant's responsibility to see that two (2) copies of all official and complete transcripts, including in-progress transcripts, are filed with the Office of Admissions and relations with schools in time to be considered for admission. The College reserves the right to determine whether a transcript can be accepted as official. All transcripts and records submitted for admission to California State College, Sonoma become the property of the College and cannot be returned to the applicant.

HARDSHIP PETITIONS

There are established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Prospective hardship petitioners should contact the Admissions and Relations With Schools Office regarding specific policies governing hardship admission.

UNDERGRADUATE ADMISSION REQUIREMENTS

First-time freshman eligibility is governed by an eligibility index. The index is computed using the high school grade point average on all course work completed in the last three years of high school, exclusive of physical education and military science; and the ACT composite, or the SAT total score. The full table of grade point averages, with corresponding test scores and the equation by which the index is computed, is reproduced on p. 31. Test results of either the CEEB Scholastic Aptitude Test (SAT) or the American Colleges Testing Program examination (ACT) are acceptable in establishing eligibility.

Registration forms and test dates for either test may be obtained from school or college counselors, from the addresses below, or from the campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

ACT Address

American College Testing Program, Inc.
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

SAT Address

College Entrance Examination Board
P.O. Box 1025
Berkeley, California 94770

First-Time Freshmen (California high school graduates and residents)

An applicant who is a graduate of a California high school or a legal resident for tuition purposes must have an eligibility index which places him among the upper *one-third* of California high school graduates. The minimum acceptable index for applicants using the SAT score is 3072; using the ACT score, 741.

First-Time Freshmen (high school graduates from other states and U.S. possessions)

The admissions requirements for non-resident applicants are more restrictive than those for California residents. An applicant who is a non-resident for tuition purposes and is a graduate of a high school outside California must have an eligibility index which places him among the upper *one-sixth* of California high school graduates. The minimum acceptable index for non-resident applicants using the SAT score is 3402; using the ACT score, 826.

First-Time Freshmen (graduates of secondary schools, etc., in foreign countries)

An applicant who is a graduate of a secondary school in a foreign country or who has equivalent preparation in a foreign country, may be admitted as a first-time freshman if his preparation and ability are such that in the judgment of the appropriate campus authority, the probability of his academic success at the campus is equivalent to that of eligible California high school graduates.

First-Time Freshmen (high school non-graduates)

An applicant who is over 18 years of age, but who has not graduated from high school will be considered for admission only when preparation in all other ways is such that the campus believes promise of academic success is equivalent to that of eligible California high school graduates.

ELIGIBILITY INDEX

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a CSCS campus. Grade point averages are based on work completed in the last three years of high school, exclusive of physical education and military science. Scores shown are the SAT Total and the ACT Composite. Students with a given G.P.A. must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding G.P.A. in order to be eligible.

The minimum eligibility index is: $SAT = 3072$ and $ACT = 741$. The index is computed either by multiplying the grade point average by 800 and adding it to the total SAT score, or multiplying the grade point average by 200 and adding it to 10 times the composite ACT score.

High school graduates from other states or possessions who are non-residents for tuition purposes must present an eligibility index which places them in the upper one-sixth of California high school graduates.

Undergraduate Transfers (resident and non-resident)

Beginning fall term 1974, transfer eligibility is based on *transferable* college units attempted, rather than on *all* college units attempted. The California Community College transfer student should consult his college counselor for information on transferability of courses. An applicant in good standing at the last college attended may be admitted as an undergraduate transfer if he meets either of the following requirements:

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

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.

1. He was eligible for admission in freshmen standing (see First-Time Freshman requirements) and has earned an average grade of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.
2. He has completed at least 56 transferable semester units or 84 transferable quarter units with an average grade of "C" (2.0 on a scale where A = 4.0) or better if a California resident. Non-residents must have a G.P.A. of 2.4 or better.

Admission as International (Foreign) Students

The admission of international (foreign) students is governed by separate requirements. Prospective applicants from abroad should consult the individual campus catalogs and international (foreign) student informational brochure available from the campuses.

Graduates of High Schools in a Foreign Country

Applicants who are graduates of foreign high schools must have preparation equivalent to that required of eligible California high school graduates. The campus 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 the (SAT) / (ACT) except when specifically requested to do so.

Returning Students

A student previously enrolled at California State College, Sonoma who has not registered for two or more semesters must file an application for readmission with the Office of Admissions. Previously enrolled students are subject to the same application limitation and dates as new applicants. If any college or university work has been undertaken since the last enrollment at California State College, Sonoma, the applicant must request that each college attended send a complete official transcript to the Office of Admissions and Relations with Schools. A new health record form must be filed with the Student Health Center.

Readmission After Disqualification

Disqualified students may, after one regular semester has elapsed, apply for admission and petition the Office of Admissions and Relations With Schools. Petitions will receive consideration if they are accompanied by evidence that would justify readmission, such as satisfactory academic work elsewhere. A disqualified student who is readmitted will be on a probationary basis until he has removed all grade point deficiencies or is again disqualified.

No application for readmission for a particular semester will be accepted for consideration from a disqualified student if it is presented later than three weeks before the first day of registration.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and if 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.

ADMISSION OF POST-BACCALAUREATE AND GRADUATE STUDENTS

Post-Baccalaureate Standing. Unclassified.

For admission to unclassified post-baccalaureate standing, a student must: (a) hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed equivalent academic preparation as determined by an appropriate campus authority; (b) have attained a grade point of at least 2.5 (on a five-point scale) in the last 60 semester (90 quarter) units attempted; and, (c) have been in good standing at the last college attended. Admission to a State University or College with post-baccalaureate unclassified standing does not constitute admission to graduate degree curricula.

Post-Baccalaureate Standing. Classified.

A student who is eligible for admission to a State University or College in Unclassified standing may be admitted to Classified post-baccalaureate standing for the purpose of enrolling in a particular post-baccalaureate credential or certificate program; provided, that such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular program by the appropriate campus authority are satisfied.

Graduate Standing. Conditionally Classified.

A student who is eligible for admission to a State University or College under Unclassified post-baccalaureate standard above, but who has deficiencies in prerequisite preparation which in the opinion of the appropriate campus authority can be met by specified additional preparation, including qualifying examinations, may be admitted to an authorized graduate degree curriculum with Conditionally Classified Graduate Standing.

Graduate Standing. Classified.

A student who is eligible for admission to a State University or College in Unclassified or Conditionally Classified Standing may be admitted to an authorized graduate degree curriculum of the campus as a classified graduate student if she/he satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate campus authority may prescribe. Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to proceed in such curricula.

APPLICATION TO TEACHER EDUCATION PROGRAMS

Applicants for admission to credential programs please see page 94 for credential programs.

Health Examination

All new students that register in the college are required to file with the Student Health Center the Health Status Report prior to matriculation. This form is forwarded to each student at the time of his notification of space reservation. The form must be accompanied by a physician signed and dated tuberculin skin test or chest x-ray, performed not more than three months prior to the date on the Health Status Report. The form, when complete, should be mailed directly to the Student Health Center. An additional special health requirement is needed from credential candidates.

Falsification of Applications

Failure to declare enrollment in each college or university previously attended will constitute grounds for denial of admission or dismissal from the College for unethical conduct.

Educational Opportunity Program (Hidden Talent)

Applicants wishing to enroll in the College as Educational Opportunity Program (EOP) students, must check the EOP response on the state college application admissions form. The program is designed for students requiring special admission and a wide variety of supportive services, including financial aid, counseling and tutoring. In addition to the regular state college application for admission, EOP applicants are required to file, with the Hidden Talent Office, an autobiography, three letters of recommendation from teachers, counselors, school administrators, or clergymen who can attest the applicant's ability and potential to perform college level work. Each applicant to the Hidden Talent program will be interviewed by the Hidden Talent Screening and Selection Committee and will be notified of official admission to the College by the Admissions and Relations with Schools Office.

Advanced Placement

California State College, Sonoma grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted six semester units of college credit.

1. Allow 6 semester-units per exam in subject matter areas upon completion of the Advanced Placement Examination with a score of 5, 4, or 3.
2. Allow such credit as advanced standing for first-time freshmen.
3. Allow credit to meet General Education requirements, as evaluated by the Admissions and Relations With Schools Office at the time of the students admission.
4. Allow Advanced Placement credit to apply to major requirements at the discretion of the major department.

College Level Examination Program

The College allows students to earn credit toward the baccalaureate degree through the College Level Examination Program (CLEP). Students may earn up to six units per examination passed and up to a maximum of thirty units. Passing scores for the CLEP exams are established by the participating academic departments and the California University and College System. Students may not be credited for CLEP results which duplicate course work previously noted on their transcript nor will they receive credit for CLEP examinations repeated within a 12-month period. CLEP credit may be applied toward major requirements at the discretion of the major department. The Office of Testing Services maintains a current list of CLEP examinations approved for credit at California State College, Sonoma. CLEP tests are administered on a regularly scheduled basis. Interested students are advised to consult with the Office of Testing Services.

CLEP EXAMINATIONS APPROVED AT CALIFORNIA STATE COLLEGE, SONOMA

The following CLEP exams have been approved by the appropriate departments and divisions:

Examination	Amount of Credit Approved	Course Equivalent— CLEP
Natural Sciences General Examination	Total of 6 (fulfills 3 units of General Education requirements in <i>Biological Sciences</i> and 3 units general education in <i>Physical Sciences</i>). Students passing both the Biology & Physical Sciences sections will also have their lab requirement waived.	Biology 100 Physical Science 100
Mathematics General Examination	3 (fulfills 3 units of general education in <i>Basic Subjects</i> . May not be substituted for Math 115).	Mathematics 114 & 117
Social Sciences—History General Examination	6 (fulfills 6 units of general education requirements in <i>Social Sciences</i>).	Social Science 100
Algebra and Trigonometry Subject Examination	3 (fulfills 3 units course credit toward <i>Algebra and Trigonometry</i>).	Mathematics 107
American Government Subject Examination	3 (fulfills 3 units of state code requirements in <i>American Political System</i> . Students must take departmental exam to receive credit for state and local government).	Political Science 200
American History Subject Examination and Essay	3 (fulfills 3 units of course credit in <i>United States History</i> , History majors passing the exam will be exempted from History 251 and 252. Satisfies state code requirements in U.S. History and Constitution, but not state and local government).	History 150
American Literature Subject Examination	6 (fulfills 6 units course credit toward <i>Survey of American Literature</i>).	English 260, 261
Analysis & Interpretation of Literature Subject Examination & Departmental Essay	6 (fulfills 6 units of credit) toward <i>Basic Composition</i> (Freshman English).	English 101 A & B
English Literature Subject Examination	6 (fulfills 6 units of course credit in <i>Survey of English Literature</i>).	English 250, 251
General Biology Subject Examination and Essay	Up to 6 (fulfills 6 units of course credit toward Basic Biology course sequence and waives up to 12 units of major requirement).	Biology 115, 116, 117

**CLEP EXAMINATIONS APPROVED AT
CALIFORNIA STATE COLLEGE, SONOMA—Continued**

Examination	Amount of Credit Approved	Course Equivalent— CLEP
General Chemistry Subject Examination	6 (fulfills 6 units of course credit in <i>General Chemistry</i>).	Chemistry 115 A & B
Educational Psychology Subject Examination	3 (fulfills 3 units of course credit in <i>Educational Psychology</i>).	Psychology 416
Elementary Computer Program—Fortran IV Subject Examination	3 (fulfills 3 units of course credit in <i>Uses of Computers</i>)	Management 216
General Psychology Subject Examination	3 (fulfills 3 units of course credit in <i>General Psychology</i>).	Psychology 200
Geology Subject Examination *Note Essay Option	3 or 4 (fulfills up to 4 units of course credit in <i>General Geology or Principles of Geol- ogy</i> . If credit is sought for <i>Principles of Geology</i> , the essay is also required.	Geology 102 or 303
Human Growth & Development Subject Examination	3 (fulfills 3 units of course credit in <i>Human Growth and De- velopment</i> , similar to Child Psychology or Child Development).	Psychology 410
Introductory Accounting Subject Examination	6 (fulfills 6 units of course credit in <i>Accounting and Manage- rial Decisions</i>).	Management 230
Introductory Business Law Subject Examination	3 (fulfills 3 units of course credit in <i>Law and Society</i>).	Management 225
Introductory Calculus Subject Examination and Essay	3 (fulfills 3 units of course credit in <i>Calculus</i>).	Mathematics 162
Introductory Economics Subject Examination	4 (fulfills 4 units of course credit in <i>Introduction to Economics</i>).	Economics 201
Introductory Marketing Subject Examination	3 (fulfills 3 units of course credit in <i>Marketing Environment</i>).	Management 360
Introductory Sociology Subject Examination	4 (fulfills 4 units of course credit in <i>Introductory Sociology</i>).	Sociology 201
Statistics Subject Examination	3 (fulfills 3 units of course credit in <i>Statistics for the Social Sciences</i>).	Management 315
Tests & Measurements Subject Examination	3 (fulfills 3 units of course credit in <i>Tests & Measurements</i>).	Psychology 437
Western Civilization Subject Examination and Essay	3 (fulfills 3 units of course credit in <i>Western Civilization</i>).	History 201

Allowance of Credit for Degree Requirements

Community College Credit: No more than 70 semester units of credit for work taken at a community college may be transferred to California State College, Sonoma. No credit may be allowed for professional education courses taken in a community college, other than an introductory course in education, nor may any upper division credit be allowed.

Credit for Extension and Correspondence Courses: A maximum of 24 units of credit earned in correspondence and extension courses may be allowed toward the bachelor's degree. Extension course credit does not apply toward the residence requirements at California State College, Sonoma.

Credit Earned in Accredited Colleges. Credits earned in accredited colleges will be evaluated and advanced standing allowed on the basis of the evaluation. Credit toward fulfillment of graduation requirements will be allowed only insofar as courses satisfactorily completed meet the standards and requirements of the college.

Credit for Military Service: Students who have completed more than one year or more of active military service will be granted 6 units of lower division elective credit. To be eligible for such credit, the student must submit a copy of his DD 214 Form. Credit for service schools will be allowed only insofar as such training is recommended by the American Council on Education Guide.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

New and returning students of The California State University and Colleges are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The Residence Questionnaire and, if necessary, other evidence furnished by the student is used in making these determinations. A student may not register and enroll in classes until his Residence Questionnaire has been received by the Admissions and Relations With Schools Office.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University and Colleges is found in *Education Code* Sections 22800–22865, 23753.1, 23754–23754.4, 23758.2 and 23752, and in Title 5 of the *California Administrative Code*, Article 4 (commencing with Section 41901) of Subchapter 5 of Chapter 1, Part V. A copy of the statutes and regulations is available for inspection at the campus Admissions and Relations With Schools Office.

Legal residence may be established by an adult who is physically present in the state while, at the same time, intending to make California his permanent home. Steps must be taken at least one year prior to residence determination date to evidence the intent to make California the permanent home with concurrent relinquishment of the prior legal residence. Some of the relevant indicia of an intention to establish and maintain California residence are registering to vote and voting in elections in

California; satisfying resident California state income tax obligations on total income; ownership of residential property or continuous occupancy or letting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service, etc.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of his stay in California.

In general, the unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains his place of abode. The residence of a minor cannot be changed by act of the minor or that of the minor's guardian, so long as the minor's parents are living.

A man or a woman may establish his or her residence; marriage is not a governing factor.

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 tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates for the Fall semester is September 20, 1975 and for the Spring semester 1976, January 25, 1976. If you have any questions respecting the applicable date, the campus Admissions and Relations With Schools Office can give you the residence determination date for the term for which you are registering.

There are several exceptions for nonresident tuition. Some of the exceptions provide for:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student was still a minor. When the minor who has remained in California reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Persons below the age of 19 who have been present in California for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception once attained is not affected by transfer of the

military person directly to a post outside the 50 states and District of Columbia.

5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
6. A student who is an adult alien is entitled to residence classification if the student has been lawfully admitted to the United States for permanent residence in accordance with all applicable provisions of the laws of the United States; provided, however, that the student has had residence in California for more than one year after such admission prior to the residence determination date. A student who is a minor alien shall be entitled to residence classification if both the student and the parent from whom residence is derived have been lawfully admitted to the United States for permanent residence in accordance with all applicable laws of the United States, provided that the parent has had residence in California for more than one year after acquiring such permanent residence prior to the residence determination date of the term for which the student proposes to attend the University.
7. Certain credentialed, full-time employees of school districts.
8. Full-time State University and Colleges employees and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
9. Certain exchange students.
10. 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.
11. A person in continuous full-time attendance at an institution who had resident classification on May 1, 1973, shall not lose such classification as a result of adoption of the uniform student residency law on which this statement is based, until the attainment of the degree for which currently enrolled.

Any student, following a final decision on campus on his residence classification, may make written appeal to:

The California State University and Colleges
Office of General Counsel
5670 Wilshire Boulevard
Suite 1260
Los Angeles, California 90036

within 120 calendar days of notification of the final decision on campus of his classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the institution with instructions for a further review on campus. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident

tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Administrative Code*. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions and Relations With Schools Office. Applications for a change in classification with respect to a previous term are not accepted.

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 in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Notification of Admission to the College

Applicants who have submitted all of the required admission materials will receive notification of their acceptance or denial from the Office of Admissions and Relations With Schools for the fall semester beginning on or about March 15 and for the spring semester on or about November 1.

Cancellation of Admission

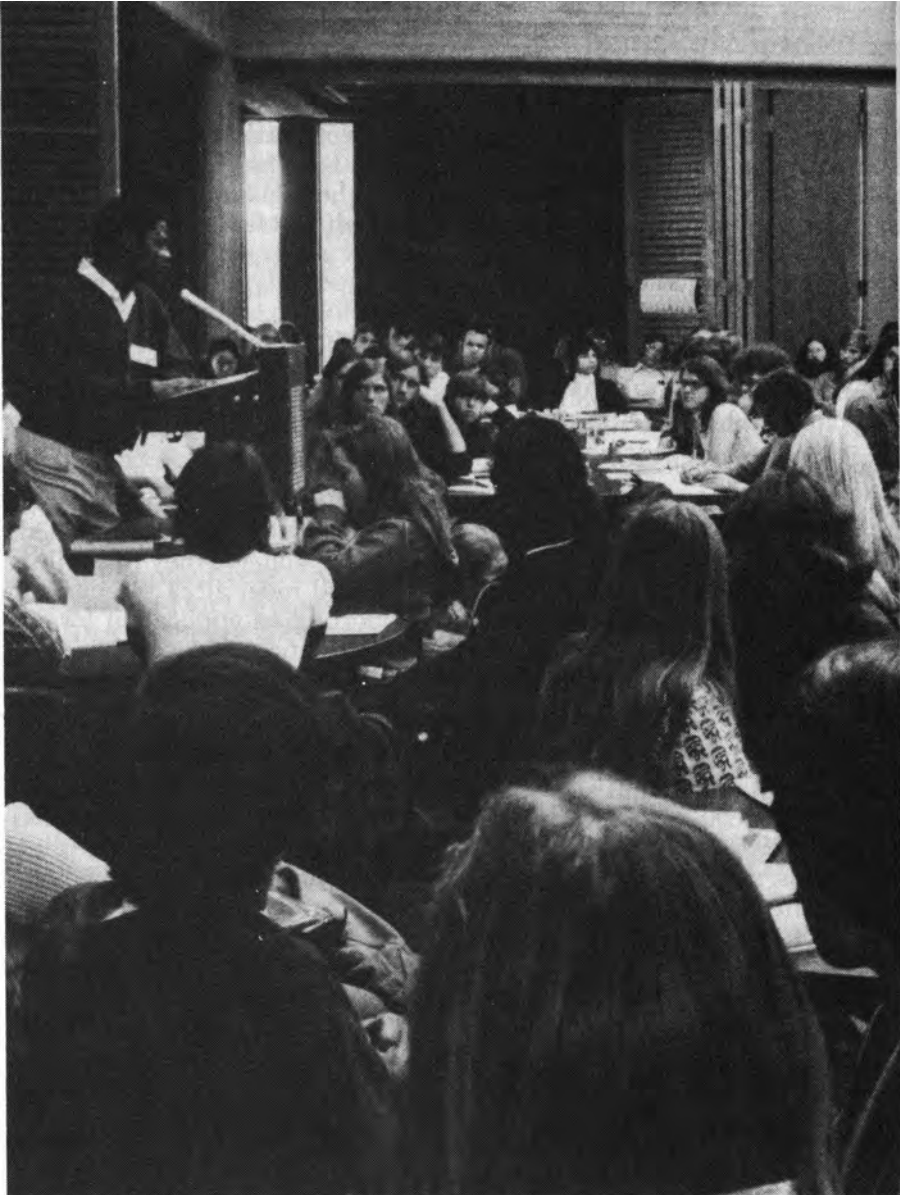
Students who have been admitted to the college for a given semester but do not register will have their admission automatically canceled. Should they later wish to undertake work at the college, they must file a new application, pay a new application fee and meet all of the current requirements for admission. Materials supporting an application for admission such as transcripts and entrance examination scores will be held for one year only and may be used during this time to meet the requirements for admission.

NOTICE

The Board of Trustees of The California State University and Colleges, in Section 43800 of Title 5 of the *California Administrative Code*, has reserved the right to add, amend, or repeal any of its regulations, rules, resolutions, standing orders, and rules of procedures, in whole or in part, at such time as it may choose. None shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Trustees. The Chancellor reserves the right to add, amend or repeal any of his Executive Orders, at such time as he may choose, and the President of CSC, Sonoma, reserves the right to add, amend, or repeal provisions of this catalog and rules of the College, including handbooks, at such time as he may choose. No Executive Order shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Chancellor nor shall any catalog provision or rule of the College be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the President.

Every effort has been made to assure the accuracy of the information in this catalog. Students are advised, however, that such information is

subject to change without notice. Therefore, they should consult the appropriate instructional departments, schools, or administrative offices for current information.



FEES AND EXPENSES

Fees

The regular fees of the college are given below. *Fees are subject to change by the Trustees of the California State University and Colleges.* Checks should be made payable to California State College, Sonoma in the exact amount of the fees to be paid.

Application for Admission Fee	\$20.00
<i>Registration Fees Per Semester (Payable at time of registration)</i>	

	<i>1-3 Units</i>	<i>4-6 Units</i>	<i>7 Units</i>	<i>8-11 Units</i>	<i>12 Units or more</i>
Student Services Fee	51.00	57.00	57.00	63.00	72.00
Student Union Fee	5.00	5.00	10.00	10.00	10.00
Facilities Fee	3.00	3.00	3.00	3.00	3.00
College Service Card	<u>\$1.00</u>	<u>\$1.00</u>	<u>\$1.00</u>	<u>\$1.00</u>	<u>\$1.00</u>
Fees Paid by All Students	60.00	66.00	71.00	77.00	86.00

Nonresident tuition for domestic and foreign students (in addition to above fees)	
15 units or more	650.00
Less than 15 units, per unit	43.00
Per academic year	1,300.00

Other Fees or Charges

(Payable when service is rendered)

Late registration	5.00
Transcript of records	1.00
Library books or materials overdue, damaged or lost (consult the library for schedule of fees)	
Failure to meet administratively required appointment or time limit	2.00
Credential Application Fee *	20.00
Check returned for any reason †	5.00
Graduation Fee	2.00-10.00
Items Lost or Broken	Cost
Lost room keys	2.00
Replacement of fee receipt	2.00
Identification Card	1.00
Deposits for locker keys and breakage are required in some laboratory courses.	
Keys \$2.50; Breakage \$5.00. These are refundable in whole or part. If deposits are not required, charges may still be made against the student for undue breakage or failure to clear locker and/or return key.	
Field Trip Fee	Cost
Sailboat Rental Fee	5.00
Beginning Ceramic Sculpture Lab Fee	7.00
Advance Ceramic Sculpture Lab Fee	9.00
Beginning Printmaking Lab Fee	7.50
Advanced Printmaking Lab Fee	10.00
Advanced Sculpture, Metal Lab Fee	10.00
Use of Musical Instruments	5.00

* Subject to change without notice.

† In addition to the returned check charge, the \$5.00 late fee is charged if the returned check was in payment of registration fees, unless the check is reimbursed prior to commencement of the late registration period.

46 / Fees and Expenses

Summer Sessions Fees:

Per unit	30.00
Student union fee (per unit)65
Extension Program Fees:	
Per unit	28.00

Parking Fees:

Non-reserved spaces, students and employees, per semester	15.00
Summer sessions, 10-week session or period	10.00
Summer session, 6-week session or period	6.00
Summer sessions, 4-week session or period	4.00
Other sessions, one week or more—\$1.50 per week.	
Reserve spaces, \$8.00 per calendar month or major fraction thereof.	
Two-wheeled self-propelled vehicles, 25% of above fees.	
Coin-operated parking meter controlled spaces—at a rate not to exceed \$0.10 per hour.	
Daily Park UR Self non-reserved spaces—\$0.25 per admission.	
No provision is made for part-time reserve parking.	

No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act.

THE STUDENT SERVICES FEE

The Student Services Fee for 1975–76 was recently established by the Trustees of the California State University and Colleges *in lieu* of the Material and Services Fee; however, the fee level was maintained at \$144 (for 12 or more units for the Academic Year). It is intended that this new fee will provide financing for the following student services programs not covered by state funding:

1. Social and Cultural Development Activities: provides for the coordination of various student activities, student organizations, student government and cultural programs.
2. Counseling: includes the cost of counselor's salaries and clerical support plus operating expenses and equipment.
3. Testing: covers the cost of test officers, psychometrists, clerical support, operating expenses and equipment.
4. Placement: provides career information to students and faculty for academic program planning and employment information to graduates and students.
5. Financial Aids Administration: includes the cost of the counseling and business services provided in connection with the financial aid programs.
6. Health Center: provides health services to students and covers the cost of salaries of Medical Officers and Nurses plus related clerical and technical personnel as well as operating expenses and equipment.
7. Housing: includes the cost of personnel providing housing information and monitoring housing services provided to students.
8. Student Services Administration: covers 50% of the cost of the Dean For Student Affairs Office which has responsibility for the overall administration of student services.

Prior to 1975-76 the Student Services fee was known as the Materials and Service fee and not only covered the above expenditures but covered the cost of Instructional and Audio Visual supplies and contractual services. A Task Force recommended that responsibility for financing these expenditures be transferred to the State and that the basis for this fee be more adequately communicated to students and campus staff. It should be noted that the 1975-76 Student Services fee is subject to change by future Board of Trustees action made necessary by budget actions of the Executive and Legislative branches of government.

Refund Regulations

Nonresident and Foreign Visa students are allowed refunds for tuition fees paid in accordance with the following schedule:

(1) Before or during the first week of the semester	100%
(2) During the second week of the semester	90%
(3) During the third week of semester	70%
(4) During the fourth week of semester	50%
(5) During the fifth week of semester	30%
(6) During the sixth week of semester	20%

Other fees are only refunded in accordance with Subdivision (e) of Section 41802 of Article 3, Title 5 of the California Administrative Code.

Requests for refunds regarding Extension Classes should contact the Dean of Instructional Services and Continuing Education.

Dishonored Checks

By authority of the State Administrative Manual, Section 8023, all persons who have issued a check to the College that was dishonored by the bank will be required to make all future payments by cash, certified check, cashiers check or money order. In addition students will be liable for any collection costs (i.e.) filing fees, legal fees, etc.

Debts Owed to the Institution

From time to time the student may become indebted to the institution. This could occur, for example, when the student fails to repay money borrowed from the institution. Similarly, debts occur when the student fails to pay institution dormitory or library fees, or when the student fails to pay for other services provided by the institution at the request of the student. Should this occur, Sections 42380 and 42381 of *Title 5* of the *California Administrative Code* authorize the institution 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 institution may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student believes that he or she does not owe all or part of a particular fee or charge, the student should contact the campus business office. The business office, or another office on campus to which the student may 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.

Description of Financial Assistance

Student financial aid is in the form of loans, employment, grants, scholarships, and often a combination of these.

1. *National Direct Student Loans (NDSL)*. These are long-term loans, interest free while in school. Maximums are \$2,500, total during the first 2 academic years, \$5,000 total during undergraduate years, and \$10,000, total maximum including graduate studies. Repayment period and interest (3%) begin 9 months after completion of studies. Minimum repayment is \$30 per month, with a maximum of 10 years to repay. There are loan principal cancellations for teaching in a low income area, for teaching the handicapped, for teaching in a Head Start Program, and for serving as a member of the U.S. Armed Forces in areas of hostility. Deferments of payment are available while a half-time student or up to 3 years while in the military service, Peace Corps or Vista.
2. *Federally Insured Student (Bank) Loans (FISL)*. These are long-term loans made by participating lending institutions, generally interest free while in school. The maximum is \$2,500 per year (most lenders loan only \$1,500 per year). Repayment period and interest (7%) begin 9 to 12 months after completion of studies at the discretion of the lender. Minimum repayment is \$30 per month, with a maximum of 10 years to repay. There are no loan cancellation provisions. Deferments of up to 3 years are available for service in the Armed Forces, Peace Corps, or Vista. Application process begins at the college. The decision to loan is made by the bank, savings and loan association, or credit union.
3. *Federal Nursing Loans and Scholarships*. Loans and scholarships up to \$2,000 or more, depending on availability of funds, are available to students in the Nursing program. There are partial loan cancellation provisions. Inquire at the Student Financial Aid Office.
4. *Law Enforcement Education Program (LEEP)*. These are loans and grants for part-time and full-time students, which may be limited to in-service law enforcement personnel, and are not based on financial need. They pay for tuition, fees and books only. There is one additional need-based loan program available to in-service employees on academic leave. Inquire at the Student Financial Aid Office.
5. *College Work Study (CWS)*. This is a program of part-time employment with average earnings of \$400–\$800 per year. Employment may be either on-campus or in various community non-profit organizations. The Financial Aid Office assists students in finding appropriate Work Study jobs.
6. *Basic Educational Opportunity Grant (BEOG—BOG)*. These are presently available only to students who entered post-secondary school (college) after April 1, 1973. Grants range from \$50–\$1,000. Separate applications are available at colleges, post offices, high schools, and some other public offices.

7. *Supplemental Educational Opportunity Grants (SEOG)*. These are grants of \$200–\$1,500 with a maximum of \$4,000 and 4 years. They are granted only to undergraduates from low income families. SEOG grants are matched with a “package” of loans, scholarships, or work study to meet the financial need of the student.
8. *California Educational Opportunity Program Grants (EOP)*. These are available to qualified participants in the Educational Opportunity Program (Hidden Talent Program) at Sonoma. Grants range from \$200–\$700, and eligibility is similar to SEOG.
9. *Bureau of Indian Affairs Grants (BIA)*. These are available to qualified Native Americans possessing one-quarter or more American Indian, Eskimo, or Aleut blood. Available to undergraduate or graduate students, these awards are matched with a package of loans, scholarships, and work study to meet the financial need of the student.
10. *College Scholarships*. Awards are generally based on academic achievement and/or need. CSC, Sonoma scholarships are quite limited and average less than \$200. Investigate other scholarship opportunities in your own community, also.
11. *California State Scholarship and Loan Commission*. State Scholarship Awards are for fees only—\$166. College Opportunity Grants (COG) are for \$500–\$900 plus fee of \$166, and are available to students from low income families, generally, through not exclusively, from an ethnic minority background. Contact:
 California State Scholarship and Loan Commission
 1410 Fifth Street
 Sacramento, California 95814 (916) 322-2800
12. *Work Opportunities*. Student employment is scarce in Sonoma County and the surrounding college service area. But jobs are available to students with ability and initiative. Transportation to and from the job may then be a problem from this campus. The Student Employment Office, on-campus, is helpful in obtaining long-range and short-term jobs.
13. *Short-term loans*. Small loans, as funds are available, are made, up to \$50, interest free for periods of 30 days.

ALAN PATTEE SCHOLARSHIPS

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, are not charged fees or tuition of any kind at any California State University or College, according to the Alan Pattee Scholarship Act, *Education Code* Section 23762. Students qualifying for these benefits are known as Alan Pattee scholars.

Application Procedure

For new students, the financial aid application begins with the filing of the Preliminary Financial Aid Application portion of the regular admissions application.

This form asks confidential information about student resources, estimated expenses, and kinds of aid applied for. It must be filed by April 30 each year for aid in the coming school year, and by November 30 for aid in the Spring semester.

For continuing students, an application must be filed each year. Forms are to be picked up in the Student Financial Aid Office. Applications must be filed by April 1st to be considered for aid in the coming academic year.

The college also requires the filing of the Parents' Confidential Statement (PCS) or the Student's Financial Statement (SFS), as appropriate, which asks confidential information about family income, assets, expenses, etc., which the College Scholarship Service and the Financial Aid Office review in order to help determine what, if any, aid the student is eligible for.

If a student claims financial independence from his parents, this claim must be substantiated by the parents, and a special form is provided at the Student Financial Aid Office for this purpose. The Federal Government takes the position that parents have the primary obligation to help meet the educational expenses. Therefore, the aid programs will assist only when it is clearly established that the student has been independent for at least one and three-quarters years, or when parents are unable to assist. When the applications are complete, the student's financial need is determined by subtracting those resources available for his education (parents' contribution from income and assets, summer job savings, and the students' other resources) from his education budget from September through May. The typical budget is \$2,540–\$3,170 for a single student, \$4,025–\$4,880 for a married student.

It is toward meeting this need—difference between costs and resources—that financial aid is directed. Generally, the need is met by a “package” or “combination” of ingredients—loan, employment, and/or grant. Where feasible, the student's preferences are considered. For example, an outside job and heavy course load may cause one student to prefer a loan over a work-study assignment. Another student, not wishing to borrow, might prefer to earn up to \$1,000 through part-time work in the Work-Study program.

Notification of aid for the following year is sent to each applicant as files become complete beginning in May.

When a student has a subsequent change in status, (gets married, has a child) the Financial Aid Office should be notified. If funds are available, a review of the financial need may make it possible to allot additional funds to meet this change. For short-term emergencies, the short-term loan fund, for loans up to \$50 repayable without interest in one month, may meet special needs.

Appeal of a financial aid award (or non-award) may be made in writing to the Chairperson of the Student Financial Aid Committee. The Committee may ask the student to present his appeal in person.

REGULATIONS AND PROCEDURES

Registration

Students must be officially registered in classes in order to receive credit for work completed. Registration includes the filing of class enrollment materials and the payment of all fees, charges, and deposits due. Registration procedures are published each semester in the Class Schedule.

A single day of late registration is scheduled for students who are unable to register during the regular registration period. A \$5.00 late fee is charged students who register late.

Registration by mail is not acceptable. Registration by proxy is not recommended.

Academic Load

The normal maximum academic load recommended by the College is 16 units. However, students may register for up to 19 units without special approval.

New students having a 3.0 grade point average for all transfer work or continuing students with a 3.0 grade point average for work at the College may enroll for up to 24 units by securing their advisor's signature on the Official Schedule Card in their enrollment booklet. Any student wanting to enroll for over 24 units, or a student with less than a 3.0 grade point average wanting over 19 units, must submit a petition to the Admissions and Records Office and receive approval before they may enroll for more than the authorized unit load limits.

Official Study List

A student's study list is established from the class cards the student processes at the time of registration. This list may be changed during the third or fourth week of the semester by filing Class Add Cards or Class Drop Cards at the Student Records Office. An official Study List is established for each student from class cards on file as of the end of the fourth week of instruction. This list is maintained in the Student Records Office. A verification copy of the Official Study List is mailed to each student in mid-semester. Students are responsible for completing all classes listed in their Official Study List.

Study List Changes

Students may change their Official Study List from the fourth to the thirteenth week of the semester by following procedures outlined in the Class Schedule. Students are cautioned, however, that all Study List changes after the fourth week are subject to strict review by the faculty. Petitions with detailed justifications for late adding of classes must be submitted to Department Chairman for review. Withdrawals after the fourth week are permitted only for serious and compelling reasons, and must be recommended by the instructor and approved by the Department Chairman. Class Add Cards or Class Drop cards must be filed at the Student Records Office for all approved Study List Changes before the change is official.

Repeat of Courses

A student receiving a grade of D or F in a California State College, Sonoma course may repeat the same course at California State College, Sonoma and have only one attempt charged on the permanent academic record in computing the grade point average. Units earned will be counted only once. The student must notify the Student Records Office to identify the repeated course. Unless such notification is processed, both attempts will be counted in computing the grade point average.

Class Attendance

Students are expected to attend classes regularly, as this is one of the necessary and important means of learning and of attaining the educational objectives of the institution.

Students should not miss classes except for valid reasons, such as illness, accidents, and participation in officially approved college activities. When a student is absent from classes, it is his responsibility to inform his instructors of the reason for absence and to arrange to make up missed assignments and class work insofar as this is possible. Students should be cautioned that even though absences may be for valid reasons, such absences can impair performance and result in a lower grade.

If a student who signs up for a class does not claim his seat in that class during the first week of instruction, or by the second meeting of the class, whichever is the later, the instructor may assign it to another student.

Faculty are also expected to meet their scheduled class assignments and to establish office hours which are posted at the beginning of every semester.

Grading

The Grading Policy at California State College, Sonoma is:

1. Students at California State College, Sonoma may take no more than 40 units toward their *total* baccalaureate degree programs which have been graded by nontraditional grades. Nontraditional grades are CR/NC or ABC/NC.
2. Departments may allow their majors to take no more than one-third of the total units required for the major by nontraditional grades.

Within the aforementioned limitation, departments are free to determine the extent to which nontraditional grades will be used.

3. "Students of California State, Sonoma may take no more than one-third of the total units applied to the master's degree in nontraditional grades. Nontraditional grades are CR/NC and ABC/NC."
4. Each school and department will designate those courses which may be graded *only* in the CR/NC or ABC/NC modes. Generally, such courses will fall within the categories of "field experience," "practicum," "group process" and "creative." A rationale for courses so designated will be given to the College Standards Committee.

The units for all such courses will count as part of the 40 units of nontraditionally graded work that may be applied toward the student's major and the total degree program.

5. All courses offered in the College, other than those covered by items #3 and #4 of this statement, will be graded according to the traditional grading pattern, A-F, and/or by the approved nontraditional grading modes, CR/NC, ABC/NC.

Credit Defined

The credit unit at California State College, Sonoma is the semester unit. A minimum of two hours preparation for each hour of regular class attendance should be expected. In upper division and graduate courses additional time may be required.

Grade Point Averages and the Progress Point Index

The quality of a student's academic work at Sonoma is measured by two basic computations, the grade point average and the progress point index. These measurements are derived by dividing the number of units a student attempts into the sum of the grade points or progress points assigned for all grades or administrative marks earned. The main difference between the grade point average and the progress point index is that only traditional grades A-F are used in figuring the grade point average whereas the progress point index includes traditional grades A-F, non-traditional grades CR-NC, and several administrative marks.

The following table indicates the grade point and progress point values assigned for each grade or mark, and whether the units attempted are counted in figuring the grade point average or progress point index.

	<i>GRADE</i>	<i>GRADE POINTS</i>	<i>ATTEMPT COUNTED</i>	<i>PROGRESS POINTS</i>	<i>ATTEMPT COUNTED</i>
A	OUTSTANDING	4	YES	4	YES
B	COMMENDABLE.....	3	YES	3	YES
C	SATISFACTORY	2	YES	2	YES
D	MINIMUM PERFORMANCE ..	1	YES	1	YES
F	FAILURE.....	0	YES	0	YES
CR	CREDIT	0	NO	2	YES
NC	NO CREDIT	0	NO	0	YES
I	INCOMPLETE	0	NO*	0	YES
W	WITHDREW	0	NO	0	NO
SP	SATISFACTORY PROGRESS ..	0	NO	0	NO
	(TEMPORARY MARK)				
RD	REPORT DELAYED	0	NO	0	NO
	(TEMPORARY MARK)				
AU	AUDIT.....	0	NO	0	NO

* Incomplete charged as "NC" if not made up within one year.

The grade of CR is equivalent to the grade C or higher for undergraduates, and equivalent to the grade B or higher for graduate students.

Below is a sample Grade Point Average and Progress Point Index computation.

<i>Units Attempted</i>	<i>Grade Mark</i>	<i>Grade/Mark Value</i>	<i>Grade Points</i>	<i>Progress Points</i>
3.....	B	3	9	9
2.....	CR	2	0	4
3.....	A	4	12	12
2.....	I	0	0	0
4.....	NC	0	0	0
1.....	C	2	2	0
3.....	W	0	0	0
			<u>23</u>	<u>25</u>

CPA: $230 \div 7 = 3.28$

PPI: $25 : 15 = 2:1 -$

In this sample, the student was enrolled for 18 units credit, but because one class was dropped and a W mark assigned before the semester ended, only the remaining 15 units are recognized for either grade point average or progress point index computations. The grade point and progress point totals are each calculated by multiplying the "units attempted" figure by the "value" figure. Only traditional letter grades are used for the grade point average computation, while all grades and marks assigned at the end of the semester are included in the progress point index.

The grade point average is derived by dividing the number of units attempted for traditional letter grades (7) into the total number of grade points earned (23). The grade point average is 3.28.

The progress point index is derived by comparing the number of progress points earned with the number of units attempted for all traditional grades, non-traditional grades, and administrative marks. A ratio format is used to express the progress point index. In this example, the progress point index would be expressed as $25 : 15 = 2:1 -$. The 25 earned progress points are compared to the 15 total units attempted. Since the progress points are fewer than twice as many as the units attempted, the progress point index is expressed as $2:1 -$. Had the progress points been equal to or greater than twice as many as the units attempted, the progress point index would be expressed as $2:1 +$.

The grade point average can be figured using almost any combination of traditional letter grades a student has earned. Common examples of different grade point averages would include an overall accumulative average for all colleges and universities attended, a Sonoma accumulative average for all work at Sonoma, a semester grade point average, and a major grade point average.

The progress point index is used only as a semester measurement.

Administrative Grading Symbols

AU (Audit) Students wishing to audit a class should enroll in the class the same as they would if they were taking the class for credit. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the last day to add classes. Enrollment in any course as an auditor shall be permitted only after students otherwise

eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected.

A petition and a Class Drop Card should be submitted to the Student Records Office prior to the census date if they want their enrollment converted to AUDIT. The instructor's consent is required. Petitions for conversion to AUDIT status are not accepted after the census date. The census date is given in the Schedule of Classes.

I (Incomplete) An incomplete signifies that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "incomplete" must be made up within one calendar year immediately following the end of the term on which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "incomplete" being counted as equivalent to an "F" (or an "NC") for grade point average and progress point computation.

SP (Satisfactory Progress) The "SP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that assignment of a precise grade must await completion of additional work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. Work is to be completed within a stipulated time period. This may not exceed one year except for graduate degree theses for which the time may be up to two years, but may not exceed the overall time limit for completion of all Master's degree requirements. Any extension of time limit must receive prior authorization by the Dean of Graduate Studies.

W (Withdrawal) This symbol indicates that the student was permitted to drop the course after the 4th week of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points. Appropriate forms may be obtained from the Student Records Office to accomplish a withdrawal from a course or all courses.

Academic Records

Student academic records are maintained by the Student Records Office. These records are considered confidential, and while available to faculty members for advising purposes, the information contained is subject to very strict control. Parents of minor students are authorized access to academic records. All other persons requesting access to academic records including governmental investigators and parents of students over 18 years old, must have the student's written permission.

Public information, which may be included in a student's academic record as well as other places on campus, may be released to inquirers in person or over the telephone. Public information includes verifying whether or not a person has ever been a student at California State College, Sonoma, dates of attendance, major, whether or not the student graduated, and if any honors were earned. Examples of information considered confidential and not released except as noted above include a student's address, telephone number, class schedule, grade point average, names of instructors, etc.

A student's permanent academic record cannot be changed except where error in recording has occurred or by approval of proper college authority. One year is allowed for errors to be identified by a student and corrected by the Student Records Office or for petition to be submitted.

SCHOLASTIC PROBATION AND DISQUALIFICATION

Academic Probation: A student is subject to academic probation:

- A. As an undergraduate student if at any time
 1. his cumulative grade point average in all college work attempted or his cumulative grade point average at California State College, Sonoma falls below 2.0., or
 2. during any term while enrolled he fails to earn at least two times as many progress points as units attempted.
- B. As a graduate student if any time
 1. his cumulative graduate grade point average in all college work attempted or his cumulative graduate grade point average at California State College, Sonoma falls below 3.0.

A student shall be removed from academic probation:

- A. As an undergraduate when his cumulative grade point average in all college work attempted and his cumulative grade point average at California State College, Sonoma are 2.0 or higher, and when he earns at least twice as many progress points as units attempted in a term.
- B. As a graduate student when his cumulative graduate grade point average for all graduate work attempted and his cumulative grade point average at California State College, Sonoma are 3.0 or higher.

Academic Disqualification: A student on academic probation is subject to academic disqualification:

- A. As a lower-division student (less than 60 semester hours of college work completed) if he falls 15 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at California State College, Sonoma.
- B. As a junior (60–89 semester hours of college work completed) if he falls 9 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at California State College, Sonoma.

- C. As a senior (90 or more semester hours of college work completed) if he falls 6 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at California State College, Sonoma.
- D. Regardless of class level or cumulative grade point average, if in any term while he is on probation he fails to earn at least twice as many progress points as units attempted.

A graduate student on academic probation is subject to academic disqualification if he fails to earn sufficient grade points to remove himself from probationary status.

In **Addition** to the above disqualification standards applicable to students on probation, the President may designate a campus official to act for him in disqualifying individuals not on probation when the following circumstances exist:

- 1. At the end of any term, the student has fewer cumulative grade points than cumulative units attempted, and
- 2. The cumulative grade point deficiency is so great that in view of the student's overall educational period, it seems unlikely that the deficiency will be removed within a reasonable period.

Administrative-Academic Probation: An undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

- A. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms.
- B. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student).
- C. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (example: failure to take placement tests, failure to complete a required practicum).

Administrative-Academic Disqualification: A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

- A. The conditions for removal of administrative-academic probation are not met within the period specified.
- B. The student becomes subject to academic probation while on administrative-academic probation.
- C. The student becomes subject to administrative-academic probation for the same or similar reason for which he has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

Reinstatement After Disqualification: Disqualified students may, after one regular semester has elapsed, petition the College through the Stu-

dent Records Office for reinstatement. Petitions must be accompanied by evidence that will justify reinstatement, such as proof of satisfactory academic work at another college or university, or through the California State College, Sonoma Extension or Summer Session Program. A disqualified student who is reinstated will be on probationary status until all grade point deficiencies are removed or until again disqualified. In exceptional cases, petitions for reinstatement may be considered without a semester of non-attendance.

Re-admission After Disqualification: Disqualified students absent for two or more semesters must reapply for admission through the Common Admission schedule. See ADMISSIONS. A petition for exception to the standard admission criteria may accompany the application for admission if academic deficiencies exist. It is advisable to schedule an appointment with the Director of Admissions and Relations with Schools if you are seeking readmission and do not meet the regular standards for acceptance.

Student Conduct

Students are expected to conduct themselves so as to reflect credit to themselves and to the college. One of the fundamental objectives of the college is to foster the development of students as active and responsible citizens in a democratic society; and students are, therefore, expected to make steady growth in maturity, self-reliance, and self-discipline as they progress toward a degree or credential. To help students achieve this end, the college places reliance not only upon its instructional program, but also upon student activities and student-faculty collaboration in many aspects of college community life. For the vast majority of students, these constructive means of defining and teaching good standards of conduct and integrity are effective.

Classification of Students*

Students are classified as full-time and part-time.

Full-time students are those who take 12 or more semester units.

Part-time students are those who take 11 or fewer semester units.

Students are further classified each semester according to earned credits as follows:

<i>Status</i>	<i>Units earned</i>
Lower Division	
Freshman	0-29½
Sophomore	30-59½
Upper Division	
Junior	60-89½
Senior.....	90 or more
Graduate	
Holding a baccalaureate degree from an accredited college.	

Dean's List

Each semester the College publishes the Dean's List of undergraduate students who meet the following criteria:

1. Students must be registered in a minimum of 12 semester units of letter grade courses in the semester under consideration.

* See Certification for Selective Service and Veterans for exceptions in the general classification of students.

2. Students must achieve a minimum grade point average of 3.50 for the semester.
3. Only courses taken in resident study will be used in computing the grade point average. Courses taken in extension and credit by examination will not be included in the computation.
4. Only grades for the one semester under consideration will be used in computing the grade point average.
5. Only undergraduates will be considered for the Dean's List.

Credit by Challenge Examination

A student may earn unit credit for a course which he successfully challenges by examinations, rather than pursue the usual arrangement. The College, in the interest of accelerating the academic progress of capable students with special interests and experience, encourages the earning of such credit. The following regulations govern the challenging of courses:

1. Only courses may be challenged which are listed in the *California State College, Sonoma Catalog*, and for which the challenger has not otherwise received credit.
2. Only students in resident study may challenge a course.
3. Examinations are set and administered by the Instructor of the course challenged or by a faculty designee of the appropriate Department Chairman. Completed examinations are filed in the Department offices.
4. Application for Unit Credit by Challenge Examination must be approved by the appropriate Department Chairman.
5. For summer sessions only, challenge examinations must be taken within the first two weeks of the Six Week Summer Session.
6. When a student passes the examination for credit, a "P" will be recorded on his permanent record. No resident credit is earned, and units grade "P" do not affect the grade point average.
7. Forms for "Application for Unit Credit by Challenge Examination" are available in department offices.

Special Courses

California State College, Sonoma makes arrangements through Special Studies 495 and 595 for superior students who want to pursue academic interests beyond the scope of the regular curriculum. Such courses are subject to the following conditions:

495, 595—Special Studies

1. A maximum of 4 units per course.
2. A student may have in all areas for graduation no more than 12 units of Special Studies.
3. This course may be included in a major pattern as a requirement, or it may be an elective.
4. A student may not pursue in Special Studies a course which is listed in the catalog and which is normally offered within a two-year period.
5. Special Studies may be designed for one student or be constituted as a seminar for several.
6. Approval for registration must be obtained from the advisor, instructor, and Department Chairman.

Community Involvement courses 295 and 395 are offered for students who wish to participate in community activities. This participation usually takes the form of a Tutorial Program, Big Brother Program, Playground Supervision, and Outdoor Education. These courses are subject to the following conditions:

295 and 395—Community Involvement Project

1. 295 signifies lower division status; 395 signifies upper division status.
2. Variable credit from 1 to 3 units per course.
3. A maximum of 6 units allowable toward graduation.
4. Approval for registration must be obtained from the student's advisor and the instructor.
5. This course counts toward elective or unspecified requirements of a major or minor, and toward total units required for graduation.

Certification to Selective Service

Selective service local boards may grant a draft deferment to a student provided he is taking a full load of classes and is making normal progress toward his degree objective. At the request of a student, the college will certify enrollment status to a local board. Requests for certification are made through the Veteran's Clerk in the Office of Admissions and Relations with Schools. Certification must be made one time each academic year. A student is considered to be full-time (for certification purposes) if he is taking 12 or more units. Normal progress toward degree objective is 24 units in the first year; 56 units by the second year; 90 units by the third year; graduation in four years.

Office of Veterans' Affairs

The Office of Veterans' Affairs was established at California State College, Sonoma to assist veterans in reaching their educational and career aspirations. This office offers programs in the following areas:

1. Tutorial Assistance—veterans needing tutoring to satisfactorily complete courses at this college may get assistance in selecting a qualified tutor and having tutor fees paid for by the Veterans Administration.
2. Information and Referral Service—veterans needing services not offered by the college may get referrals to the appropriate community agencies.
3. Admissions Assistance—preadmission counseling and advisement, explanation of college policies and programs, and special admission for veterans who do not meet the general requirements, but do have the ability to succeed in college.
4. Problem solving—veterans are urged to contact the office with any problem.

Co-located within the Office of Veterans Affairs is a federally employed Veteran Benefits Counselor. He is available to counsel, assist in applying to school, and to help solve any problems encountered concerning Veterans' Administration Benefits.

Veterans, Social Security, Cal Vet, etc., Certifications

California State College, Sonoma is approved for the training of veterans under Public Laws 190, 610, 634, 894, and the California State Bill for Educational Assistance. The College Office of Veterans Affairs, located in the Student Records Office, will assist veterans in completing the forms for Federal and State Assistance Programs and in supplying information concerning Veterans Administration regulations.

Veterans with no prior training under the G.I. Bill must request a certificate of eligibility at least two months before enrolling; and those transferring from schools should submit transfer requests at least one month before enrolling. These forms should be submitted to the VA regional Office in San Francisco.

To receive (1) full-time subsistence the student must carry at least 12 units; (2) three-fourths subsistence the student must carry at least 9; (3) one-half subsistence the student must carry at least 6 units. Graduate units (500 level) may be weighted at 1.5 times the unit value to graduate students only in determining the unit total. These limits apply also to Social Security certification, with the exception of the 1.5 weighting factor for graduate students.

Transcript of Record

The Student Records Office will provide official transcripts of a student's California State College, Sonoma academic record upon written request of the student. Requests by telephone or by someone other than the student are not acceptable. There is a \$1.00 charge for the preparation of each official transcript. This fee must be paid before the transcript will be prepared. Please allow 5 working days for the transcript to be prepared. At the close of a semester or summer session, please allow 15 working days for preparation of the transcript. Transcripts from other schools or colleges cannot be copied.

Petitions

The college recognizes a need to provide for individual cases meriting exception to basic rules. A petition process has been created permitting individuals to request a change of rules or procedures. The Admissions and Relations with Schools Office will take action upon petitions for waiver of College regulations, based upon recommended guidelines indicated by proper College authority. However, departments have the authority to rule on petitions for substitution of required courses within that department.

Privacy Rights of Students

Section 438 of the General Education Provisions Act, as amended, which is effective as of November 19, 1974, sets out requirements designed to protect the privacy of parents and students. Specifically, the statute governs (1) access to records maintained by the campus, and (2) the release of such records. In brief, the statute provides that the campus must provide students access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that

they are inaccurate, misleading or otherwise inappropriate; the right to a hearing under the Act does not include any right to challenge the appropriateness of a grade as determined by the instructor; the student may, however, use this process to verify that the grade given by an instructor has been properly transmitted into the student's records. The Act generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. This summary of the Act's provisions is being supplied as required under the Act. An office and review board has been established by the department of Health, Education and Welfare to investigate and adjudicate violations and complaints under the Act. The office designated for this purpose may be contacted at the following address: Mr. Thomas S. McFee, Room 5660, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201; telephone (202) 245-7488.

The campus is authorized under the Act to release public directory information concerning students. Directory information includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above designated information is subject to release by the campus at any time unless the campus has received a prior written objection from the student specifying information which should not be released. Inclusion of student's name, address and telephone number in campus directories shall be determined by the student's execution of the standard consent from supplied all students for this purpose.

Classroom Smoking Policy

A policy on smoking shall be established in each class at the beginning of the semester. The instructor shall determine if any student objects to smoking in the classroom. This should be done by written secret ballot. If any objection is voiced by either the instructor or the student, a no-smoking policy shall be made. If no objection is raised, smoking may be permitted. This policy shall in no way modify specific no-smoking policies presently in effect in various areas of the campus.



student personnel services

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs Program is under the general direction of the Dean for Student Affairs, who functions to facilitate the adjustment of students to the college experience. Many students arrive on campus with some knowledge of College services, and as a result tend naturally to locate the services they need, some of which are funded through student fees. For these students, as well as those less familiar with student personnel services, the Office of the Dean for Student Affairs is aware of the need to reach out in order to deliver real services. This "reaching-out process" is dependent on a continuing assessment, in dialogue with students, concerning student needs.

This includes, but is not limited to: assisting the student at the beginning and throughout the college experience by means of counseling, coordination of social and cultural development, housing, special assistance to Veterans and students from other nations, health and placement services. Prospective students, as well as those already enrolled, are encouraged to take full advantage of the services provided and to suggest other means by which the college might better serve their needs.

Counseling Center

The Center's counseling and testing services are FREE to California State College, Sonoma students (except for fees for a few of the testing and assessment instruments requiring scoring by instrument suppliers). The Center is open weekdays, 8:00–4:30, with staff or graduate practicum students also available between 9:00 and 3:00 for "drop-in" service—no appointments needed.

Center staff are available to talk about concerns you may have regarding your career, college living and learning, or about yourself. The particular services of the Center include: group and individual counseling concerning personal situations that are interfering with your involvement in school; groups and workshops on a short-term or on-going (continuing) basis relating to instructional activities, class projects, student-teaching relationships or student-initiated service programs. Many kinds of testing are offered in educational, career, and personal areas.

Housing Service

The Department of Housing is established to help meet the living needs of members of the campus community and the varied needs of the larger community as it seeks to respond to the impact of our college. The Department responds to these needs in four basic ways:

1. On-Campus Residential Community accommodates 406 people in suite, cluster-style housing. The Community is designed to provide a good environment for single adult living and features extensive student participation in its management.
2. Residential Listing Service lists houses, trailers, cottages, apartments, rooms and shared accommodations. Listings are checked only in regard to the government's code regarding non-discrimination. Housing staff is available to answer questions and to facilitate both landlords and tenants.

3. Community Housing Services takes an active part in the development of more housing alternatives for the college population. Services are available to developers, architects, builders, real estate personnel and others interested in pursuing the possibilities of building projects that might involve the college.
4. Summer Conferences and Specialty Catering Needs: Residence halls and dining services are available for summer conferences, programs and group meals throughout the year.

International Student Service

Services to international students are available in the Office of Instructional Services and Continuing Education, as described on page 81 of the Catalog.

Career Planning and Placement Services

“The Career Planning and Placement Center is involved in programs designed to assist students in developing career choices that will enable them to maximize their unique talents, skills, abilities, and needs. To do this successfully our office provides services that facilitate the career exploration process and then help integrate the career options chosen with the methods, techniques, and resources needed for people “place themselves.”

Students seeking part-time temporary or summer jobs, both on and off-campus, are assisted in this process through the Student Employment Section. For effective service and referrals all students are encouraged to register in person with this office and to up-date their registration form at least once a month.

All students are urged to visit the Center and discuss career goals with the Career Counselor. Information is available regarding specific careers, entrance level positions, anticipated demands for certain positions, utilization of particular majors in careers, etc.

In addition to counseling job applicants, the Career Planning and Placement Center prepares and sends a job news letter to registrants on request, schedules interviews with prospective employers and processes files for registrants. All services are available without a fee except for the following exceptions: Alumni (people who have not attended the college for one year) will be charged a slight fee for utilization of the file service and job newsletter.” The Career Planning and Placement Center staff are always willing to assist all students in their exploration of the post-graduation possibilities.

Graduating seniors, graduates, teaching candidates and alumni who have completed or are completing 24 units at California State College, Sonoma may register for file and referral service. All undergraduates and graduates of California State College, Sonoma are eligible to seek career counseling. Any registered student may receive assistance in finding part-time or temporary employment through the Student Employment Office.

Please see Regulations and Procedures section for deadline dates for completing placement forms and scheduling interviews.

Student Health Center

The college maintains a modern, well-equipped health center for students with a full-time professional staff for the treatment of minor illnesses, injuries and first aid on an out-patient basis only. This service is available to all regularly registered students during the normal working hours of the college (8:00 a.m.–4:30 p.m.). The services available are those which are normally obtained in a family physician's office.

The Health Center staff encourages students to come to us with any or all medical problems, and endeavors to keep abreast of the latest medical trends in family planning techniques, VD treatment and control and other areas of medical counseling in which students are usually interested.

As no on-campus infirmary facilities are available, all medical care beyond the scope of that which the Health Center can deliver is obtained through private and community facilities at the student's expense. The Student Health Center makes available, through an outside carrier with whom the student makes his own contract, at relatively low cost, an insurance policy which covers most of the cost for medical care beyond which the Health Center provides.

The college does not assume responsibility for the health care and protection of the student. This is left up to the student and/or his parents.

Disabled Student Information

At present, through the office of Dean for Student Affairs, a disabled student information center is developing. Some of the services currently available are advising, pre-class registration assistance, reader and attendant care referral service, orientation tours of campus, and other general services. For additional information contact Dean for Student Affairs Office, Stevenson 2011, or Call 795-2356.

Hidden Talent Program

The Hidden Talent Program (EOP) was initiated at California State College, Sonoma by a committee of students, faculty, staff and administrators concerned with the education of minority and low income students. The purpose of the program is therefore, (1) to enroll in Sonoma State College high potential students who have the desire to do college level work but for some reason may not meet the traditional admissions standards. (2) to assist minority and low income students who are regularly admissible but feel they are in need of assistance in completing their admission and financial aid form. In either case the Hidden Talent Program (EOP) attempts to provide financial help in conjunction with the financial aid office in following forms: Federal Educational Opportunity Grants, California Educational Opportunity Grants, National Defense Student Loans, Federally Insured Loans and Work Study. These programs are granted to the college by the Department of Health, Education and Welfare. Veterans benefits and a limited Hidden Talent Fund are also sources of financial aid for EOP students. Concomitant with the program's commitment to provide a student with an educational experience that is vital for his/her growth and development, EOP also makes available personal and academic support services in the forms of tutoring and counseling.

Student Resource Center (Activities—College Union)

The Student Resource Center coordinates and supports student-initiated activities by providing services that enhance the experiential learning of students through co-curricular participation. With no student government on campus, the Student Resource Center has also become a place of initiation. Students use the Center to explore their individual interests, become involved in campus life, learn about the campus and campus events, organize groups or projects, and use the rooms and equipment of the Center.

The specific involvements of the Center include the following:

- A. *Orientation*—New students at Cal State Sonoma are invited to participate in a variety of orientation experiences that introduce them to various facets of campus life. The general on-campus orientation is supplemented by such innovations as summer advising, a week-end retreat, and workshops that feature peer-advising.
- B. *Student Organizations*—The Student Resource Center relates to student organizations in various phases of their development, from the chartering process to the actualizing of student-initiated projects and programs. For the schoolyear 1974–75, there were over 60 ongoing clubs which fell under the following categories: departmentally-based, ethnic, community-oriented, religious, and special interest clubs. Helpful suggestions for developing clubs can be obtained from *Guidelines for Chartering Student Organizations*.
- C. *Information Center*—Staffed entirely by students, the Information Center is a joint project of the Student Resource Center, Public Safety, and the Public Affairs Office. It houses the campus information phone (795-2880), the student locator service, the campus lost and found, and a variety of information-sharing services. The hours of operation are Monday to Friday, 8:00 a.m.–11:00 p.m. and Saturday and Sunday, 10:00 a.m.–8:00 p.m.
- D. *Special events and film showings*—The coordination of campus events such as films, lectures, concerts, or fund-raising affairs is also under the purview of the Student Resource Center. The staff works alongside student organizations by providing information on the handling of publicity, finances, securing of space, etc. *Guidelines for Special Events* and *Guidelines for Film Showing* are helpful aids to program-planning.
- E. *Annual events*—Two campus-wide events held every year include the Campus-Community Congress and Activities Faire. The former introduces students to community agencies while the latter orients the campus to the colorful diversity of campus organizations, ranging from environmental action to dream fantasy theater.
- F. *Other services*—Room scheduling is also another coordinated activity of the Student Resource Center. A master calendar provides up-to-date information on campus events. Some office equipment is available for the use of chartered student organizations.

Chartered student clubs for the school year 1975–76 include the following: Accounting Forum; African Cultural Exchange Club; Art Club; Asian Stu-

dent Association; Associated Students of the Residential Community; Baha'i Club; Belly Dancing Club; Biology Club; Bruce Lee Brotherhood; Canine Corps; Can You Dig It?; Christian Science Organization; Christians on Campus; Cossack Volleyball Club; Dream Fantasy Theater; Economics Club; Environmental Action Club; Filmmakers Scholarship Fund; Folk-dancers Club; Food Co-op; Friends of Cinema; Gay Students Union; Geography Club; Go; Goju Kai Karate Club; Judo Club; Ki Society; KSUN; Kundalini Yoga Club; KVIN; Latter Day Saints Student Association; M.E.C.H.A.; Model United Nations; My School; New Age Sufi Dancers; People's Liberation Collective; Political Science Club; Psychology Energies Organization; Public Interest Research Group; Sailing Team; Ski Club; Sociology Club; Sonoma State Friends of the Farmworkers; Students for Asian Studies; Students International Meditation Society; Student Lectures and Concerts; Tutorial for Human Values; Vedic Cultural Society; Women's Union; Zero Population Growth.

TRANSPORTATION

Transportation Services and Facilities

The California State College, Sonoma Campus community supports a philosophy of balanced transportation planning aimed at keeping Sonoma County beautiful and providing alternative transportation services and facilities to reduce or eliminate dependence of automobiles:

- I. ***Public Transit:*** Golden Gate Transit District provides hourly bus service to the campus from points along Highway 101 (San Francisco, Marin County, Petaluma, Cotati, Rohnert Park, and Santa Rosa) five days a week.
- II. ***Bike Lanes and Paths:*** There are bike lanes between Cotati and Rohnert Park and the campus; the campus system of bike paths and bike racks is being expanded to provide easy access to all campus buildings.
- III. ***Carpool Program:*** The College offers a computerized carpool program with sign-ups at registration. This service provides you with a printout of participating students, faculty and staff living in your area who have similar schedules. It is then up to you to use this information to contact potential carpoolers.
- IV. ***Auto Parking Facilities:*** The College has several parking lots with unreserved spaces for cars with daily parking tickets from coin-operated dispensers or unreserved parking stickers, and reserved spaces for cars with reserved parking stickers. Special parking spaces for the handicapped are reserved near Stevenson and Darwin Halls (see page 46 for parking fee information).

Further information on local transportation services and facilities is available through the Student Resource Center.



special features

SPECIAL FEATURES

Library

A. S. Pickett, Library Director

James H. May, Associate Library Director

Richard Bellamy, Barbara Biebush, Patricia Chapman, Jean Day, Johanna Fritsche, Richard Hanna, Marie Luethe, Antoinette Maleady, Lenore Radtke, Sandra Walton, Patricia Wollter.

The new college library building, occupied in 1970, provides study space for 600 students. The college library book collection consists of 220,000 volumes and expands at the rate of 20,000 volumes annually. The periodical collection consists of 30,000 bound volumes and subscriptions exceed 3,200.

The first floor of the library houses the bibliography area and circulation department. The office of the Library Director, the acquisitions department and catalog department are also located on the first floor.

The book stacks on the second floor contain the periodicals collection and reference books as well as the circulating collection. The periodicals indexes and abstracts are adjacent to the periodicals collection. The books are arranged by the Library of Congress classification and the card catalog is located on the second floor.

In the center of the second floor are the reference offices staffed by the trained librarians available at all times to assist students in their reference and reading problems.

Adjacent to the reference offices is the phonolisting area where there are 22 listening stations for tapes and records. In addition, this room has four individual listening booths for students. There are also two group listening rooms for class or informal group listening. The collection consists of over 10,000 phonorecords, tapes and cassettes.

The documents room for the local, state, and federal documents and microform room, are also located in the center of the building. An extensive microcard, microfiche and microfilm collection as well as reader-printers are located in this room. The document collection consists of 30,000 items and the microform collection in excess of 300,000.

The library also has a collection of juvenile literature and is the regional depository for curriculum material published by school districts in California. An extensive elementary and secondary textbook collection is also maintained.

Copying machines, group study rooms and typing room are also available for student use.

TUTORIAL LEARNING CENTER

The Tutorial Learning Center offers tutoring services to all California State College, Sonoma students at no charge. The center is open five days a week from 9 a.m. until 4 p.m. English and mathematics tutors are available daily. Some tutors are graduate students who can assist in lower division and upper division course offerings. Students wishing assistance in specific subject areas should come to the center and register. Tutors will be assigned on a "first come, first served" basis.

Students wishing to serve as tutors may make application with the center director. Additional information can be obtained by calling extension 2429. The Tutorial Center is located on the second floor of the Library, Room 59.

SIMULATION LABORATORY FOR THE SOCIAL SCIENCES

In the fall of 1970 the Simulation Laboratory for the Social Sciences was opened on the second floor of Stevenson Hall. Designed and equipped to facilitate the simulation of real and imagined social, political, and administrative problems, the laboratory makes it possible for the student to learn to cope with some of the factors in real life situations.

The laboratory has nine decisionmaking posts from which teams of students can play various competitive or cooperative roles common to real life. A complete closed-circuit television system permits videotaping of simulations and gaming sessions for evaluation and review.

Mobile videotape units make it possible to use an ordinary classroom anywhere on campus, and portable units, operating on batteries, are used throughout the College service area for field projects, often in cooperation with local school districts.

A library of instructional games relevant to the social sciences is being developed for use by professors and student teachers.

ACADEMIC ADVISING

The office of Academic Advising is specifically responsible for advising students with undeclared majors while advising students with declared majors takes place in departmental offices. During each advising period every semester a central area is set up for undeclared majors staffed by several faculty members. During the balance of the year general academic advising is available in the office of Academic Advising on a continual drop-in or appointment basis covering such areas as:

1. Explanation of General Education requirements and of the official evaluation of advanced standing.
2. Unofficial evaluation of credits not yet officially evaluated by the Admissions and Relations with Schools Office.
3. Unofficial evaluation of completion of graduation requirements.
4. Clarification of and advising on credential requirements and programs.
5. Clarification of admission applications and procedures.
6. Administration of the Special Major, a student initiated major for unique individualized goals.
7. Assisting students in finding a sense of direction to choose a major.
8. Making available accumulated career information.
9. Helping with information on higher degrees and choice of graduate schools.
10. Providing information about the college to students who are searching for a college to attend.
11. Alleviating anxiety.
12. Maintaining a current, though limited, collection of Jr. College, State College, and University catalogues and graduate bulletins.

13. Trouble shooting on student problems with college regulations.
14. Researching answers to a variety of questions.

MEN'S INTERCOLLEGIATE ATHLETICS

An athletic program is available at the Varsity level for those students who wish to participate in intercollegiate competition. The college currently competes in cross country, basketball, wrestling, track and field, golf, tennis, fencing, gymnastics and baseball. Water polo, swimming, and soccer will be added to the program at an appropriate time in the growth of the college.

California State College, Sonoma is a member of the Far Western Intercollegiate Athletic Conference. Other conference schools include University of California at Davis, California State University, Chico, California State University, Humboldt, California State University, Hayward, California State University, Sacramento, and California State University, San Francisco.

WOMEN'S INTERCOLLEGIATE ATHLETICS

The intercollegiate athletic program for women includes: cross country, field hockey, fencing, gymnastics, volleyball, basketball, tennis, track and field, and softball. This program will be expanded with student interest, participation and when faculty are available. California State College, Sonoma is a member of the Northern California Intercollegiate Athletic Conference. Member schools include 18 colleges and universities in this area.

INTRAMURALS

An intramural athletic program for all students is currently offered which includes badminton, flag football, cross country, basketball, etc. A full listing of the sports offered is available in the Departmental office.

INTERNATIONAL PROGRAMS

An overseas study program is offered by The California State University and Colleges International Programs in which students enroll for a full academic year simultaneously at their home campuses, where they earn academic credit and maintain campus residency, and at a distinguished foreign university or a special program center.

Cooperating universities abroad include the University of Provence, France; the Universities of Heidelberg and Tübingen, Germany; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the Universities of Granada and Madrid, Spain; the University of Uppsala, Sweden; Lincoln College and Massey University, New Zealand; and Waseda University, Japan. In the United Kingdom, cooperating universities, which may vary from year to year, include Aberdeen, Dundee, Bangor, Heriot-Watt, Leicester, London, Oxford, Liverpool, Lampeter, and Sheffield. In addition, California State University and Colleges students may attend a special program in Taiwan, Republic of China, or an architectural program in Copenhagen, Denmark. Eligibility is limited to students who will have upper division or graduate standing during their year of partici-

pation, who have a 2.5 overall grade point average (3.0 for the United Kingdom program), who show ability to adapt to a new environment, and who, in the cases of France, Germany, Mexico, and Spain, have completed two years of college level study (or the equivalent) in the language of instruction at the foreign university. Selection is made by a faculty committee on the student's home campus and by a statewide faculty committee.

The International Programs is supported by state funds to the extent that such funds would have been expended had the student concerned continued to study in California. Students assume costs for predeparture orientation, insurance, transportation, housing and meals. Home campus registration fees, tuition on the home campus for out-of-state students (if the student is not a California resident) and personal incidental expenses or vacation travel costs while abroad are also paid by the student. The Office of International Programs collects and administers funds for those items which the program must arrange or can negotiate more effectively: such as home campus fees, orientation costs, insurance, outbound transportation, and, in some centers, housing. Students accepted in the International Programs may apply for any financial aid available at their home campuses, except work-study and college opportunity grants.

Application for the 1976-77 academic year must be submitted before February 13, 1976 (except for New Zealand and United Kingdom applicants who must submit applications by May 16, 1975 and January 9, 1976, respectively). Applicants are notified of acceptance by April 1, 1976 (New Zealand by June 1, 1975). Detailed information may be obtained from the office of International Education Services or by writing to The California State University and Colleges International Programs, 5670 Wilshire Boulevard, Los Angeles, California 90036.

The following course designations are used in cases where there is no exact correspondence between the course in the foreign university and a course listed in the California State College, Sonoma catalog:

Foreign Language 101 i.s. (1-8)

A maximum of 8 units may be earned in elementary courses of a foreign language.

Foreign Language 201 i.s. (1-6)

A maximum of 6 units may be earned in intermediate courses of a foreign language.

International Programs 300 (1-3)

May be repeated and/or multiple registrations may be made concurrently.

International Programs 400 (1-3)

May be repeated and/or multiple registrations may be made concurrently.

International Programs 500 (1-3)

May be repeated and/or multiple registrations may be made concurrently.

COMPUTER CENTER

The Campus Computer Center handles the computer applications for the entire college including instruction, research and administration. It has computing equipment, card-handling equipment and forms-handling equipment. Key-punches and other facilities are available for student use. Students at CSC, Sonoma have access to three separate and distinct computer facilities:

1. An NCR 200 computer located on campus.
2. The State University Data Center computers in Los Angeles.
3. Timesharing terminals supported by computers at CSU, Northridge.

NCR 200 Computer

Each campus has its own computer to run instructional programs and to satisfy the individual administrative needs of the college. The system utilized is a multiprogramming operating system. This permits the resources of the campus NCR 200 computer to be shared among two partitions. One partition is dedicated to instructional use and functions as a remote job entry terminal to the State University Data Center; the other partition is available for administrative and Computer Center staff use. This multiprogramming system has greatly increased the productivity of the Computer Center.

State University Data Center

The CSC, Sonoma computer is linked by telecommunications circuits to the State University Data Center. This makes available to the campus the capabilities of the medium-scale CDC 3300 computer system located in Los Angeles. The State University Data Center also has telecommunications connections to the UCLA Campus Computing Network. UCLA is equipped with an IBM System 360/91, with 4 million bytes of core storage and many modern peripheral devices. The UCLA Campus Computing Network is a part of the ARPA world-wide computing network, which has connections with most major colleges and universities of the world via telecommunications and Telstar satellite. The State University Data Center is used at Sonoma to process all instructional computer jobs and large systemwide administrative programs.

Timesharing

Timesharing is a mode of operating a computer in which many users at different locations may write and run programs at the same time. In addition to its ability to serve many users concurrently, timesharing has two other very useful features. First, turnaround time is usually rapid, allowing many runs to be made in a short period of time. Second, timesharing language processors and programs are usually written in a conversational mode, allowing programs and data to be entered step by step instead of all at once. This is desirable for such applications as programmed instruction and administration of questionnaires.

The campus Computer Center currently operates two shifts, six days per week, in order to provide a high level of service to students. The Computer Center staff provides technical consulting services to assist the students in all phases of computer use. Further details concerning equipment and services may be obtained at the Computer Center.

Multi-Cultural Services Program

Multi-Cultural Services is a federally funded Special Services Program which provides minority/low income students and physically disabled students with academic support services. The program was instituted at California State College, Sonoma after it had been determined that its unique structure would serve as a benefit to many students.

The goal of M.C.S. is to provide services and individualized attention which will enhance the opportunity for academic success by its student participants. Emphasis is placed in two areas: Academic and Student Services.

Academic Services include tutoring, academic advising, skills development workshops during the summer and academic year, innovative class offerings, and individualized attention in the area of academic progress.

Student Services include orientations, admissions counseling, aid in registration for the physically disabled, financial aid advice, housing information, counseling, and information in career and graduate school opportunities.

Multi-Cultural Services is an advocate in dealing with the needs and desires of physically disabled and minority/low income students. Its primary purpose is to identify the needs of this target population and help adapt institutional policy and/or develop innovative services which address themselves to these needs. The program takes a multi-racial approach in its staffing and adheres to the philosophy that learning is facilitated through the recognition and sharing of diverse cultures.

Multi-Cultural Services seeks to identify and service a specific target population that meets federal income guidelines. Students are selected on the basis of this criteria and their need for the varied academic support services offered by the Program.

Applications submitted for participation in the MCS program will be responded to by an MCS Counselor. This individual will help determine with the Director of the program, the particular needs of the student.

Center for Field Experience Education

The Center for Field Experience Education is a service on campus designed to advocate and facilitate the variety of field experience education programs and opportunities at the College. The Center includes the Community Involvement Program, a volunteer bureau, and information regarding various internship and cooperative education programs.

A major goal of the Center is to acquaint students with the diversity of opportunities that exist for the integration of off-campus learning experiences with classroom offerings. An intention of the Center is to assist students in becoming involved in credit-generating, community-based experiences that "reality test" the theoretical base provided by on-campus instruction. As a result of these experiences students can gain a better understanding of their subject matter, explore potential vocations, develop work skills, gain necessary work experience, learn about their community, and provide volunteer and paid service to social service enterprises.

The Community Involvement Program is a student volunteer program designed to facilitate experiential learning and community services. Students work in a variety of community placements including schools, mental or drug related self-help, half-way homes and community recreational programs.

Elective credit of 1-4 units a semester is granted after the requirements of the program have been satisfactorily met and the necessary documentation has been submitted to the students faculty sponsor. A total of 6 units of C.I.P. credit may be applied toward an undergraduate degree. C.I.P. credit is now offered in 18 different departments.

CONTINUING EDUCATION PROGRAM

EXTENSION—EXTERNAL DEGREES—SUMMER SESSIONS

The Office of Instructional Services and Continuing Education, California State College, Sonoma, provides year around continuing education opportunities for adults in the College's six county service area. The program is designed to extend the educational strengths of the College to serve adults throughout the six county service area, including courses for specific persons employed in school districts, governmental agencies, industries, and other organizations. The continuing education program is closely related to the total College with every attempt being made to ensure that it reflects the educational philosophy and faculty strengths of the resident College and at the same time serve the varied needs of an adult six county community. The continuing education program is three-fold: the summer sessions program offering courses for resident credit; the extension program which also includes both credit and non-credit extension courses, institutes, workshops, seminars and conferences, and travel study programs for extension credit; and the external degree program for those who cannot pursue a degree program on campus.

The Summer Sessions program offered on- and off-campus, includes courses offered during the academic year in order that those students who wish to do so may accelerate the attainment of their degrees and credentials. In addition, the Summer Sessions include many courses, workshops, institutes, and demonstration schools, designed to give special opportunities for the improvement of professional competence and the stimulation of renewed scholarly study. Resident credit is offered for Summer Session courses.

The three summer sessions include the one-week intersession, the regular six-week intersession, the three-week post session, and special sessions. It is not necessary for enrollees in the summer sessions or extension courses to formally matriculate for admission at California State College, Sonoma by filing transcripts, taking entrance examinations, etc.

The extension programs are offered mainly during the academic year in order to allow students to also participate in the College's Summer Session program. Courses are offered in both on-campus and off-campus locations. Continuing education programs offered in our off-campus locations are presented in conjunction with a cooperating agency which expresses a need for the program and assists in the administration of the offering.

The extension credit, offered for extension study provided in each of the College's subject areas, may be applicable toward degree, credential, and other in-service and continuing educational objectives. Special non-credit programs are also offered for those who desire to meet their needs for continuing education in an organized manner.

Subject to the approval of the department concerned, all extension courses may count toward college degrees and/or school service credentials except that no more than twenty-four units of extension credit normally may be counted toward the baccalaureate degree, nor more than nine toward the master's degree. Students who plan to become candidates for a degree must file with the College Admissions and Relations with Schools Office.

In cooperation with the Center for the Performing Arts, continuing education cultural programs are presented by choral, drama, dance, Jazz, opera, and orchestra performing groups both on campus and for groups of students and adults in locations throughout the College's six county service area.

The Office of Continuing Education is also the center of development for the California Instructional Television Consortium which brings continuing education instruction by television to those who cannot readily reach college campuses in California. The Consortium includes the nineteen California state colleges and state universities.

External degree and certificate programs are currently being developed to provide educational opportunities for those persons in the College's service area that are unable to attend the campus resident program of instruction. Thus far Master's programs in Psychology, Education, Medical Technology and Counseling; and, Bachelor's programs in Criminal Justice Administration and Liberal Arts are being offered.

Due to enrollment limitations in the resident program, subject to instructor and departmental approval, students will be allowed to register for extension credit and participate in resident courses.

Requests for the Summer Session Catalog, the Extension Bulletin, or other information regarding either the extension, external degree, or summer session programs should be sent to the Office of Instructional Services and Continuing Education (phone 707/795-2394).

**degrees and
credentials programs**



BACHELOR OF ARTS DEGREE

(Fields for Majors and Minors)

<i>Division</i>	<i>Majors</i>	<i>Minors*</i>
Psychology, P.E., Counseling	Physical Education	Physical Education
	Psychology	Psychology
Humanities	Art	English
	English	French
	French	German
	German	Linguistics
	Music	Music
	Philosophy	Philosophy
	Spanish	Russian
	Theater Arts (Drama)	Second Language
		Teaching
		Spanish
		Theatre Arts (Drama)
Interdisciplinary Education	Afro-American Studies	Afro-American Studies
	Criminal Justice	American Ethnic Studies
	Administration	Mexican-American
	European Studies	Studies
	India Studies	
	Liberal Studies	
	Mexican-American Studies	
Natural Sciences	Special Major	Astronomy
	Biology	Biology
	Chemistry	Chemistry
	Geology	Geology
	Mathematics	Mathematics
	Physics	Physics
Social Sciences	Anthropology	Anthropology
	Economics	Economics
	Geography	Geography
	History	History
	Management	International Studies
	Political Science	Management
	Sociology	Political Science
	Urban Studies	Sociology

HUTCHINS SCHOOL OF LIBERAL STUDIES

Hutchins School of Liberal Studies	Liberal Studies
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SCHOOL OF ENVIRONMENTAL STUDIES AND PLANNING

School of Environmental Studies and Planning	Environmental Studies—Planning Emphasis
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SCHOOL OF EXPRESSIVE ARTS

School of Expressive Arts	Liberal Studies—Expressive Arts
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* Although a minor is not required for the bachelor's degree, many students find it to their advantage to complete one or more minors.

MINIMUM REQUIREMENTS FOR THE DEGREE

	<i>Units</i>
General Education	40 †
Major	24-36
Minor and/or electives	48-64
Minimum requirements for the bachelor of arts degree	124

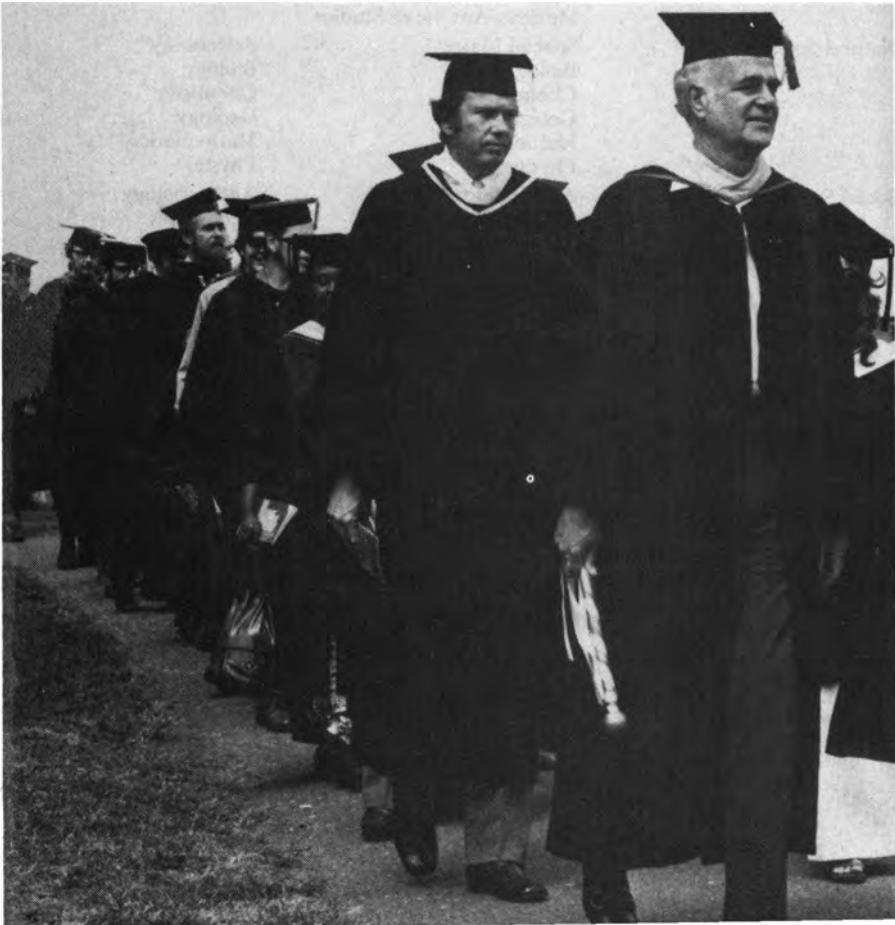
BACHELOR OF SCIENCE DEGREE

(Fields for Majors and Minors)

<i>Division</i>	<i>Majors</i>	<i>Minors</i>
Natural Sciences	Chemistry	Astronomy
	Geology	Chemistry
	Physics	Physics
	Mathematics	Mathematics
	Nursing	

For information regarding requirements for the Bachelor of Science Degree, consult the specific discipline section in this catalog.

† Credential candidates should consult with an advisor in the Department of Education about fulfilling both the College General Education requirements and credential General Education requirements, since there are differences between the two sets of requirements.



GRADUATION REQUIREMENTS

Candidates for graduation should file an "Application for Award of Degree" form with the Registrar's Office two semesters prior to the anticipated date of graduation. This will enable the Evaluations Office to check and determine remaining requirements before the opening of the final semester. A thorough reading of this catalog will assure that one is aware of all requirements. In addition, the following general rules should be kept in mind:

1. A minimum of 124 units is required for the BA degree.
2. At least 40 units of upper division (courses numbered 300–499) work must be included in the degree program.
3. Twelve of the last 20 units must be completed in residence study at California State College, Sonoma.
4. Twenty-four units in residence (work completed at California State College, Sonoma) is the minimum required for graduation. Extension credit does not count toward resident credit.
5. A grade point average of C (2.0) or better is required in work undertaken at California State College, Sonoma as well as in the student's total undergraduate work and in his major field. The C (2.0) average for the major includes all classes listed on the Certification of Completion of Major Requirements form; except that supporting courses, while required for some majors, are not included in the major grade point average.
6. A maximum of 24 semester units earned in correspondence and extension studies may be applied toward degree requirements.
7. A total of not more than 6 units of Community Involvement Project 295, 395, and 12 units of Special Studies 495 may be counted toward an undergraduate degree in Sonoma School of Arts and Sciences.
8. California law specifies that in order to receive a bachelor's degree, students must fulfill requirements in U.S. History and Constitution and California State and Local Government. These requirements may be fulfilled in either of two ways:
 - a. By taking one of the following courses:

History 251 History 252 Political Science 200	}	These courses may also be used to fulfill part of General Education requirements.
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 - b. By taking a special examination administered by either the History Department and/or the Political Science Department.
9. All specific major, and General Education requirements must be completed. (For General Education requirements see page 81.)
10. During the junior or senior year a test of competence in English composition must be passed or a grade of C or better earned in an advanced composition course taken at California State College, Sonoma.

The test may be waived on the basis of (1) an upper-division course in expository writing passed with a grade of C or better at another institution; (2) an upper-division written proficiency examination passed at and certified by another institution; (3) writing

ability previously demonstrated by publication, credit by examination, or other special circumstances. Petition forms available in English department office.

11. A student who is in a period of continuous attendance at the time of filing application for degree may elect to meet the catalog requirements in effect at the beginning of his last previous period of continuous attendance or at the time of completion of the curriculum. A student is considered in continuous attendance if he registers for at least one semester or summer session within any 12 month period.

A student not in a period of continuous attendance at the time of filing for a degree must meet the catalog requirements in effect at that time. Special exceptions may be made for students on active military duty.

12. After a degree is posted to a student's permanent academic record, that record is closed. It will not at a later date be changed to show grade changes, name changes, make-up of incomplete work, nor will incomplete grades be charged as units attempted. A closed record will not be changed.

Degrees are awarded in January, June and August. Commencement ceremonies are held once a year, in June.

ALL STUDENTS GRADUATING FROM CALIFORNIA STATE COLLEGE, SONOMA AND WISHING TO CONTINUE FOR ADDITIONAL STUDY MUST MAKE APPLICATION FOR ADMISSION DURING THE NORMAL APPLICATION PERIOD.

MINOR REQUIREMENTS

A minor is not required for graduation. However, many departments do offer a program leading to completion of an approved minor. Students wanting to complete a minor should select the appropriate classes with an advisor in the department offering the minor. Minors usually consist of 20 units, 6 of which must be upper division.

Honors at Graduation

Two types of honors at graduation are awarded by the College to students meeting the criteria listed below:

"With Honors" are granted upon award of the baccalaureate degree to candidates whose entire collegiate scholastic record indicates a minimum grade point average of 3.30.

The following conditions also must be met by all candidates to be considered for honors:

1. A minimum of 45 letter graded semester units offered for the degree must have been earned in resident study at California State College, Sonoma. In exceptional cases this condition may be petitioned.
2. The grade point average of all work completed at California State College, Sonoma must meet a minimum grade point average of 3.30.

An honors list will be computed on the basis of all work excluding the last semester. Those meeting honors requirements on this basis will be desig-

nated on the commencement program as "eligible for honors." The actual honors list will be computed on the basis of all work necessary for the degree.

"With Distinction" will be awarded to a student who is judged by his department to have made an outstanding contribution to his discipline. The psychology department does not practice the award of graduation with distinction.



GENERAL EDUCATION

The program of General Education at California State College, Sonoma is intended to provide students with a general intellectual point of reference and a common foundation of knowledge for specialized study leading to the bachelor's degree. More specifically, the courses are intended to serve a three-fold purpose within the framework of a liberal education.

- To acquaint the student with those human achievements in philosophy, science, the letters and the arts which are of recognized universal value.
- To help make the student aware of himself and of his relation to his natural, physical, and intellectual environment.
- To make the knowledge which the student acquires relevant to the intellectual, social and ethical problems of his time.

ENTERING FRESHMEN

Entering Freshmen will fulfill the General Education requirements of the college through either of two methods, or a combination thereof:

1. Satisfactorily complete the prescribed courses in each area listed below.
2. Satisfactorily complete courses listed below either through "Credit by Examination" or by a recognized comprehensive examination, for which appropriate credit will be allowed in General Education.
3. Students may also satisfy general education requirements through the California State College, Sonoma CLEP credit by examination program. For further information refer to page 37.

Humanities

General Education requirements in the Humanities may be fulfilled by either of the two programs indicated below. Students should choose the program that best fits their interests and class schedules.

Option I:	Units
Humanities 201, 202. <i>Introduction to Humanistic Studies</i>	12
An integrated examination of art, literature, philosophy and the performing arts. Fulfills General Education requirements in the Humanities and in English Composition. Six units each semester. Humanities 201 is a prerequisite to Humanities 202. (The English composition part of these courses applies toward the Basic Subjects requirement as noted below.)	

OR Option II:	
English 101A (applies to Basic Subjects)	3
English 101B or Literature Course (including Foreign Literature in translation)	3
Art 212, 250, 210, or 211 or Music 250 or Theatre Arts 370A or B.....	3
Philosophy 100.....	3
With the approval of the Philosophy department, the student may take any other course in Philosophy to a total of not less than 3 units.	
Total	12

The Humanities Division participates in the California State College, Sonoma CLEP credit by examination program. For further information on Humanities CLEP test, refer to page 38.

Social Sciences

8 units

General Education requirements in Social Sciences may be fulfilled by at least 2 courses, in two different fields, chosen from the following to total 8 units.

The Social Science Division participates in the California State College, Sonoma CLEP credit by examination program with approval of the Division Chairman. For further information on Social Science CLEP tests, refer to page 38.

Anthropology 203. Introduction to Cultural Anthropology (4 units)

Economics 201. Introduction to Economics (4 units)

Economics 220. Urban Crisis (4 units)

Economics 310. Comparative Economic Systems (4 units)

Geography 201. Introduction to Physical and Cultural Geography (3 units)

Geography 301. World Regional Geography (4 units)

History 201. Foundations of World Civilization (4 units)

History 202. Development of the Modern World (4 units)

History 251. From Founding to Ferment: U. S. to 1865 (4 units)

History 252. From the Civil War to Civil Rights: U. S. Since 1865 (4 units)

Management 225. Law and Society (4 units)

Political Science 200. American Government (4 units)

Social Sciences 100. CLEP credit by Examination Equivalent, *Social Sciences—History General Examination* (6 units)

Sociology 201. Principles and Procedures in Sociology (4 units)

Sociology 203. Contemporary Social Problems (4 units)

With the approval of the Division Chairman, the student can take any other courses in Social Sciences to total not less than 8 units.

Natural Sciences

9 units

General Education requirements in the Natural Sciences may be fulfilled by choosing 2 or more courses (to a total of 9 units or more) from the following list. The courses chosen must include at least one in the biological sciences and one in the physical sciences, including one laboratory course.

The Natural Science Division participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Natural Sciences, refer to page 38.

Biological Sciences

#Biology 100. CLEP, credit by examination equivalent, Natural Sciences General Examination (3 units).

Biology 101. Explorations in Biology (3 units)

Biology 116. Biology of Plants (4 units)

Biology 117. Biology of Animals (4 units)

*Biology 201. The Human Species (2 units)

**Biology 202. Natural History of the North Bay Region (3 units)

Biology 220. Human Anatomy (4 units)

Biology 224. Human Physiology (3 units)

Biology 314. Field Biology (3 units)

*Biology 332. Plants and Civilization (3 units)

*Biology 385. Contemporary Issues in Biology (3 units)

* Satisfactory performance on both the Biological and Physical Sciences sections of the General Examination will satisfy the laboratory course requirement.

* Non-laboratory course.

** Meets laboratory requirement only when laboratory is listed in the class schedule.

Physical Sciences

- *Astronomy 100. Descriptive Astronomy (3 units)
- *Astronomy 200. Introductory Astronomy (3 units)
- Astronomy 231. Astronomical Measurements (2 units)
- *Astronomy 303. Extraterrestrial Intelligence and Interstellar Travel (3 units)
- *Astronomy 305. Frontiers in Astronomy (3 units)
- *Astronomy 350. Cosmology (3 units)
- *Chemistry 102. Chemistry and Society (3 units)
- Chemistry 103. Chemistry and Society Laboratory (2 units)
- Chemistry 115A. General Chemistry (5 units)
- Chemistry 125A. General Chemistry (5 units)
- Chemistry 302. Chemistry and the Environment (3 units)
- Geology 102. General Geology (3 units)
- Geology 120. Regional Field Geology (3 units)
- *Geology 202. Rocks, Time and Evolution (3 units)
- Geology 233. Geology of Mountains (2 units)
- Geology 303. Principles of Geology (4 units)
- *Physics 100. Descriptive Physics (3 units)
- Physics 102. Laboratory Physics for the People (1 unit)
- *Physics 114. Introduction to Physics I (3 units)
- Physics 116. Introductory Laboratory Experience (1 unit)
- Physics 209A. General Physics Laboratory (1 unit)
- *Physics 210A. General Physics (3 units)
- *Physics 300. Physics of Music (3 units)
- *Physics 301. The Relation of Physics to Society (3 units)
- #Physical Science 100. CLEP credit by examination equivalent Natural Sciences General Examination (3 units).

Ethnic Studies

4 units

General Education requirements in Ethnic Studies may be fulfilled by choosing one of the following courses or another course selected with approval of the advisors from the American Ethnic Studies Division.

- AAMS 200. Social Elements of Black Studies (4)
- AAMS 240. Introduction to Black Inquiry and Investigation
- AMES 210. Ethnic Groups in America (4 units)
- ASAM 200. Americans from Asia (4)
- MAMS 219. Introduction to Mexican-American Studies (4 units)
- NAMS 200. Introduction to American Indians (4 units)

Basic Subjects

3 units

The English Composition part of the Humanities courses applies toward partial fulfillment of the requirement in Basic Subjects. In addition, the student must take *one* of the following courses:

- Mathematics 107. Algebra and Trigonometry (4 units)
- Mathematics 108. Analytic Geometry and Trigonometry (3 units)
- Mathematics 110. Calculus I (5 units)
- Mathematics 114. Mathematical Elements for Freshman Science Courses
- Mathematics 115. Fundamentals of Mathematics (3 units)
- Mathematics 117. Mathematics for the Social Sciences (3 units)
- Mathematics 118. Mathematics for Sciences II
- Mathematics 120. Machine Programming (3 units)
- Mathematics 165. Elementary Statistics (3 units)
- Philosophy 200. Introduction to Logic (3 units)

*non-laboratory course.

Satisfactory performance on both the Biological and Physical Sciences sections of the General Examination will satisfy the laboratory course requirement.

Philosophy 201. Critical Thinking (3 units)

Electives

4 units

In order to complete the 40-unit General Education requirements for graduation, the student may elect one or more courses from the following areas.

Psychology 200. Human Behavior (4 units)

Classical Studies

Some departments offer courses in Classical Studies as a General Education elective. Classical Studies are designated by the course number 313 under individual department headings. "Classical Studies" courses take an important text (in translation when required) for intensive study both of the text itself and its influence and other implications.

Language Studies

- French 101, 102. Elementary French (4-4 units)
- French 100X, 200X. Intensive French (9-9 units)
- French 201, 202. Intermediate French (3-3 units)
- French 313 A-B. French Classical Studies in English (3-3 units)
- French 315. French Literature in English (3 units)
- German 101, 102. Elementary German (5-5 units)
- German 100X, 200X. Intensive German (9-9 units)
- German 101X, 102X. Beginning German, Individualized Instruction (5-5 units norm)
- German 201-202. Intermediate German (3-3 units)
- German 306, 307. German Culture and Civilization in English (2-2 units)
- German 315. Ibsen, Strindberg, and the German Theater in English (3 units)
- German 335. From German Poetry to German Song in English (2 units)
- German 340. German Literature in English (3 units)
- German 341. Individual German Author in English (3 units)
- German 345. German Expressionism in Literature, Art and the Film (3 units)
- Italian 101, 102. Beginning Italian (3-3 norm)
- Italian 201, 202. Intermediate Italian (3-3 norm)
- Italian 301, 302. Advanced Italian (3-3 norm)
- Latin 101, 102. Elementary Latin (3-3 units)
- Latin 201, 202. Readings in Latin (2-2 units)
- Russian 101, 102. Elementary Russian (5-5 units)
- Russian 201, 202. Intermediate Russian (5-5 units)
- Russian 301, 302. Advanced Russian (3-3 units)
- Russian 310. Survey of Classic Russian Literature in English (3 units)
- Russian 311. Survey of Soviet Russian Literature in English (3 units)
- Russian 312. Tolstoy and Dostoevsky in English (3 units)
- Russian 313. Soviet Russian Nobel Prize Winners in English (3 units)
- Spanish 101, 102. Elementary Spanish (5-5 units)
- Spanish 201, 202. Intermediate Spanish (3-3 units)
- Spanish 315. Spanish Literature in English (3 units)
- Spanish 316. Spanish-American Literature in English (3 units)
- Spanish 485. The Culture and Civilization of Spain (3 units)
- Spanish 490. The Culture and Civilization of Spanish America (3 units)

Physical Education

- Physical Education 101. Physical Education Activities (1 unit)
- Physical Education 102. First Aid (2 units)
- Physical Education 103. Life Saving and Water Safety (1 unit)
- Physical Education 104. Dimensions of Human Movement (1 unit)

Substitutions for specific courses may be made with the approval of the

student's advisor and the chairman of the appropriate department. Petitions for substitution are available in the Registrar's Office.

GENERAL EDUCATION PATTERN FOR TRANSFER STUDENTS

California State College, Sonoma accepts complete or partial certifications from California Community Colleges and/or California State Universities and Colleges, verifying that the 40 unit General Education-Breadth Requirements have been fulfilled. Transfer students, who have not met all General Education requirements, should complete the pattern as shown below, choosing appropriate General Education Courses (see those listed for first-time freshmen as an example of a General Education course).

HUMANITIES (9 unit minimum)

Literature, Art, Music, Humanities, Philosophy, Theatre Arts (No performance courses)

NATURAL SCIENCE (2 courses; 2 fields) (no unit minimum)

One course in a Physical Science and one course in a Biological Science, one of which must include a laboratory.

SOCIAL SCIENCE (2 courses; 2 fields) (no unit minimum)

Anthropology, Economics, Geography, Sociology, Political Science, Management or History. (Courses taken to fulfill statutory requirements acceptable).

BASIC SUBJECTS (no unit minimum)

Freshman English *and*
Mathematics *or* Logic

Minimum of 32 units required in above areas

ELECTIVES: (8 unit maximum)

Any courses which fulfill any of the above areas or courses in Psychology, Physical Education, Classical Studies, Language Studies and Ethnic Studies may be taken to complete the 40 unit requirement.

Minimum of 40 units required in General Education

CREDENTIAL PROGRAMS

Detailed information regarding professional course requirements and undergraduate subject matter preparation may be obtained in the Department of Education. Students who plan to work toward a teaching credential should go to the Education Department during their first semester at the College and request assignment to an education advisor.

Application Procedures for all Credential Program

Admission to the college does not constitute admission to credential programs. Application is made separately at the Department of Education.

Applicants who wish to enter credential programs as graduate students must first apply for admission, or readmission, to the College. The Admissions and Relations with Schools Office will advise the Education Department of all candidates who have indicated a credential program as their post-degree objective. An application and instructions will be forwarded to the applicant by the Education Department.

Applicants who wish to enter the Multiple Subjects or Single Subject credential programs as undergraduates and who will be attending California State College, Sonoma for the first time (or have broken residence) must first apply for admission, or readmission, to the college. The Admissions and Relations with Schools Office will not advise the Education Department of these candidates; therefore, an additional application must be obtained from the Education Department at the time of application to the college.

See the Academic Calendar for application deadlines.

MULTIPLE SUBJECTS ELEMENTARY CREDENTIAL

This credential is an elementary credential which qualifies a person to teach in a self-contained classroom grades 12 through pre-school. At this College undergraduate subject matter requirements can be met by completing the B.A. in Liberal Studies (BALS), or the Hutchins School Liberal Studies option. However, other undergraduate majors may qualify by passing the Common Examination of the National Teacher Examination. Individuals planning to take this examination must obtain information from the College Testing office regarding location, dates, and registration deadlines.

Program Requirements

1. Passage of the College Written English Proficiency Test.
2. Concurrent enrollment in either the BALS program or Hutchins program, or passage of N.T.E. examination.
3. A minimum grade point average of 2.5 or 2.75 in upper division work.
4. Complete a one unit course in drug abuse and health education.

Professional Course Requirements

Phase I

Education 301, Introduction to the Public School (1)

Education 302, Field Experience in the Public School (2)

Phase II

Education 350, Introduction to Teaching (2)

Phase III

Education 407A, Curriculum of the Elementary School—Reading (3)

OR State examination in Reading

Education 402, Curriculum of the Elementary School—Mathematics (2)

Phase IV

Education 405A, Student Teaching (6)

Education 405B, Student Teaching (6)

Optional Courses:

At least one of the following *must* be taken during Phase II, III, or IV

Education 400, Curriculum of the Elementary School—Social Science (2)

Education 403, Curriculum of the Elementary School—Science (2)

Education 408, Curriculum of the Elementary School—Language Arts (2)

Note: The Department of Education faculty believe that all three of the above methods courses are important for success in teaching. One of the three must be taken in Phase II, III, or IV. To satisfy the prerequisites for student teaching, professional education courses must be selected from those listed above.

MULTIPLE SUBJECTS ELEMENTARY CREDENTIAL WITH AN OPTION IN EARLY CHILD EDUCATION

Program Requirements

Program requirements are the same as for the Multiple Subjects Credential outlined above.

Professional Course Requirements

Phase I First Semester Junior Year

Education 420, Course and Field Work: Child Development: (3)
The Child from Birth to Adolescence—Home and School Interaction.

Phase II Second Semester Junior Year

Education 437, Integrated Curriculum in the Classroom (all grades) (3)
Education 407, Curriculum of the Elementary School: Reading (3)
OR State Examination in Reading

Phase III First Semester Senior Year

Education 431, Practicum and Child Study (3)
(Setting: Two school programs) Pre-Kindergarten–Kindergarten

Phase IV Second Semester Senior Year

Education 405, Student Teaching Elementary Grades (12)
(Setting: fulltime 7 weeks in Primary; fulltime 7 weeks in Intermediate grade)

SINGLE SUBJECT CREDENTIAL

This credential is a secondary credential which qualifies a person to teach grades 12 through pre-school in a designated subject matter area. This College offers the credential *only* in the following designated subject matter areas among those recognized by the Commission for Teacher Preparation and Licensing: Art, English, Foreign Language, Life Science, Mathematics, Music, Physical Education, Physical Science, and Social Science.

Students must complete the approved undergraduate subject matter preparation in the above areas *OR* successfully pass the State examination in the subject matter area.

The single subject credential program is a three phase program extending over three academic semesters. The phases of the program are sequential and the completion of each phase is considered prerequisite to the following phase. Graduate student applicants may, however, elect to combine Phase I and II.

Program Admission Requirements

Phase I Admission Requirements

- (1) All general education requirements completed.
- (2) At least 75 semester units of the degree program completed.
- (3) No more than 24 semester units of the degree major to be completed.
- (4) A minimum 2.5 grade point average in undergraduate course work completed; a minimum 2.75 grade point average in the applicant's declared degree major.
- (5) Successful completion of the Written English Proficiency Test.

Phase II Admission Requirements

- (1) All of the above requirements met.
- (2) Successful interview ratings in both the Education Department and the subject matter department.
- (3) A minimum of 90 semester units of the degree program have been completed.
- (4) No more than 9 semester units of the degree major remain to be completed.

Phase III Admission Requirements

- (1) All of the above requirements met.
- (2) Successful completion of the College approved undergraduate subject matter and/or major degree requirements, *or* successful completion of the State Subject Matter Examination.

Note: A one unit course in drug abuse and health education is required for the credential. Although it is not an admission requirement, applicants are advised to complete it at the earliest possible date.

Professional Course Sequence

<i>Phase I</i>	<i>Units</i>
Education 406, The Teaching of Reading in the Secondary School	3
Completion of degree requirements	12
Total	15
<i>Phase II</i>	
Education 422A-K, Curriculum and Instruction	2
Education 423, School and Community	2
Education 424, School and Community Field Experience	2
Completion of degree requirements	9
Total	15
<i>Phase III</i>	
Education 425A-K, Student Teaching in the Secondary School	12
Education 427, The Teacher and the Learner	3
Total	15

**SPECIALIST CREDENTIAL IN BILINGUAL/CROSS-CULTURAL
EDUCATION**

The Bilingual/Cross-Cultural Specialist Credential Program is a cooperative effort between the Department of Mexican-American Studies, Education, Foreign Languages, and the Linguistics Program. It is designed to provide Credentialed teachers with a Specialist Credential in Bilingual/Cross-Cultural Education, utilizing both Spanish and English as a means of instruction. It certifies teachers for instruction in Bilingual Education Programs (Title VII) dealing with Spanish speaking children. It meets the criteria of both the California Assembly Bill 2284; the Bilingual Education Act of 1972; and the Commission for Teacher Preparation and Licensing (Ryan Act).

The minimum program competencies which are outlines in the guidelines for the Credential issued by the Commission for Teacher Preparation and Licensing, fall into three areas:

1. Culture: History, culture, literature, current way of life of the target population and the target population's mother culture.
2. Bilingual/Cross-Cultural Techniques: Bilingual teaching strategies, bilingual curriculum development, second language teaching techniques.

3. Target Language Skills: Listening, reading, writing, speaking, and linguistics.

Candidate's specific program will be designed toward her/his area of emphasis—early childhood, elementary, intermediate, or secondary. Work on credential competencies may be started at the undergraduate level, but admission to the field work components is contingent upon possession of a valid California Teaching Credential. This is a competency based program; if students can demonstrate competence in program areas, course work will be waived. Late afternoon and evening courses will be offered for those teachers in the field who wish to enroll in the program on a part-time basis.

Program Requirements

1. Valid California Teaching Credential, Ryan or Fisher.
2. Spanish Language competency not needed for entry into program, although Spanish Language competency is required for entry into field work components of program.

Bilingual Program Course Requirements

FIRST SEMESTER

MAMS 345—Mexican American History II	4 units
MAMS 350—Mexican American Humanities.....	4 units
MAMS 456—Bilingual Education	4 units
SLT 300—Linguistic Study of Language	3 units
	<hr/> 15 units

SECOND SEMESTER

* MAMS 457—Bilingual Curriculum Development	4 units
* EDUC 461—Fieldwork Practicum	4 units
* MAMS 458—Teaching Reading to the Bilingual Child	2 units
SLT 442—Second Language Teaching Materials & Methods	3 units
MAMS 326—Target Language Skills for Speakers of Spanish	3 units
	<hr/> 16 units
TOTAL PROGRAM.....	31 units

Application Procedures

1. Interested persons should request an application from California State College, Sonoma, Department of Mexican American Studies or Department of Education.

READING SPECIALIST CREDENTIAL

The Education Department has a State approved program leading to the Reading Specialist Credential which qualifies a person to teach reading in grades 1–12. The credential requires that the student take 30 semester units of prescribed course work. These courses have been arranged in such a way that by the additional writing of an M.A. thesis, the candidate will also be able to obtain an M.A. degree.

The program is primarily designed for teachers and it can be taken in late afternoons and summer sessions. Those interested should apply to the

* Candidate must demonstrate acceptable proficiency in target language (Spanish) before they can enroll in the course.

CSCS Admissions Office as "unclassified graduate students." More detailed information can be obtained from the Reading Specialist Coordinator.

Program Requirements

1. A baccalaureate degree and a valid teaching credential.
2. The equivalent of two years of successful teaching experience.
3. Have taken a course in the teaching of reading.

<i>Professional Course Requirements</i>	<i>Units</i>
Education 407—Advanced Seminar: Research and Current Issues in Reading	3
Education 509—Administration, Supervision, In-Service Training and Community Relations	3
Education 514—Evaluation and Selection of Materials	3
Education 515—Seminar in Children's Literature	3
Education 517—Psychology of the Reading Process	3
Education 560A—Diagnosis and Remediation of Reading Difficulties	3
Education 561—Supervised Field Experience	3
Education 568—Measurement and Evaluation	3
Education 574—Information Systems and Research Methods	3
English 508—Seminar in Language: Linguistics, Dialect, Cultural Diversity	3

Special Education Credential

Beginning in September, 1975, students entering the Special Education teacher preparation program will have a choice of obtaining a Specialist Credential with the Severely Handicapped or a Specialist Credential with the Learning Handicapped. The Special Education credential program is a block teaching program. Only full-time students will be accepted in the program.

PROGRAM REQUIREMENTS

1. A baccalaureate degree and a valid teaching credential.
2. Successfully completed Educ. 430—Exceptional Children and Educ. 441—Field Experience.

PROFESSIONAL COURSE REQUIREMENTS

<i>Severely Handicapped</i>	<i>Units</i>
Educ. 442—Mental Retardation	2
Educ. 446A—Education of the Severely Handicapped	2
Educ. 452—Field Internship (Student Teaching)	11
Educ. 446B—Teaching the Severely Handicapped	2
<i>Learning Handicapped</i>	
Educ. 448—Learning Disorders	2
Educ. 449A—Educationally Handicapped	2
Educ. 452—Field Internship (Student Teaching)	11
Educ. 449B—Educationally Handicapped	2
<i>Core Courses for both Learning Handicapped & Severely Handicapped</i>	
Educ. 443—Instructional Strategies	2
Educ. 447—Educational Assessment	3
Educ. 444—Language Disorders & Development	1
Educ. 454—Education of the Emotionally Disturbed	2
Educ. 445—Counselling and Rehabilitation	2
Educ. 488—Curriculum Materials and Modification	3
Educ. 453—Seminar in Field Internship	1

The above courses are listed in the approved program for Special Edu-

cation. Students should be aware the program is competency based and deeply committed to ongoing, intense field experience.

EARLY CHILDHOOD SPECIALIST CREDENTIAL

ADMISSION REQUIREMENTS

The candidate must be a graduate of a Commission approved program to prepare teachers *or* hold another basic teaching credential (whole or partial fulfillment); *or* will complete such a credential concurrently with the Specialist credential.

PROFESSIONAL COURSE REQUIREMENTS

The program will have four cores, during two semesters, six units in each core, twelve units per semester. The entire program consists of two semesters as follows:

SEMESTER I

CORE I. *Focus on Observation & Child Development in Diverse Settings*

Ed. 415	Social & Psychological Foundations for Diversity in Early Childhood Education	(2)	Field
Ed. 420	Family, Child, School Interaction in Early Childhood Program.....	(4)	Field

CORE II. *Focus on Community Involvement, Staff Development and the School as a Community*

Ed. 435	Intergroup Relations & Early Childhood Education	(3)	Field
Ed. 493	An Interdisciplinary Approach to the Learning Environment	(3)	

SEMESTER II

CORE III. *Focus on Curriculum: Patterns of Classroom Structure and Environment; Issues and Trends; Reading; Arts in the Classroom; Individualized Instruction*

Ed. 437	Integrated Curriculum in Early Childhood Education	(3)	
Ed. 537	A Developmental Approach to Reading.....	(3)	

CORE IV. *Focus on Evaluation, Supervision and Administration*

Ed. 538	Supervision, Management and Evaluation of Early Childhood Programs.....	(3)	Field
Ed. 405	Advanced Student Teaching	(3)	Field

EARLY CHILDHOOD PERMIT PROGRAM

The Permit Pre-School Education Program is designed for those students who are interested primarily in the education of young children, from two to five years old. The courses are scheduled to enable such students to complete the program by the end of their senior year in college. The graduate will be eligible for an Instructional and/or Supervision permit authorizing work in children's center programs. The holder will be qualified to teach in any type of pre-school situation, public or private, in California.

Permit Program applicants should consult with the faculty in that program regarding acceptable majors and prerequisites.

Continuous evaluation will be made of each student's progress and growth by the student, the instructors of the required classes, the student's advisor and participating teachers, both individually and jointly. Therefore, acceptance into the program does not mean automatic completion of it by every student who is admitted.

GRADUATE STUDY AT CALIFORNIA STATE COLLEGE, SONOMA

At the present time, the College offers ten on-campus master's degree programs, four external master's degree programs, and six educational specialist credential programs. The Master of Arts degree at the college is designed to improve the candidate's professional competence, develop his ability for independent study, and afford him an opportunity to increase his cultural background.

On-campus Master's Degree Programs

Biology	History
Counseling	Mathematics
Education—Reading	Physical Education
Education—Special Education	Political Science
English	Psychology

External Degree Master's Programs

Education—Early Childhood
Psychology
Counseling
Medical Technology

Specialist Credential Programs

Bilingual/Cross-cultural	Reading
Early Childhood Education	Pupil Personnel Services
Special Education	
a. Learning Handicapped	
b. Severely Handicapped	

Admission requirements and procedures for graduate students are described under the general admissions section in this catalog.

Admission to the College with unclassified post baccalaureate standing does not constitute in any way admission to, or assurance of consideration for admission to graduate degree, credential or certificate programs. Post baccalaureate study applicants are reminded that there are two admissions procedures involved in pursuing graduate work at the College.

1. Admission to the College
2. Admission to the department offering the degree or credential program. Students need to contact both the department and the College Admissions and Relations with Schools Office.

Minimum Requirements for the Degree

Minimum requirement	30 units
Minimum in 500 numbered courses.....	15 units
Minimum in major	18 units
Residence requirement	21 units

Additional Regulations:

1. At least 15 units must be taken after admission to classified Graduate Standing.
2. A maximum of 9 units of extension or transfer credit, or combination of the two, may be allowed, subject to the approval of the department or division concerned.
3. Student teaching is not acceptable toward a master's degree.
4. A maximum of 6 units of credit may be granted for a master's thesis.
5. A candidate must have a 3.0 (B) grade point average in all course work taken to satisfy the requirements for the degree.
6. A candidate must complete a master's thesis, a creative project, an investigative project, field internship, comprehensive oral or written examination or any combination thereof which will be subject to approval by the candidate's committee and the Graduate Studies Committee.
7. All course work to be applied to the requirements for a graduate degree must have been completed within seven (7) years of the date of award of the degree.

Provisional Unclassified Graduate Status for Senior Students

Any student in his final semester before award of the baccalaureate degree by California State College, Sonoma may petition for provisional unclassified graduate credit. The petition may include any upper division and graduate level courses he will complete in the final semester that are not required for the baccalaureate degree. The petition for provisional unclassified graduate status must be filed at the same time as the application for the award of the degree. See education department for advisability, if seeking a teaching credential.

The following procedure will apply:

1. Courses taken in provisional graduate status will be recorded in the student's record as courses taken prior to the award of the baccalaureate degree but allowed provisional unclassified graduate credit.
2. Only courses numbered upper division and graduate will be allowed.
3. Courses taken in provisional unclassified graduate status may, at the discretion of the department involved, be applied to any graduate objective but there is no guarantee that they will.
4. If a student fails to complete the baccalaureate degree at the date specified on his application, the petition for provisional unclassified graduate credit becomes null and void.

*Numbering of Courses**Course Numbers*

- 1- 99 Noncredit courses.
- 100-299 Freshman and sophomore.
- * 300-499 Upper division *may be* acceptable for graduate credit.
- 500-599 Graduate.

* Although all courses numbered 400-499 are acceptable for salary increment credit for teachers, the acceptability of these courses as a part of a master's degree program is entirely dependent upon approval of the degree candidate's committee.

ethnic studies



AMERICAN ETHNIC STUDIES

Division of Interdisciplinary Education

The American Ethnic Studies Curricula provide an interdisciplinary and cross-cultural approach to the study and research of ethnic groups in the United States. In addition to providing the opportunity for study and research, the various programs offer students the further opportunity to understand the life-styles, histories, problems, and prospects of ethnic peoples in America; allows for specialization and emphasis on one or more ethnic groups while enabling students to choose from a wide variety of courses, and provides a sound undergraduate foundation for work leading toward the M.A. and Ph.D. degrees in multicultural studies, urban education, or in any of the Social Science fields. A Bachelor of Arts degree is offered through the Departments of Afro-American and Mexican-American Studies. In addition to these, other programs offered are: American Ethnic Studies; Asian Studies; Euro-American Studies; and Native-American Studies.

Students may fulfill their G. E. requirement in American Ethnic Studies by taking any one of the courses listed below:

1. Afro-American Studies 200 Social Elements of Black Studies (4)

A fundamental study of black experience in America as seen through an examination of low income communities, associations, families, modes of living, etc., as they exist among black people and an analysis of the problems of poverty, racism and violence. 2 hrs. lecture, 2 hrs. seminar.

2. Afro-American Studies 240: Introduction to Black Inquiry and Investigation (4)

A laboratory and clinical approach to an understanding of the Negro through a study of art forms. Two hours of lectures per week.

3. American Ethnic Studies 210: Ethnic Groups in America (4)

A study of non-European ethnic groups in the United States. The course will encompass the achievements, contributions and experiences of these groups in America.

4. Asian-American Studies 200 Americans from Asia (4)

An introductory course on the history and sociology of Asian immigrants. Patterns of immigration, settlement, occupational structure, ghetto life, modification of traditional cultures and behavior patterns, and current political, social and economic status. Emphasizes the Chinese and Japanese Americans, but also deals with the Koreans, Filipinos and East Indians. Field trips.

5. Mexican-American Studies 219: Introduction to Mexican-American Studies (4)

The course emphasizes five major topic areas: (1) Arts and Culture, (2) History, (3) Psychology, (4) Socio-economics and Politics, and (5) Education.

6. Native-American Studies 200: Introduction to American Indians (4)

A study of American Indian tribes and nations from their origins until 1800.

DEPARTMENT OF AFRO-AMERICAN STUDIES

Ronnie Blakeney, Chairperson

James Gray, Ada Hall, LeVell Holmes, Jeanne Moore, William Payne, Augustus Vidal.

The major in Afro-American Studies is designed as an interdisciplinary undergraduate academic program for students planning to do graduate work in any of the traditional disciplines and to serve as an academic major for the standard teaching credential. The program also serves as liberal education background for all individuals who will be working directly with public agencies and private business.

AFRO-AMERICAN MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major	40-48 units
Core Courses	4-8 units
Areas of Concentration	12-16 units
Electives with Major	12-16 units
Electives/or Second Major	32-36 units
Total	124 units

Students majoring in Afro-American Studies should follow one of three tracks: Humanities, Education, Counseling and Administration, or Social Science.

A. HUMANITIES

AAMS 200—Social Elements of Black Studies	
or	
AAMS 240—Introduction to Black Inquiry and Investigation	4 units
AAMS 255—Black Humanities	
or	
AAMS 270—Black Community	4 units
Subtotal	8 units

Core Courses

(Take one of following)	
AMES 420—Seminar: Theory in the Study of Ethnic Groups	
or	
AMES 430—Models for Community Research	
AMES 435—Seminar in Ethnic Interaction	
AMES 450—Black, Brown, Red, Yellow Education in America	
AAMS 480—Seminar in Afro-American Studies	
Subtotal	4 units

Areas of Concentration

AAMS 420—Afro-American Art	
or	
AAMS 472—Contemporary Afro-American Literature	4 units
AAMS 465—Black Religion	
or	
AAMS 466—Black Folk Medicine	4 units
AAMS 390—Contemporary Black Drama	
or	
AAMS 391—Black Playwrights 1800-1950	4 units
AAMS 300—Afro-American Musical Heritage	
or	
AAMS 412—Advanced Afro-Haitian Dance	4 units
Subtotals	16 units
Electives	12–16 units
Total	40–44 units

B. EDUCATION, COUNSELING, AND ADMINISTRATION

Lower Division

AAMS 200—Social Elements of Black Studies	
or	
AAMS 240—Introduction to Black Inquiry and Investigation	4 units
AAMS 270—Black Community	4 units
Subtotal	8 units

Core Courses

(Take one of the following)	
AMES 420—Seminar: Theory in the Study of Ethnic Groups	
AMES 430—Models for Community Research	
AMES 435—Seminar: Ethnic Interaction	
AMES 450—Black, Brown, Red, Yellow Education in America	
AAMS 480—Seminar in Afro-American Studies	
Subtotal	4 units

Areas of Concentration

AAMS 430—Fundamentals of Black Pedagogy	4 units
AAMS 431—Teaching Skills: Curriculum and Process	4 units
AAMS 432—Teaching Skills: Practice	4 units
AAMS 450—Black Counseling: Strategies	4 units
AAMS 460—Black Administrator	4 units
Subtotal	20 units
Electives	12-16 units
Total	44-48 units

C. SOCIAL SCIENCE

AAMS 200—Social Elements of Black Studies or AAMS 240—Introduction to Black Inquiry and Investigation	4 units
AAMS 260—Black Psychology or AAMS 285—Pan African Cultures	4 units
Total	8 units

Core Courses

(Take any one of the following)

AMES 420—Seminar: Theory in the Study of Ethnic Groups or AMES 430—Models of Community Research AMES 435—Seminar: Ethnic Interaction AMES 450—Black, Brown, Red, Yellow Education AMES 480—Seminar: Afro-American Studies	4 units
Total	4 units

Areas of Concentration

AAMS 310—Black Women in American Society	4 units
AAMS 345—Black History—Sunni Ali Ber-W.E.B. DuBois or AAMS 346—Black History—NAACP to Black Power	4 units
AAMS 400—Black Cultures in the Americas or AAMS 405—Black Family	4 units
AAMS 425—The Black Entrepreneur or AAMS 448—Black Reconstruction	4 units
Subtotal	16 units
Electives	12-16 units
Total	40-44 units

MINOR IN AFRO-AMERICAN STUDIES

The minor is designed to meet the requirements for the Standard Teaching Credential for both elementary and secondary education. The minor as designated below may be altered in consultation with the student's advisor.

Lower Division

AAMS 240—Introduction to Black Inquiry and Investigation (4 units) or AAMS 255—Black Humanities	4 units
AAMS 260—Psychology of Blackness (4 units) or AAMS 270—Black Community	4 units

Upper Division

AAMS 345—Black History: Sunni Ali Ber-W.E.B. Du Bois	5 units
AMES 420—Theories of Ethnic Studies	4 units
AAMS 356—Afro-American Folklore	5 units
AAMS 487—Afro-American Children Literature	4 units
Total for minor	26 units

Afro-American Studies

200. Social Elements of Black Studies (4)

A fundamental study of black experience in America as seen through an examination of low income communities, associations, families, modes of living, etc., as they exist among black people and an analysis of the problems of poverty, racism and violence. Two hours lecture, two hours seminar.

240. Introduction to Black Inquiry and Investigation (4)

An integrated examination of basic inquiry and methodology. Emphasis will be on development of conceptual and perceptual skills, clear thinking, organization, and effective communication.

250. Analysis of Afro-American Culture (4)

A laboratory and clinical approach to an understanding of the Black population through a study of the following art forms: Art, language, literature, music, and poetry.

255. Introduction to Afro-American Humanities (4)

An integrated examination of the dance, drama, folklore, playwrights and press, and philosophy of Black folk, then and now.

260. Psychology of Blackness (4)

An analysis of the psychological motivations and behavioral responses of Afro-Americans and the life "behind the veil." Two hours of lecture and one hour of group session.

270. Black Community (4)

An in-depth study of the aesthetic, economic, political and social factors affecting the development of the Black Community.

285. Pan African Cultures (4)

After analyzing problems common to Black people of the African, Afro-American and Caribbean Cultures, the course treats in depth the effects of Imperialism and Neo-Colonialism. Three hours of lectures and one hour of group session.

300. Afro-American Musical Heritage (4)

A survey of Afro-American music from its African origins through spirituals, blues, jazz, folk and classical music to "rhythm and blues". With emphasis on the surviving African musical characteristics in Afro-American music. Three hours lecture, two hours activity time.

310. Black Women in the American Society (4)

A survey of the role of Afro-American Women leaders in the United States and their influences in "Negro Life", the Black Power Movement and the society at large. Three hours of lecture and one hour group session.

330. Black Law/White Justice (4)

This course surveys reported antecedents of delinquent behavior in Black values, behavior patterns, families and communities. It analyzes the role of the school, probation, police, the judicial system, county ranches, Youth Authority and private institutions in the correctional attempt. 3 hours lecture, 1 hour field work.

345. Black History: Sunni Ali Ber to W.E.B. Du Bois (5)

Afro-American History from 1468 until the writing of "*The Souls of Black Folk*." Three hours of lecture, one hour of group session, and two hours of field work.

346. Black History: N.A.A.C.P. to Black Power (4)

A study of the 20th Century Negro in the United States.

356. Afro-American Folklore (5)

A study of Negro folktales myths and ethnic customs, legends and traditional beliefs throughout the United States with emphasis on their regional variations and historical importance. Three hours of lecture, two hours of lab, group forum tba.

380. Afro-American and African Dance (4)

Exercises and direction in techniques of body movements needed to master Afro-American, Afro-Cuban and African dance. Three hours lecture, two hours of activity.

390. Contemporary Black Drama (5)

A study of plays and characters of black writers and of skits designed to capture Negro expressions and characterizations. Three hours lecture, four hours activity, which includes play research, rehearsal and production.

391. Black Playwrights (4)

An introductory course to Black Playwrights and their work from the 1800's to the end of 1950. Three hours lecture, four hours activity for play research. No productions are involved.

400. Black Cultures in the Americas (4)

An in depth study of Afro-American cultures in the Western Hemisphere. Three hours of lecture, two hours of group activity tba. Prerequisite: Any lower AAMS course or consent of instructor.

405. The Black Family (5)

An analysis of the Negro family in the United States from the 17th Century to the present. Three hours of lectures, two hours of field research. Prerequisite: AAMS 200, or AAMS 240, or AAMS 250, or AAMS 255.

410. Contemporary Black Poetry (3)

A study and analysis of black poets and poetry from 1940 to the present. Lecture, workshop and field experience. Prerequisite: AAMS 250 or consent of instructor.

412. Advanced Afro-Haitian Dance (4)

Choreography, historical analysis and the analysis of form designed to master, exemplify the spirit and body movement of the Black experience in the Western Hemisphere. Students participating in the course are expected to produce a fifteen minute dance performance. This class may be repeated one time.

414. History and Literature of South Africa (4)

An examination of the political and economic conditions in South Africa; and how various writers have attempted to dislodge the racial policies of the government through the images and themes in their works. The works of Lewis Nkosi, Alex La Gumma, and many other writers will be discussed. The historical and cultural experiences of the South African Blacks closely parallels the experiences of the Black in the United States.

415. African Art (4)

An examination of the diverse art styles of sub-Sahara Africa. Pre-colonial to present. Group field trips.

419. Islamic India (4)

This course is designed to examine the Muslim influence in India. The primary focus will be on the religion of Islam and how it has been used as a vehicle for building community consciousness. Islamic India will be examined as an ideological and political force which attempted to build a unified subcontinent under the imperial yoke of the Mughals.

420. Seminar in Afro-American Art (4)

An examination of the art works produced by Afro-Americans in the United States. Focus on original study in subject area. Individual scheduled conferences and field trips are required. Prerequisite: Consent of instructor.

425. The Black Entrepreneur (5)

An introductory examination of the economic world of the Black community. The use of economic theory and empirical research as a basis for analyzing market barriers to Black economic development and the racial history of the Black population. Four hours of lecture, two hours field assignments.

430. Fundamentals of Afro-American Pedagogy (4)

Opportunities and challenges that have presented and present themselves in the development of educational philosophy within the Black Community.

431. Teaching Skills: Curriculum and Process (4)

Development of materials related to the instructing and/or advising of Black students, culminating in a workable and organized outline. Prerequisites: AAMS 430 or concurrent enrollment.

432. Teaching Skills: Practicum (4)

Application of individual's experiences in an applied pedagogical setting arrived at upon consent of the instructional supervisor in concert with a community organization and the department chairmen. Prerequisite: AAMS 431 and consent of instructor.

436. Language and the Black Community (4)

The relation of language to the Black and Afro-American community; the role of Africans, slavery, and Euro-Americans and other influencing factors in its syntactical phonetic and phonomic development and structure.

448. Black Reconstruction (3)

A study of Negro thoughts, ideas, philosophies, organizations, etc. from 1865 to 1915. The course is recommended for history majors and social science teachers.

450. Black Counseling Strategies (4)

The course will involve a systematic study of strategies for Counseling Blacks from both a theoretical and practical perspective. The attempt will be to examine the Black culture experience in such a way as to develop Black counseling models for which the content and process are Black oriented.

465. Black Religion (5)

An analysis of the Black Church and the Black preacher as forces within the Black community and America. Three hours lecture and three hours of field research.

466. Black Folk Medicine (4)

A study of the past and present medical methods and techniques, to cure various ailments. The class will focus on the vices, impact, and influence in the Black community.

470. Traditional Afro-American Literature (4)

A survey of black literature by 19th and 20th Century Negro writers, until 1940.

471. Afro-American Children's Literature (4)

Designed to examine, discuss and to evaluate books and stories for black children from childhood through the sixth grade.

472. Contemporary Afro-American Literature (4)

A study of Black writers and their works from Richard Wright to the most recent works of such writers as Ernest Gaines, Cecil Brown and Ronald Fair.

474. Caribbean Literature (4)

An introduction to literature of the Caribbean and West Indies in translation. Class will read and discuss primary sources, and conduct outside investigations into West Indian criticism, history and culture as necessary adjuncts to the study of Caribbean Literature. Two hours lecture; two hours discussion.

475. Introduction to Black Politics (4)

The application of established tools of political science to the study of Blacks in the United States. Emphasis is placed on how Black Americans function and interact within the political system, with attention given to forms of direct action, political protest, and various political styles. The etiology and concomitant consequences of violence are also examined.

476. Black Leaders (3)

The study of the life styles and influences of W.E.B. DuBois, Marcus Garvey, Malcolm X, M. L. King, and other 20th Century Black Leaders.

480. Seminar in Afro-American Studies (5)

The course is designed to examine contemporary problems confronting Blacks and the American society in the 20th century.

481. Seminar in Afro-American Studies: Selected Readings (4)

Intensive analysis of selected readings and topics germane to the field. Prerequisite: Consent of the instructor.

485. The Black Press (3)

A study of Negro newspapers, magazines and mass media as to their impact and direct influences on the Black Community, past and present.

495. Special Studies (1-4) I and II

Students interested in special studies in Afro-American studies must submit a written proposal and outline of projected work during the second week of the semester. Prerequisites: AAMS 200 and 240; a related upper division course; approval of supervising faculty member and approval of department chairman.

DEPARTMENT OF MEXICAN-AMERICAN STUDIES

Manuel Hidalgo, Chairman of Department
(Division of Interdisciplinary Education)

Esteban Blanco, Andrea Neves, Jesus Garcia

The major in Mexican-American Studies is multi-functional: it (1) is an inter-disciplinary undergraduate program for students planning to do graduate work in any of the traditional disciplines, (2) functions as liberal education background for individuals who will be working directly with public agencies and private business, (3) acts as undergraduate work for the Bilingual/Cross-cultural Specialist Credential, (4) meets the competencies for the Ryan Act single-subject teaching credential option in history and social science and (5) qualifies students, under consultation with advisor, for the Bachelor of Arts in Liberal Studies Program (BALS) with a specialization in Mexican-American Studies, leading to the Multi-subject teaching credential.

MEXICAN-AMERICAN MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major	40 units
Core Courses	16-20 units
Area of Concentration.....	20-24 units
Electives or Supporting Courses	44 units
Total.....	124 units

MEXICAN-AMERICAN MAJOR COURSE REQUIREMENTS

A. Core

MAMS 219—Introduction to Mexican-American Studies	4 units
MAMS 345—Mexican-American History II	4 units
MAMS 350—Mexican-American Humanities.....	4 units
MAMS 480—Seminar in Mexican-American Studies	4 units
Elective	4 units
Total Units Core Courses	20 units

B. Areas of Concentration

Education	20 units
Humanities	20 units
Philosophy & Psychology	20 units
Social Sciences.....	20 units
Social Services	20 units
Minimum of units in area of concentration.....	20 units
Total for Major	40 units

MINOR IN MEXICAN AMERICAN STUDIES

The minor is designed to meet the cross-cultural requirements for teaching in the public schools. The minor also serves as a liberal education background for all individuals who will be working directly with public agencies and private business.

A. Core requirements for the Minor

MAMS 219 Introduction to Mexican American Studies	4 units
MAMS 345 Mexican American History II	4 units
MAMS 350 Mexican American Humanities	4 units
MAMS 480 Seminar in Mexican American Studies	4 units
Elective	4 units
Total	20 units

MEXICAN AMERICAN MAJOR COURSE REQUIREMENTS
LEADING TO A TEACHING CREDENTIAL

General Education	40 units
Major	40 units
Education	24 units
Electives	20 units
Total	124 units

A. Core

MAMS 219 Introduction to Mexican American Studies	4 units
MAMS 345 Mexican American History II	4 units
MAMS 350 Mexican American Humanities	4 units
MAMS 480 Seminar in Mexican American Studies	4 units
Total	16 units

B. Single-Subject Major

Core	16 units
Area of Concentration: History or Social Science	12 units
Supporting Courses	12 units
Total	40 units

Courses for area of concentration and supporting courses must be selected in consultation with Major Advisor.

C. Liberal Studies (Multi-subject)

Major Core Courses

L.S. English 310 Disciplines of English	3 units
MAMS 490 Mexican American Childrens Literature	4 units
L.S. Humanities 300 Exploring Humanities Disciplines	3 units
MAMS 350 Mexican American Humanities	4 units
L.S. Social Science 459 Social Science Inquiry	3 units
MAMS 345 Mexican American History II	4 units
L.S. Natural Science 300 Creativity in Science	3 units
Elective in Natural Science	3 units
L.S. 400 Cross-disciplinary Workshop	4 units
MAMS 480 Seminar in Mexican American Studies	4 units
Total	35 units

Additional elective—28 units in Mexican American Studies and traditional disciplines as needed to fulfill Ryan Act Requirements.

Total units Major in Liberal Studies (BALS) with Emphasis in Mexican American Studies:

General Education	40 units
Liberal Studies (BALS)	16 units
Mexican American Studies	16 units
Education	24 units
Electives	28 units
Total	124 units

D. Bilingual/Cross-Cultural Specialist Teaching Credential

GOAL OF THE PROGRAM

To provide Credentialed teachers with a Specialist Credential in Bilingual/Cross-Cultural Education, utilizing both Spanish and English as a means of instruction. This credential program will certify teachers for instruction in Bilingual Education Programs (Title VII) dealing with Spanish speaking children. It meets the criteria of both the California Assembly Bill 2284; the Bilingual Education Act of 1972; and the Commission for Teacher Preparation and Licensing (Ryan Act). (For general description see Credential Section of Catalogue).

A. BILINGUAL PROGRAM COURSE REQUIREMENTS (31 units)

FIRST SEMESTER:

MAMS 345 Mexican American History II	4 units
MAMS 350 Mexican American Humanities	4 units
MAMS 456 Bilingual/Cross Cultural Education	4 units
SLT 300 Linguistic Study of Language	3 units
	15 units

SECOND SEMESTER:

* MAMS 457 Bilingual Curriculum Development	4 units
* EDUC 461 Fieldwork Practicum	4 units
* MAMS 458 Teaching Reading to the Bilingual Child	2 units
SLT 442 Second Language Teaching Methods and Materials	3 units
MAMS 326 Target Language Skills for Speakers of Spanish	3 units
TOTAL	16 units
TOTAL PROGRAM	31 units

MEXICAN-AMERICAN STUDIES

200. Conceptual Skills (5)

The development of academic skills relating to the study of the Mexican-American. Lab required.

205. Innovations in English (3)

A course for students who need particular attention in developing their basic English skills, utilizing the techniques of individualized instruction, within a peer group setting. Course will serve as substitute 101A, upon students completion of WEPT test.

210. Socio-Economics of the Mexican-American (4)

An analysis of Mexican-Americans in the Southwest and their contributions to the United States, with particular emphasis on the Mexican-Americans political, economic, educational, and sociological role in the United States today. Field trips.

219. Introduction to Mexican-American Studies (4)

The course emphasizes five major topic areas: (1) Arts and Humanities, (2) History, (3) Psychology, (4) Socio-economic and (5) culture.

225. Elementary Barrio Language (4)

Systematic survey of the fundamentals of Calo, Pocho, and Barrio Spanish as legitimate vernacular. Practice will be given in understanding, speaking, reading and writing so that

* Candidates must demonstrate acceptable proficiency in target language (Spanish) before they can enroll in the course.

the student will be able to recognize it when used. Consent of instructor required. Field trips and language laboratory. Prerequisite for MAMS 325.

251. Mexican-American Identity (4)

A close study of the social, psychological, geographical, and racial factors that create the character of the present day Mexican-American. Perceptions, images, and self-fulfilling prophecy.

301. Experimental Courses (1-5)

305. Mexican-American Cooking (3)

A study of a cultural-historical development of Mexican cooking. Includes a workshop on the preparation of the more popular Mexican dishes. To include nutrition and use of the subject in home economics.

310. Mexican-American Folk Arts and Crafts (3)

A survey and workshop on Mexican and Mexican-American Folk Arts and Crafts. Includes village arts, weaving, pottery, piñatas, ojos de Dios, etc., with particular emphasis towards adapting these arts to the public school curriculum.

325. Intermediate Barrio Language (4)

Review of fundamentals and study of more advanced aspects of Calo, and Pocho with practice in understanding, speaking, reading and writing. Field trips and language laboratory. Student must take MAMS 225 before taking this course.

326. Target Language Skills for Speakers of Spanish (3)

This course is designed to improve oral comprehension, aural comprehension, reading and writing skills for persons who have a working knowledge of the Spanish language.

330. The Mexican-American and the Law (4)

A survey of the judicial institutions and the Mexican-American giving particular attention to the enforcement of laws and constitutional rights. Also, the make-up of penal institutions and its relationship to Mexican-Americans will be critically examined. Field trips.

340. Mexican-American Folklore (3)

A study of the traditional expressive culture of Mexicans and Mexican-Americans in the United States: folk religion and beliefs, folk arts, narrative song and drama.

343. Pre-Columbian History of Mexico (4)

An analysis of the important indigenous civilizations in Meso-America, with particular emphasis on the Olmecs, Maya, Toltecs, and Aztecs, and how these groups relate to the cultural-historical make-up of the present day Mexican-American.

344. Mexican-American History I (4)

A study of Mexican-American History from Pre-Columbian to the present. Particular course emphasis on the colonial period to the Mexican-American War of 1848. To include a review of Pre-Columbian and contemporary Mexican History, including the Mexico Revolution.

345. Mexican-American History II (4)

History of the Southwest. Analysis of the role of Mexican-Americans in history of the United States from 1848 to the present. Emphasizes the Mexican-American heritage in the Southwest, the development of conflicts between Chicano and Anglo society.

350. Mexican-American Humanities (4)

A survey of the literature, philosophy, religion, art and the performing arts as they have developed in Mexican-American society.

351. Mexican-American Thought (4)

A study of those ideas which have influenced Mexican and Mexican-American thought. Emphasis will be on pre-revolutionary Mexican to the present. Particular attention will be paid to such writers as Sierra, Caso Ramos, Vasconcelos, Paz, Zea, Carranza and Macias.

352. Aztec and Maya Philosophy (4)

Readings and discussions of selected myths, poetry and other works with an emphasis on discovering the underlying philosophical assumptions and ideas of Meso-America, from ancient times to the arrival of Cortez.

353. Contemporary Movements in Mexican-American Society (3)

An in-depth analysis of contemporary Mexican-American movements like: UFWOC, La Alianza, Crusade for Justice, La Raza Unida, Brown Berets, etc. Also to include an analysis of their relationship to leftist and nationalistic movements in Latin America.

354. Politics and the Mexican-American (4)

A critical evaluation of leading questions currently relating to Mexican-Americans in American Society. Includes a survey of social, cultural, and political organizations in the Southwest and in the local community. Field trips.

355. Urban Problems and the Mexican-American (4)

Study of Mexican-American values and the conflicts which arise when some of these values are offset by urban institutions. Particular attention will be given to the erosion of these values and the accommodations Mexican-American culture has been forced to make.

400. Chicano Colloquium (4)

A course focusing on the development of selected topics critical to the proper examination of the future of the chicano movement. Course will consist of two hours per week guest lecture, one hour directed group discussion and one hour directed research and writing.

405. The Mexican-American Family (4)

A study of family unity in Mexican-American culture and the roles of family members. To include: courtship, marriage, child rearing practices, changing sex roles, the migratory family, etc. Also, the relationship of Mexican-American family with other institutional factors in Anglo Society.

406. La Chicana (4)

A historical analysis of the role played by women in Mexican-American society from Pre-Columbian times to the present.

431. Community Involvement, Field Work (4)

The relationship between the barrio and Anglo society, emphasizing community involvement. Includes proposal writing, supervised field experience and placement as teacher aides or community workers in the schools.

450. Religion and the Mexican-American (4)

A study of Protestantism and Catholicism and their relationship to the Mexican-American.

454. The Mexican-American in American Education (3)

A historical study at the treatment of Mexican-Americans in the Anglo-oriented educational system. Particular attention will be given to educational philosophy and its effects on learning theory.

455. Mexican-American Child Development (4)

An analysis of the development of Mexican-American children from birth through age eight. Emphasis on nutrition, language development, intellectual growth, cognitive learning styles and child rearing practices.

456. Bilingual/Cross-cultural Education (4)

A historical analysis of bilingual/cross-cultural education in the United States. The course covers bilingual/cross-cultural education concepts and the assessment of existing programs.

457. Curriculum and the Mexican-American (4)

Workshop sessions which will survey current teaching materials and focus on the development of bilingual/cross-cultural materials to better assist the Mexican-American child in his learning endeavor. (Consent of instructor)

458. The Teaching of Reading for the Bilingual Child (3)

The techniques, methods and theories of reading for the bilingual child.

459. Bilingual General Science (1-3)

A general education course taught bilingually (Spanish/English) and designed to give cultural depth in the basic science areas required for a liberal education. To include areas of study in the Biological and Physical Sciences. This course is especially suited for those students pursuing a Liberal Studies Major and/or the Bilingual/Cross-cultural Specialist Credential. Prerequisite: Functional Target Language Skills.

460. Bilingual Fundamentals of Mathematics (1-3)

A general education courses taught bilingually (Spanish/English) and designed to give cultural depth in the mathematics required for a liberal education. This course is especially suited for those students pursuing a Liberal Studies Major and/or the Bilingual/Cross-cultural Specialist Credential. Prerequisite: Functional Target Language Skills.

465A. Beginning Chicano Theatre (4)

The peoples theatre. The theatre as cultural expansion, the Mexican-American playwright in the 20th Century. Workshop included for performance of term play.

465B. Intermediate Chicano Theatre (4)

A follow up to MAMS 465-A, includes an on going performing Chicano Folk Theatre group. Prerequisite MAMS 465-A.

466A. Beginning Mexican-American Music and Dance (3)

A survey of traditional and contemporary music and dance of Mexican and Mexican-American society. Specific dances such as Jarabe Tapatio, La Raspa and La Bamba will be selected and taught.

466B. Intermediate Mexican American Music and Dance (3)

A follow-up to MAMS 466A, includes on going performing Mexican Folk Dance group. Prerequisite: MAMS 466A.

471. Cultural Conflicts (4)

A close study of those Mexican-American cultural values which are in apparent conflict with the values of the dominant society. Particular attention will be paid to those systems and institutions which are conducive to cultural clash.

473. Mexican-American Literature I (4)

A survey of Mexican-American Literature emphasizing its historical roots in Mexico and the Southwest.

474. Mexican-American Literature II (4)

An analysis of contemporary Mexican-American authors, poets, and playwrights stressing Villareal, Anaya, Alurista, Valdez, Gonzales among others.

476. Workshop in Contemporary Mexican-American Literature (4)

A workshop designed to further Mexican-American literature and Mexican-American creative writing through original essays, short stories, other relevant expressions. Class presentations and discussion will be used intensively. Prerequisite: MAMS 473 or 474 or consent of instructor. Laboratory and field work required.

477. Mexican-American Art Workshop (4)

Social context art workshop which includes the technical and conceptual forms stemming from the art history of the Mexican-American. Includes lectures and studio practices.

478. Mexican-American Journalism (Includes Public Communication) (4)

A study of Mexican-American newspapers, magazines and other public communication means; their past and present impact and influences on the Mexican-American community. Includes a workshop phase. Field trips required.

479. Chicano Art History (4)

An analysis of art as expressed in the historical culture of the Chicano, from ancient times to the present. A cultural art history approach. Field Trips.

480. Seminar in Mexican-American Studies (4)

Topics from the Mexican-American movement will be selected for study in depth. Research methodology. Prerequisite: Consent of instructor.

490. Mexican-American Childrens Literature (4)

Designed to examine, discuss, and evaluate books, stories, legends for Mexican-American children from birth through the sixth grade.

495. Special Studies (1-4)

AMERICAN ETHNIC STUDIES MINOR

The minor is designed to meet the requirements for the Standard Teaching Credential for both elementary and secondary education. The minor as designated below may be altered in consultation with the student's advisor.

CORE COURSES

AMES 230 Social Psychology of Ethnic Groups.....	4
AMES 240 Ethnic Conflict in the United States	4
AMES 420 Seminar in the Theory of Ethnic Groups.....	4
AMES 435 Ethnic Interactions	4
AMES 450 Black, Brown, Red, Yellow Education in America	4
AMES 465 Ethnic Poverty and Survival	4

A student is required to take three (3) of the core courses listed above. In addition, he is required to take one of the following electives:

AMES 301 Ethnic Art in the United States.....	4
AMES 345 Comparative Ethnic Folklore.....	4
AMES 380 Third World Literature	4

and one course in any of the following departments and programs: Afro-American, Mexican-American, Euro-American, Native-American, and Asian-American.

Total number of units required	20
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AMERICAN ETHNIC STUDIES PROGRAM

The American Ethnic Studies program is an interdisciplinary and cross-cultural study of ethnic groups in America. Emphasis is placed on the major contributions made by ethnic and racial groups to American Culture. Analyses of the unique problems encountered by ethnic groups in American culture are detailed.

AMERICAN ETHNIC STUDIES

Herminia Menez

210. Ethnic Groups in America (4)

A study of non-European ethnic groups in the United States. The course will cover the achievements, contributions, and experiences of these segments of the American population. Field trips required.

230. Social Psychology of Ethnic Groups (4)

A study of the psychological environments of ethnic minorities in the context of the dominant society. Field trips and laboratory sessions required.

240. Ethnic Conflicts in America (4)

A historical study of conflicts between ethnic groups in the United States with emphasis on economic, political and social causes.

301. Ethnic Art in the United States (4)

A study of the aesthetic expression of American ethnic groups as represented in the fine arts. Field trips required.

305. Music of Ethnic Groups in the United States (4)

A historical study of the musical expression of major American ethnic groups. Required field trips and laboratory sessions in the phono-library.

320. Socio-Psychological Aspects of Racism and Its Effects on Ethnic Groups (4)

A study of racist thought and practice in the United States, the ways in which they affect members of ethnic minorities, and the responses of various ethnic groups. Field trips required.

325. Economic Problems of American Ethnic Groups (4)

A study of the economic relations within and among ethnic groups in the United States, and their integration into the American economy. Emphasis on employment, small business, consumer concerns, and public welfare.

330. Religions of Ethnic Groups (4)

Religious beliefs and institutions of minority peoples: Black Christianity and Muslimism; Catholicism of Italian, Polish, Irish, and Mexican Americans; Judaism; Russian and Greek Orthodoxy—in the context of a religious society dominated by white Protestantism. Field trips required.

335. Research and Methodology (4)

A study and discussion of communicative and research methods, including an examination of sound argumentative techniques. Various writings and informational sources, including the news media, will be examined and discussed.

345. Comparative Ethnic Folklore (4)

A study of the retentions, reinterpretations, and development of the folklore of ethnic groups and their contributions to American folklore.

350. Third World Politics in the U.S. (4)

Deals with the ideology, political organization, short-term tactics and long-term social, economic, political and cultural goals of groups or movements within the United States which consider themselves to be part of the "Third World." Includes examination of the ways in which such groups pose a challenge and offer alternatives to the present American political system.

356. Language and Ethnicity (4)

Language and ethnic identity; language retention; "foreign accents"; standard and non-standard dialects; bi-lingualism; influence of immigrant and non-standard speech on the American Language. Required field trips and laboratory exercises.

380. Third World Literature (4)

A comparison of the traditional and contemporary literature and rhetoric of non-whites in the United States, Caribbean and Latin America.

420. Seminar: Theory in the Study of Ethnic Groups (4)

Theoretical analysis of ethnic group identity and interaction in the United States; theories of ethnicity and models of "Americanization".

430. Seminar: Community Research and Community Service (4)

Group studies; projects and institutional involvements which result in interchanges between the college students and members of ethnic groups in the community at large.

432. Health and Culture (4)

This course, an analysis of ethnic attitudes toward nutrition, physical and mental health, and medical care; ethnic theories of disease and curing; special health problems of ethnic groups, is designed to improve communication between the medical profession and patients.

433. Ethnicity and the Aged (3)

A study of how ethnic groups in the United States have approached the task of handling, placing, and caring for the aged within their respective cultures.

434. Urban Health (2)

A study of how ethnic groups in the U. S. have approached the task of resolving health problems in Urban Centers.

435. Seminar: Ethnic Interactions (4)

The process of conflict and accommodation will be dealt with through discussion, disclosure, and confrontation of social myths and stereotypes held toward members of different ethnic and social groups. The course aims at increasing cultural and ethnic understanding and interchange through the use of music, dialogue, audio-visual aids, drama, and the cultivation of individual and group sensitivity.

Prerequisite: Consent of instructor.

445. Seminar: Ethnic Groups, Social Variables, and Language Behavior (4)

Analysis of relationship between social variables and language behavior within the context of ethnic groups; investigation of such topics as verbal repertoires, social restraints on language choice, role behavior and speech behavior, formal and informal linguistic codes, bi-lingualism and bi-dialectism.

450. Black, Brown, Red, Yellow Education in America (4)

Problems confronting Afro-Americans, Mexican-Americans, Native-Americans, and Asian-Americans within the traditional educational institutions of the United States. Methods and techniques for improving the teaching of non-European students.

465. Seminar: Ethnic Poverty and Survival in California (4)

This course will study the way minority groups organize limited resources in order to survive. It will be a problem-solving course, developing models for implementation in minority communities.

470. Special Topics in Third World Politics (Research Seminar) (4)

Explores the relationship between ideas and events in international Third World politics and the course of domestic Third World events. Includes a consideration of the influence of post World War II decolonization, African, Asian and Latin American radical ideologies and movements, and questions of neo-imperialism and neo-colonialism in the ideology of domestic Third World groups.

495. Special Studies (1-4)

ASIAN-AMERICAN STUDIES

James I. Wong

The Asian-American Studies Program offers introductory courses dealing with the historical and cultural traditions of the Asians, as well as detailed courses on the history of the Asian immigration and experience in the Western Hemisphere. The design of the Program focuses upon an appreciation of Asian contributions to America and an understanding of their historical and contemporary experience. The curriculum of the Asian Studies Program makes available an opportunity for conscientious students to concentrate upon individual Asian groups (i.e., Chinese, Japanese, Koreans, Filipinos, East Indians, Southeast Asians, Asian national minorities, and Oceanians) in America. The Program entails academic research, historical and contemporary, in preparation for pursuits in graduate studies, community service, and for prospective teachers. Although the Program does not presently offer a study matriculating in a departmental major, the Program does provide the students with a sound liberal education and a thoroughly competent background for further studies.

200. Americans from Asia (4)

An introductory course on the history and sociology of Asian immigrants. Patterns of immigration, settlement, occupational structure, ghetto life, modification of old world cultures and behavior patterns, and current political, social and economic status. Emphasizes Chinese and Japanese Americans, but also deals with Koreans, Filipinos and East Indians. Field trips.

250AB. Studies in Asian Civilization (4-4)

A.—Introductory Survey

B.—Directed Workshops

An introduction to the cultural arts of Asian civilizations, as well as their religions, philosophies, and traditional customs. Minimizes the historical approach, while focusing on an appreciation of the connoisseur aspects of Asian civilizations. Field trips and student projects.

300. Chinese Americans (4)

Detailed examination of the Chinese American experience: influence of traditional values; patterns of immigration and settlement; labor history and economic contributions; the Chinese exclusion movement; the influence of public policy domestic and foreign, on the Chinese individual and community; and current problems of acculturation. Field trips.

301. Experimental Courses (3-5)

302AB. Zen and Japanese Swordsmanship (3)

A—History

B—Philosophy

Introductory course investigating indigenous modifications of Zen modifications of Zen Buddhism upon and by the values and behavioral patterns in Japanese lifestyle and world-view perspective. Particular examination of the philosophy of Japanese swordsmanship as influenced by Zen Buddhism and Japanese culture.

Prerequisite: By consent of instructor only.

303AB. Kung-Fu: The Theory and Practice of the Chinese Martial Arts (3)

A—History

B—Philosophy

Introductory research course into the theories, philosophies, literature and history of the Chinese form of martial arts. Students will be required to demonstrate physical proficiency.

Prerequisite: By consent of instructor only.

310. Japanese Americans (4)

Detailed examination of the Japanese American experience: influence of traditional values; patterns of immigration and settlement; labor history and economic contributions; the anti-Japanese movement; the relocation of Japanese Americans during World War II and the effects of the experience on contemporary social and political attitudes of Japanese Americans; and the nature of Japanese American acculturation. Field trips.

320. Filipino Americans (4)

Patterns of immigration and settlement, occupational structure, problems of acculturation; current socio-economic and political status and attitudes towards the nature of the diplomatic and economic ties between the U.S.A. and the Philippines. Field trips.

350AB. Identity and the Asian Americans (4-4)

A.—Experience and Identity

B.—Practice Session Workshop

Explores within the context of Asian American life histories and biographies the modified retention of traditional values and behavioral patterns; the modifications and marginality are appreciated within the cultural aspects, familial patterns, and the juxtaposition of Asian-American accommodation and militancy. Field work and student projects.

351. Asian Women (4)

Explores the history of Asian women and Asian-American women, particularly in terms of their achievements, contributions and psychological experiences, as well as their frustrations.

370. Asian American Culture (4)

Surveys the arts, cinema, music, drama, literature, cuisine, and religious and secular festivals of Asian Americans. Includes a minimum of six field trips to attend performances.

400. Language and Research Techniques (4)

Introduces theories, research techniques and methodologies in gathering the analyzing data pertinent to Asian-American studies; introduces techniques and mechanics in dealing with civic, state and federal agencies; and focuses upon the cultivation of students' bilingualism in enhancing their understanding and research on the Asian-American experience. Field work and student projects.

401. Introduction to Asian-American Communities (4)

Examines the social, religious, economic and political institutions in Asian-American communities in the California State College, Sonoma service area; explores the theoretical developing of strategy to reconcile specific problems of the Asian-America communities; educational institutions, public health agencies, social services, people-constabulary relations. Field work and student projects.

405. Asian-American Education and Child-rearing Practices (4)

Examines the educational theories and programs of America and their representative schools servicing the Asian-American residents; studies the language schools servicing the Asian-American youths; probes the various child-rearing practices of Asian-Americans and Asians; and explores theories of education as related to intelligence quotients and nurture.

410. Asian-American Literature (4)

Surveys the presentative works (novels, biographies, essays, short stories, prose and poetry) of Asian authors and Asian-American writers; and examines the contributions of the Asian-American writers in seeking an understanding of their various perspectives.

415. Asian-American Folklore (4)

A study of the traditional expressions (customs, beliefs, tales, games, folk arts, etc.) of Chinese, Japanese and Filipinos in the United States, with emphasis on field-oriented projects.

420. The Asian in America (4)

A detailed course on the social structure, values and behavior patterns of Asian societies during the 19th Century immigration period; explores the economic and social climate in Hawaii and California, as well as the modification of traditional cultural patterns in the new American setting. Field projects and interviews.

Prerequisite: ASAM 200.

430. Seminar: Community Research and Community Service (4)

Studies and projects related to student participatory involvement with Asian communities in the California State College, Sonoma service area; and explores social services within selected problems of housing, unemployment, mental health, child-care, self-help for the elderly, and civic, state or federal agencies. Fieldwork and projects.

440. Asian Morality and Eroticism (4)

Explores the various Asian standards of morality and eroticism through social customs and mores, judicial regimentation, literature, poetry, sculpture, painting and the cinema. The various Asian societies examined will include India, China, Korea, Philippines, Oceania and Southeast Asia, as well as modifications for transplanted Asian-Americans.

450. Research Seminar: The Asian Exclusion Movement (4)

Examines the various facets of the Asian exclusion movement: ideology of anti-Asian elements; nature of mass action against Asians; legislative debates during the passage of the Chinese Exclusion Acts and the Immigration Act of 1924; the eventual repeal of these laws, and the responses of the Asian Americans to such persecutions.

460. The Japanese American Internment Experience (Research Seminar) (4)

The evacuation, relocation and resettlement of Americans of Japanese ancestry during World War II. Justifications of the federal government, problems encountered by the administrative personnel, of the internees, the social and psychological effects of the experience today.

495. Special Studies (1-4)

EURO-AMERICAN STUDIES PROGRAM

Eli Katz

The Euro-American Studies Program offers courses dealing with the history and current status of American ethnic communities of European origin. Focusing on individual ethnic groups, the courses consider problems of acculturation and "Americanization" as well as the adaptation and transformation of specific aspects of the cultures of European immigrants in the United States.

EURO-AMERICAN STUDIES

200. The Euro-American Immigrant Experience (4)

A historical, sociological, and cultural study of immigrant groups from Europe, beginning with the pre-revolutionary period but emphasizing the "second wave" of immigration from 1880 to 1924. Field trips required.

300. Non-White Images of White Americans (4)

Images and stereotypes held concerning white Americans of varying ethnic backgrounds by members of non-white American ethnic groups.

310. Yiddish Literature in Translation (4)

Readings in English from Yiddish literature produced in the old and new worlds.

400. Jews in the United States (4)

History of Jewish immigration and survey of the current cultural and institutional status of the Jewish community in the United States. Field Trips Required.

410. The Irish American (4)

History of Irish immigration and survey of the role of Irish-Americans in the areas of labor, politics, religion, and culture. Field Trips Required.

420. The Italian in America (4)

History of Italian immigration and survey of the occupational, political, cultural, and social status of Italian-Americans at the present time. Field trips required.

430. The W.A.S.P. in the United States (4)

The "majority" culture of White Anglo-Saxon Protestant America. The WASP attitude toward ethnic minorities; pressures toward "anglo-conformity" and counter pressures toward cultural pluralism.

450. The Eastern and Southern Europeans in the United States (4)

A survey of the Slavic, Greek, Italian, and Portuguese immigrant groups which migrated to the United States primarily during the "second wave" of immigration. Problems of cultural and ethnic identity. Field Trips Required.

495. Special Studies 1-4

NATIVE-AMERICAN STUDIES PROGRAM

Mary T. Taylor

The program makes available the opportunity for the study and research of archaeological and historical developments of tribal groups or regional areas, as well as contemporary issues, problems, and prospects of Native-Americans. In addition, the Program offers courses which allow for specialization in various aspects of Native American culture both contemporary and historical. The Program provides a sound background for students in Anthropology and the other Social Science Fields and those intending to teach either on the elementary or secondary levels.

NATIVE-AMERICAN STUDIES

200. Introduction to American Indians (4)

A study of American-Indian tribes and nations from their origins until 1800.

205. Introduction to Native American Arts (4)

A general survey of American Indian Art from the East Coast Iroquois to the Southwest, Hopi, and Northwest Coast Eskimo. 3 hours of lecture, 1 hour of section meeting.

301. Native-Californian Cultures (4)

A survey of the cultures, and histories of Native California from the time of contact to the present.

317. Prehistory of California (4)

A survey and analysis of the findings of archaeology and contributing to the understanding of the evolution of Native Californian cultures.

330. Regional Historical Studies (4)

A comprehensive discussion of the cultural history of Native-Americans in a particular regional or cultural area from the time of contact to the present.

331. Cultures of Eastern North America, from the European Invasion to the Trail of Tears (4)

Native-American cultures east of the Mississippi River; social and political responses to European culture and the destruction of native societies.

332. Native-American Cultures of the Plains (4)

An in-depth focus on the indigenous cultures of the plains and their change and disruptions from the arrival of De Soto to the Battle of Wounded Knee.

333. Native-American Cultures of Western North America (4)

An in-depth focus on the indigenous cultures of Western North America and their changes and disruptions from the period of Spanish Dominations to the 1890 Ghost Dance.

335. Cultures of Northern North America (4)

A survey of the cultures and histories of Native-American people of Canada and Alaska from contact to the present.

336. Native Americans of the Northwest Coast (4)

An examination of the pre-history, settlement patterns, social organization, religious systems, material culture, myths, languages, and current statuses of such tribal peoples as the Tlingit, Haida, Tsimshian, Bella Coola, Kwakiutl, Coast Salish, and Chinook. Special emphasis is placed on the art and economic systems of these peoples.

337. Native American Cultures of the American Southwest (4)

An examination of the pre-history, ecology, settlement patterns, social organization, cosmological and ritual systems, material culture, mythology, language, and current statuses of the Hopi, Navaho, Apache, and the Rio Grande Pueblos.

340. The Contemporary Native American (4)

A survey of the status of Native-Americans in modern American society, including economic, political, and legal aspects; the role of the Federal government; and the emergence of Pan-Indianism and political activism.

346. Cults and Sacred Movements in Native North America (4)

Only by common participation in religious cults have the separate Indian tribes of North America ever united.

This proposition will be critically examined by analysis of pre-historic, historic, and contemporary American Indian religious movements. The spread of Meso-American cults into the American Southwest and Southeast, the League of the Iroquois, the Code of Handsome Lake, and the Ghost Dance will be considered in detail.

347. Native American Philosophic Systems (4)

Among tribal peoples, knowledge generated by surviving together in a given environment is built into on-going social and ceremonial relationships, expressed and stabilized by collective symbols. This proposition is explored throughout the semester. The Ojibwa (Chippewa, Salteaux) and the Cherokee receive detailed consideration.

348. The Role of Women in Native American Cultures (4)

A study and analysis of the changing role, status, and function of women in traditional and contemporary Native American cultures.

352. Native American Legal and Political Systems (4)

Contrasting methods of legal and social control, leadership and decision-making, and the growth of the supertribal states.

353. Native American Systems of Kinship and Socialization (4)

Diverse systems of family organization and child rearing; persistence of kinship organizations and kin values and traditional modes of enculturation.

354. Native American Literatures (4)

A discussion of traditional myths and songs as well as contemporary, literary works of Native Americans.

355. Analysis of North American Indian Tales (4)

Sample literary, psychological and anthropological studies of North American Indian myths and tales.

356. Musical and Visual Arts of Native-America (4)

A survey and analysis of both traditional and contemporary musical and visual arts.

358. Southwest Art (4)

An in-depth study of American Indian Art as a reflection of the cultures and lifestyles of Native-Americans in the Southwest including the Hopi, Navajo, Pima, Papago, and Havasupai People. 3 hours of lecture, 1 hour of discussion seminar.

410. Seminar in Individual Native-American Cultures (4)

An in-depth focus on the cultural experience of an individual Native-American people.

411. The Hopi Way (4)

A guided research seminar on Hopi arts and philosophy. Emphasis is placed on independent study and directed group discussion. 2 hours of lecture and 2 hours of Directed Group Discussion.

420. Seminar in Contemporary Native American Studies (4)

Special attention to modern cultural and political movements, and urban and rural socioeconomic problems.

440. Seminar in Native-American Linguistics (4)

A survey and analysis of the relationship between the languages and cultures of Native-American people.

493. Special Seminar in Native American Studies (1-4)

Intensive investigation and analysis of selected areas of American Indian culture.

495. Special Studies (1-4)

ANTHROPOLOGY

(Division of Social Sciences)

David A. Fredrickson, Chairman of Department

James Bennyhoff, Mildred Dickeman, Sue T. Parker, W.A.J. Payne,
David W. Peri, R. Thomas Rosin, Shirley Silver, Albert L. Wahrhaftig

Anthropology is the study of the human origins and adaptations from evolutionary, cross-cultural, linguistic, historical, and archeological perspectives focusing on cross-cultural and cross-specific similarities and differences. Anthropology is an integrative field embracing both scientific and humanistic approaches to the human condition. Undergraduate training in Anthropology provides students with unique analytic perspectives on human behavior which prepare them for graduate studies in Anthropology and for insightful pursuit of many vocations involving information gathering and decision making about people. We encourage students to major in Anthropology concurrently with majors or minors in such areas as Nursing, Environmental Studies and Planning, Management, Economics, and Education to further enhance their opportunities for employment.

ANTHROPOLOGY MAJOR FOR THE B.A. DEGREE

General Education	40 units
Anthropology Courses	40 units
Foreign Language and/or Electives	<u>44 units</u>
Total	124 units

ANTHROPOLOGY MAJOR COURSE REQUIREMENTS

Anthropology 201—Introduction to Biological Anthropology

Anthropology 203—Introduction to Cultural Anthropology

The introductory courses must be completed during the student's first year in the major.

An upper division course in Archaeology.

An upper division course in Cultural Analysis and Theory *or* an Ethnographic Area

An upper division course in Biological Anthropology

An upper division Anthropology course in Linguistics

Senior Seminar. To be taken in the Senior year.

Other Anthropology courses to complete a total of 40 units of Anthropology

Minor in Anthropology

The anthropology minor consists of 20 units with at least one course chosen from each of the following groups:

Introductory Courses;

Biological Anthropology or Archaeology;

Cultural Analysis and Theory or Linguistics;

Ethnographic Areas.

With the approval of the major advisor, substitution can be made employing advanced anthropology courses.

ANTHROPOLOGY

Introductory Courses

201. Introduction to Biological Anthropology (4) I and II

An introduction to the evolutionary biology of human and nonhuman primates; evolutionary perspectives on form and function, behavior, population and social structure are focused on reconstructing human evolution and explaining human adaptations.

203. Introduction to Cultural Anthropology (4) I and II

The comparative study of cultures; the basic components of cultural systems and their variations.

222. Introduction to Archaeological Methods (2) I and II

Introduction to research methods in archaeology; examination of archaeological assemblages with respect to drawing cultural, historical, and processual inferences. The course is designed for both major and nonmajor. Laboratory and field work, 4 hours.

Biological Anthropology

302. Modern Human Biology (4) I

The study of selected human physiological/behavioral complexes (reproduction, gender-identity, speech, and facial expressions) and morphological displays (facial features, breasts, skin, and hair patterns) from an evolutionary perspective with an emphasis on their growth and development and functional significance in human adaptations.

311. Primate Behavior (4) II

Examination of the behavior and ecology and social structure of nonhuman primates from an evolutionary perspective with special attention to recent field studies; application of primate studies to an understanding of human adaptations.

312. Hominoid Paleontology (4) I

Analysis of the fossil remains of apes and hominids from an evolutionary perspective; discussion of the problems involved in reconstructing grades and lines in hominid evolution.

Archaeology

321. Archaeology and Society (4) I and II

Introduction to archaeological theory; discussion of methods employed in the study of prehistory with emphasis upon methods of arriving at inferences concerning social behavior.

332. Archaeology of California (4) II

Survey of cultural sequences in prehistoric California; examination of adaptations, technological and stylistic change, and relationships to other North American cultures; application of anthropological, linguistic and archaeological method and theory to California materials.

335. Archaeology of Mesoamerica (4) (I)

A survey of the cultural prehistory of selected regions of Mexico, Guatemala, and Honduras, from the terminal Pleistocene to the Spanish Conquest. The development of agriculture and the emergence of civilization will be emphasized, with particular attention devoted to the Olmec, Monte Alban, Teotihuacan, and Maya traditions.

Cultural Analysis and Theory

342. Social Structure (4) II

Discussion of cultural systems as they relate to subsistence and technology, social groupings, and decision-making. Extensive use of cross-cultural comparisons.

343. Peasant Societies (4) II

Examination of the economic, social and political nature of peasant societies. Attention to peasant values and personality and the transition of peasants into the modern world.

345. Human Ecology (4) I

An investigation of the interrelations between man and his environments: human biological and cultural responses to environmental influences and man's impact on his eco-system. Prerequisite: Either Anthro. 201 or 203.

349. Ethnoscience (4) I

The study of folk systems of knowledge through the extension of method and theory employed in the analysis of language to the analysis of culture. Also to be explored will be other models suited to the study of how knowledge relates to the human action and choice-making that generate patterns of custom.

351. Culture Contact (4) II

Discussion of the varieties of culture contact, and the roles of contact agents and institutions; special attention to Western and non-Western contacts, and the growth of revitalization movements.

Prerequisite: Anthropology 203 or consent of instructor.

352. Culture Change (4) II

Investigation of case studies and discussion of formal theories of culture change with special attention to the growth of revitalization movements and to theories of cultural evolution.

353. Psychological Anthropology (4) I

Examination and review of the psychological implications of alternate culture patterns; cross-cultural survey of such concepts as world view, value orientation, personality, cognition, deviant behavior, social control, and indigenous psychotherapy.

354. Educational Anthropology (4) II

The application of anthropological field techniques to the study of educational institutions; cross-cultural analysis of formal educational systems in non-Western and Western societies and the operation of formal education in situations of culture contact.

Prerequisite: Anthropology 203 or consent of instructor.

355. Urban Anthropology (4) II

A cross-cultural study of urban forms in Europe, the United States, Africa and Latin America. Students will study aspects of local communities.

Prerequisite: Anthropology 203 or consent of instructor.

356. Native American Philosophical Systems (4) II

Among tribal peoples, knowledge generated by surviving together in a given environment is built into on-going social and ceremonial relationships, expressed and stabilized by collective symbols. This proposition is explored throughout the semester. The Ojibwa (Chippewa, Salteaux) and the Cherokee receive detailed consideration.

Ethnographic Areas

360. Indians of North America (4) I

Discussion of the origins, history and cultures of the Indians of North America.

361. Indians of California (4) II

Survey of the Indian cultures of California; discussion of linguistic diversity, varieties of customs, and relationships between the Indians and the early Europeans.

363. Ethnography of Mesoamerica (4) II

An introduction to the area in which Aztec, Maya, and other civilizations emerged. Particular emphasis on contemporary community studies and their contribution to an understanding of local communities as a persisting basic unit of sociocultural organization.

Prerequisite: Anthropology 203 or consent of instructor.

366. Ethnography of South America (4) I

A survey of native cultural developments in South America in prehistoric and in modern times. Discussion of the social organization of the Incas of modern Andean Indian communities, of more isolated and "primitive" peoples of the jungles, of contemporary *mestizo* communities, and of the effects of culture contact, industrialization, and revolution.

Prerequisite: Anthro. 203.

367. American Culture (4) I

The study of American culture and society using the ethnographic perspective ordinarily applied to tribal and traditional societies. There will be emphasis on continuities in American culture and social structure from New England villages to contemporary suburbia.

Prerequisite: Anthropology 203 or Sociology 201.

369. African Cultures in the Western Hemisphere (4) II (Also listed as Afro-American Studies 400)

The African experience in the New World from Nova Scotia to Argentina.

Prerequisite: Anthro. 203 or consent of instructor.

370. Cultures of the Pacific (4) I

An introduction to the cultures of Melanesia, Micronesia and Polynesia; their prehistory and the settlement of the Pacific basin; their ecological adaptations and sociocultural variety and their responses to contact with Western society.

Prerequisites: Anthropology 203, Geography 440 or consent of instructor.

375. Cultures of South Asia (4) I

An introduction to the urban and rural peoples of India, Pakistan and Ceylon, Bangladesh and Nepal, the institutions of family and caste, and the literate and non-literate traditions of the area.

376. Peoples and Cultures of Africa (4) I

An introduction to the peoples and cultures of Sub-Saharan Africa with attention to the impact of modernization and nationalism.

Linguistics

380. Language and Culture (4) I

The relation of language to cultural systems; the role of language in cognition and expression. Speech communities and the relation of language to social stratification; bilingualism, pidgins and creoles and the development of national languages.

382. Language Change (4) II

Study of the genetic and diffusional nature of language change; attention to the relationship between language change and culture change.

386. American Indian Languages (4)

Survey of the history diversity and complexity of languages spoken in the Americas before European contact. Consideration of processes and effects of bilingualism and linguistic acculturation.

389. The Ethnography of Speaking (4) II

Study of the role of speech in human behavior; investigation and ethnographic patterning of speech use within a community.

Community Involvement

395. Community Involvement Project (1-4) I and II

An opportunity for experience in applied anthropology, involving the application of anthropological method and theory to community service work. Approval of a project of anthropological relevance, and consultations with an advisor in the department are required.

Prerequisite: Majors only. Consent of instructor required.

Advanced Studies

405. Anthropology Forum (4) I & II

Presentations of current research and theory by students, faculty, and invited speakers: general discussions of topics of interest to anthropologists. The course will operate both as a forum for the local anthropological community, all of whom are invited to attend without the necessity of registration, and also as a course for credit for upper division anthropology students. One weekly meeting will be an open forum. A second weekly meeting will be a discussion section for students registered for credit.

422. Archaeological Methods (6) II

Examination of field and laboratory methods in archaeology, using primarily California materials, with an emphasis upon research design, hypothesis formation, and interpretation. Lecture-discussion, 4 hours; laboratory and field work, 4 hours.

Prerequisite: Upper division course in archaeology or consent of instructor.

423. Advanced Archaeological Methods (4) I and II

Guided study of selected research topics in archaeology. Laboratory and field work, 3 hours for each unit.

Prerequisite: Anthropology 422 and consent of instructor.

441. Ethnographic Field Methods (4) II

Field methods in ethnography, including techniques of sampling, interview, life history and participant observation. Special attention to the problems of rapport, and the political and moral implications of field research.

Lecture, 2 hours; laboratory and field work, 6 hours.

Prerequisite: Consent of instructor.

***482AB. Linguistic Field Methods (4-4) I and II**

Training in elicitation of linguistic data for purposes of phonological, morphologic-syntactic and semantic analysis.

Prerequisites: Linguistics 310 and Linguistics 311 or consent of instructor

490. Seminar in Primate Behavior (4) II

Investigation and discussion of selected topics in primate behavior in relation to human adaptations.

Prerequisite: Upper division standing.

491. Seminar in Human Biology (4) I and II

Discussion of selected topics in human biology, with emphasis on the application of evolutionary theory to man.

Prerequisite: Consent of instructor.

492. Seminar in Archaeology (4) I

Advanced examination and application of archaeological interpretation; discussion of the relationship of research design to interpretation; examination of conceptual units employed in taxonomic systems.

Prerequisite: Upper division course in archaeology and consent of instructor.

493. Seminar in Cultural Anthropology (4) I and II

Intensive investigation of selected areas of cultural anthropology with an emphasis upon cross-cultural comparisons.

Prerequisite: Consent of instructor.

494. Seminar in Anthropological Linguistics (4) II

Selected topics in linguistic analysis from an anthropological perspective.

Prerequisite: Consent of instructor.

495. Special Studies (1-4) I and II

Students interested in Special Studies in Anthropology must submit a written proposal and an outline of projected work during the first week of the semester.

Prerequisites: Anthropology 201 or 203; an appropriate upper division course; approval of supervising faculty member and approval of Department Chairman.

498. Senior Seminar (4) I and II

An opportunity for Senior majors to integrate their basic understanding of anthropological theory and method by investigation of selected topics of broad theoretical and empirical significance. Topics to be announced.

Prerequisite: Senior standing.

* Not offered 1975-76.

ART

(Division of Humanities)

Susan Moulton, Chairman of Department

Kathryn Armstrong, Gerald Bol, Stephen Dubov, Leland Gralapp, Robert Gronendyke, Phyllis Holup, Walter Kuhlman, William Morehouse, Myron Ort, Peter Scarlet, Norma Schlesinger, Alexander Sharp, Lynn Shelton, Shane Weare.

The following programs aim to assist the student in gaining insight into his cultural heritage and in clarifying his attitudes and values so that he may more fully realize his own potentialities. On the basis of these objectives, the program establishes a core of fundamental studies that leads to eventual concentration in the areas of art history or studio. From the latter a student may select an emphasis in painting, sculpture, graphic arts, or filmmaking. A key assumption is that a grasp of the history and theory of art is indispensable to the studio major, just as involvement in creative studio activity is invaluable to the student of art history. The program likewise offers appropriate courses for the general education curriculum and provides the necessary foundation for those who intend to continue their studies at the graduate level.

GENERAL DEPARTMENTAL REGULATIONS

Students desiring to major in art will be accepted only on the basis of their declared *and* demonstrated interest and ability in one of the following approved areas of concentration:

- Art History
- Filmmaking
- Art Studio
- Painting
- Sculpture
- Graphics (not including drawing)
- Multi-media (inter-disciplinary media projects in the upper division)

Entering freshmen or lower division transfer students will be accepted by the college in the status of art major. Upper division transfer students who have fulfilled requirements equivalent to those for lower division art majors at California State College, Sonoma will be accepted as art majors in accordance with established quotas in that category. Students desiring to change their majors to art must conform with regulations indicated below:

Criteria for Acceptance as an Art Major

Decisions upon eligibility for acceptance as a major student in art will be based upon the following factors:

1. Grade-Point-Average
2. Demonstrated ability to improve skills beyond a basic level of performance.
3. Creative and scholarly imagination.
4. Potential for contribution in the designated area of concentration.

General Regulations

1. All students will be on probationary status during their first semester as art majors.
2. Students with less than 2.75 grade point average in their first 9 units of lower division art courses will be expected to demonstrate compensating creative achievements in order to continue as art majors.
3. Grades in the Art Department are assigned on the following bases:
 - A: Outstanding Achievement
 - B: Commendable Achievement
 - C: Satisfactory Achievement
 - D: Minimum Performance for Credit
 - F: Failure to meet minimum requirements

ART MAJOR WITH ART HISTORY CONCENTRATION FOR THE B.A. DEGREE

General Education	40 units
Major	43 units
Electives	41 units
Total	124 units

Note: Although the Art Department does not specify a unit requirement, reading comprehension of at least one foreign language is considered essential for students who plan to pursue master's or doctoral degrees in the field of art history. Such students are advised to develop competence in French and/or German, however the prospect of eventual specialization may make other languages advisable in particular instances.

Students must obtain approval of their course programs from advisors prior to registration each semester.

Honors Program. Students maintaining a 3.3 average may participate in the Art History honors program. They will be required to take Art 450B as well as Art 450A. In addition honors majors must either submit an honors essay or pass a comprehensive examination.

COURSE REQUIREMENTS FOR ART MAJOR WITH CONCENTRATION IN HISTORY

Freshman and Sophomore Years

202—Drawing	2 units
210, 211—Introduction to Art History	6 units
251—Introduction to Art Studio Practices	3 units
220—Painting	} A minimum of 1 course selected from among these studio courses
230—Sculpture	
240—Printmaking	
285—Basic Filmmaking	
	2 units

Junior and Senior Year

418ABC—History of Modern Art	6 units
404, 407-417, 419—Upper Division Period Courses in History of Art.....	21 units
450A—Pro-seminar in Art Historical Method	3 units
Total	43 units

With advisor's consent a maximum of 6 units of comparable courses in other departments (e.g., Anthropology, Ethnic Studies) may be included as part of the 21 units of upper division period courses in the History of Art.

ART MAJOR WITH STUDIO CONCENTRATION FOR THE B.A. DEGREE

General Education	40 units
Major	45 units
Electives	39 units
Total	124 units

COURSE REQUIREMENTS FOR ART MAJOR WITH STUDIO CONCENTRATION

Freshman and Sophomore Years

Drawing. (any combination of 202-206 courses)	5 units
210, 211—Introduction to Art History	6 units
251—Introduction to Art Studio Practices	3 units

200-222—Painting	}	A minimum of 4 courses selected from among these studio courses*	8 units
230, 231, 232—Sculpture			
240, 242, 244—Printmaking			
275—Multi-media Arts			
285—Basic Filmmaking			
Subtotal			22 units

Junior and Senior Years

Advanced Drawing (any combination of 300, 400 courses)	5 units
418ABC—History of Modern Art	6 units
A minimum total of 12 units is required in the area of emphasis; all courses in upper division advanced Studio areas. Subject areas for emphasis include Painting, Sculpture (metal, clay, general, synthetic), Printmaking, and Filmmaking	12 units
May include 3 units of 325, 425 or 491.	
Subtotal	23 units
Total	45 units

The Art Department reserves the right to retain for its permanent collection representative examples of student work.

ART MAJOR WITH FILMMAKING EMPHASIS IN THE STUDIO CONCENTRATION FOR THE B.A. DEGREE

General Education	40 units
Major	45 units
Electives	39 units
Total	124 units

COURSE REQUIREMENTS FOR ART MAJOR WITH FILMMAKING EMPHASIS IN THE STUDIO CONCENTRATION

Freshman and Sophomore Years

203—Form, Color and Composition	2 units
206—Animation Drawing	2 units
210, 211—Introduction to Art History	} A minimum of 3 courses selected from among these studio courses*
212, 213—Introduction to Film History	
	9 units
252—Introduction to Film	3 units
208—Principles of Art Photography	} A minimum of 4 courses selected from among these studio courses* which must include 285, 286. (4 units)
220, 222—Painting	
230-232—Sculpture	
240-244—Printmaking	
275—Multi-media Arts	
285, 286—Basic Filmmaking	
Subtotal	24 units

* May be repeated for elective credit up to 6 additional units in each subject area.

Junior and Senior Years

313—Classical Film Studies		
418ABC—History of Modern Art		
452/453—Pro-seminars: Film Theory/Independent Filmmakers A minimum of 4 courses selected from among these courses*	9 units
485—Film Form		
486—Animation		
487—Sound		
488—Crew Film Production A minimum of 4 courses selected from among these studio courses†	12 units
489—Individual Film Projects		
Subtotal‡		21 units
Total		45 units

THE TEACHING CREDENTIAL PROGRAM for THE ART MAJOR

In general, the basic course requirements for the California State College, Sonoma, art major will satisfy the essence of the Scope and Content guidelines stipulated by the Ryan Act, and accepted for waiver status by the California Commission for Teacher Preparation and Licensing in 1974. The undergraduate program in art and in education is meant to fulfill a breadth of experiences for the teacher candidate, however certain limitations in staff, facilities and other accommodations currently exist. Additional course enrichment programs in art education are pending, subject to the acquisition of funds and more adequate classroom space.

Because of the need for the generalist art educator in most public schools situations, the student interested in the Secondary Single Subject credential should make every effort to gain a strong basic expertise in both two and three dimensional art, methodology, and art history and appreciation as well as a good acquaintance with the technology, conceptualization and philosophies of art instruction.

Credential candidates for Pre-school and Early Childhood, Elementary Education and Special Education are strongly urged to elect art courses with reference to particular specializations or towards a concept of overall curriculum enrichment for the Multiple Subject Credential.

The following program is constructed to consist of a four year pattern, however students would be able to complete their Education Department requirements upon completion of the B.A. Degree in a fifth, or graduate, year. Electives outside the major would thus amount to 42 units in the undergraduate course work.

Basic Major Requirements:	Units
Drawing	10
Art History	12
Studio Practices	3
Studio Courses with 12 units in an area of concentration	20
Total	45
General Education	40
Electives	15
and Education	24
Total	124

* May be repeated for elective credit up to 6 additional units in each subject area.

† A minimum total of 12 units is required in the area of emphasis.

‡ Students completing the Bachelor's Degree with filmmaking emphasis who intend to enter the credential program should take an additional 3 upper division units in the major, preferably in a 3-dimensional art area.

ART

200. Basic Arts and Crafts (2)

Assorted experiences in approaching art activities and concepts relevant to elementary and secondary classroom educational levels with two and three dimensional forms.

202. Drawing (2)

A beginner's course in drawing from imagination and observation employing several media.

203. Form, Color and Composition (2)

Directed problems for the study of form, color and composition in two-dimensional art forms. Class problems will be assigned with periodic group and individual criticism.

204. Introduction to Life Drawing (1)

An introductory course in drawing from the living model from a variety of approaches. Basic problems in dealing with the figure as subject matter.

205. Objective Drawing (1)

A basic course in the rendering of objects from observation. Problems in the use of line, form, and rendering three-dimensional shapes, and the principles of perspective.

206. Animation Drawing (2)

Theory and practice of animation sequence drawing, continuity, timing, and graphics employed in the animated film. Techniques of transparent cells and cartooning.

208. Principles of Art Photography (2)

An introductory course for art majors, particularly filmmaking, printmaking and painting majors interested in basic photographic processes. Assignments will deal with both technical and aesthetic aspects of the photographic image. Work with 35 mm. cameras, color and black and white positive film, commercially developed, with an emphasis on applicability of photo images to other fine art media.

Prerequisite or corequisite: Introductory art courses 250, 251, or 202.

210. Introduction to Art History (3)

Painting, sculpture, and architecture of prehistoric and primitive cultures, ancient, classical, and medieval civilizations.

211. Introduction to Art History (3)

Painting, sculpture, and architecture from the Renaissance to the present.

212. Introduction to World Film History (3)

A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form.

213. Introduction to American Film History (3)

A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form.

220. Painting (2)

Studio course in painting in acrylic or oil media. Directed problems. Work from imagination, still life and the figure. Group and individual criticism.

Prerequisite or corequisite: 2 units of Art 202 or equivalent.

Corequisite for art studio majors only: Art 251.

222. Watercolor Painting (2)

Studio course with directed problems in opaque or transparent watercolor painting.

*** 230. Basic Sculpture (2)**

The use of clay as a sculptural medium including such methods as hand-building, mold-making, firing. Strong emphasis on discovering personal form.

Corequisite: Art 251.

*** 231. Sculpture—Subtractive (2)**

A studio course with directed problems in wood fabrication, stone carving and/or other subtractive media. Students to provide own hand tools.

Corequisite: Art 251.

*** 232. Sculpture—Additive (2)**

A studio course with directed problems in the use of plaster as a sculptural medium. Mold-making.

Corequisite: Art 251.

*** 240. Printmaking—Relief and Intaglio (2)**

Studio course with directed problems in various printmaking media including woodcut and linocut, etching, collagraph and engraving.

Prerequisite or corequisite: 2 units of Art 202 or equivalent.

Corequisite for art studio majors only: Art 251.

*** 242. Printmaking—Lithography (2)**

The lithograph as an art medium. Basic work with creating an image on stone, etching, proofing and printing a lithographic edition. Experience with black and white and some color processes. Lecture, demonstration and laboratory work. Prerequisite: 202 or consent of instructor.

*** 244. Printmaking—Serigraphy (2)**

Studio course directed towards the basic techniques in Serigraphy.

Prerequisite or corequisite: 2 units of Art 202 or equivalent.

Corequisite for art studio majors only: Art 251.

250. Introduction to Art (3)

A beginners course in art history, concepts and techniques. Illustrated lectures in 19th–20th century drawing, graphics, painting, 3-dimensional forms and architecture. Not designed as an art history survey or studio workshop in art.

251. Introduction to Art Studio Practices (3)

An introduction to art as an activity and professional practice. Lecture, demonstration and basic experience in the tools, crafts and practices in art studios. Designed to precede and/or accompany enrollment in studio courses for art studio majors, and as a basic, requisite course for art history majors.

252. Introduction to Film (3)

Description and analysis of film technique and the various kinds of film. Lectures and demonstrations illustrate operations of basic equipment: cameras, tap recorders, projectors, editing and lighting gear. This is neither a history survey class nor one in which actual filmmaking will be possible; rather it is an introduction to the basic techniques of the medium.

270AB. Experimental Art (1–3)

This is an experimental course. The title varies from semester to semester depending on the needs of the students at that time. The course is generally a student initiated class with a faculty sponsor.

275. Multi-media Arts (2)

Exploratory work in a variety of media not traditionally considered as fine-art media. Experience in application of these media as means for creative individual expression; emphasis is on experimentation rather than production. Course may explore kinetics, light, sound electronics, computers, and a broad spectrum of unrelated media as possible forms for artistic expression.

Corequisite for art studio majors only: Art 251.

285. Basic Filmmaking (2)

Fundamental techniques of cinematography, exposure, film stocks, work print editing and splicing. Structured guidance on beginning student film projects.

Prerequisite: Art 252.

—
* Laboratory fee may be charged in connection with this course.

286. Basic Film Projects (2)

Fundamental techniques for finishing the film: fine cut editing, sound transfer, titles, and printing. Guidance and critical discussion of student projects.

Prerequisite: Art 285.

301. Assistance Projects (1-2)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibition projects. Work under supervision of faculty or staff.

† 302. Advanced Drawing (2)

Directed problems in drawing for the advanced student. Work from imagination or nature.

Prerequisite: Art 202-206 courses or consent of instructor.

† 303. Life Drawing (2)

A workshop in drawing the human figure for students who have fulfilled the beginning drawing prerequisite or are at advanced skills levels. An assortment of approaches in both techniques and styles will be encouraged as well as a variety of group and individually directed special problems, usually related to drawing the living subject.

Prerequisite: Art 202, 204, 206 or equivalent or consent of instructor.

313. Classical Film Studies (3)

In-depth studies of individual films and filmmakers.

Prerequisite: Art 212 or 213.

322. Watercolor Painting (3)

Studio course in opaque and transparent watercolor. Emphasis in concepts related to the media.

Prerequisite: Art 222 or equivalent.

325. Pro-Seminar in Sculpture (3)

An undergraduate seminar for upper division sculpture majors in which specific aesthetic and technical aspects of sculptural expression are explored in depth. A recommended course for studio majors with sculpture emphasis who have completed 230, 231, and/or 232 and are currently enrolled in intermediate or advanced sculpture courses. Pro-seminar is conducted by all sculpture faculty. May be repeated once for credit.

*** 330. Intermediate Sculpture—Metal (3)**

Studio work in metal as a sculptural material; brazing, welding, casting, and forging.

Prerequisite: 2 units of Art 230 or 232.

*** 331. Intermediate Sculpture—Synthetics (3)**

Studio course with directed problems in the use of plastics and other synthetic materials as a sculptural media. Materials not provided.

Prerequisite: 2 units of Art 230, 231, 232.

395. Community Involvement Project (1-4)

Student directed creative activities in behalf of nearby off-campus community agencies. One to four units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance and selected private enterprises. Six C.I.P. units may be applied toward a degree.

Prerequisite: Prearranged program with community host-sponsor, consent of instructor.

400. Elementary School Art Techniques (2)

A combined lecture-lab course designed for the teaching credential candidate, essentially grades K-6. The skills, methods and ideas for introducing art education to children will be discussed and practiced. Based on the California Framework for Art Education and intended to stress the necessity of art instruction and learning for the young.

† 402. Drawing Problems (1-2)

† The 5 units to fulfill upper division requirements in Drawing may be assembled from any combination of 300-400 drawing classes.

* Laboratory fee may be charged in connection with this course.

Independent work from imagination or nature for the advanced student. Can be arranged as correlative drawing problems done in conjunction with advanced studio projects in area of emphasis.

Prerequisite: At least 5 units of 202–205 or equivalent and 3 units of 300 series drawing courses or equivalent, or consent of instructor.

404AB. History of Printmaking (3–3)

Development of the principal media of printmaking from their origins to the present time.

Prerequisite: Art 211 or equivalent.

407. Pre-Classical Art (3)

History of the arts and architecture of Egypt, Crete, and the Near East before the conquests of Alexander the Great.

408. Greek Art (3)

History of Greek art and architecture from the 7th century B.C. to the 4th century A.D.

409. Roman Art (3)

Etruscan and Roman art and architecture to the time of Constantine.

410. Early Christian and Early Medieval Art (3)

Christian art from its origins to ca. 1050, with emphasis on the figural arts.

411. High Medieval Art (3)

Western Medieval art and architecture of the Romanesque, and the Early and High Gothic periods.

412. Late Medieval Art (3)

Western European art of the late Gothic period and its relation to the renaissance.

413. Northern Renaissance Art (3)

Painting, printmaking, sculpture, and architecture of the Fifteenth and Sixteenth Centuries in Europe apart from Italy.

414. Northern Baroque Art (3)

Non-Italian art of Europe during the Seventeenth Century.

415AB. Italian Renaissance Art (3–3)

Painting, sculpture, and architecture in Italy of the Fifteenth and Sixteenth Centuries.

415C. Italian Baroque Art (3)

Italian painting, sculpture, and architecture from Caravaggio and the Carracci to G. B. Tiepolo and his followers (ca. 1590 to 1790).

416. Eighteenth Century Art (3)

Rococo and contemporary developments in the arts and architecture of Europe and Colonial America to the time of the French Revolution.

417A. Oriental Art (3)

The arts of India, China, and Japan from their beginnings until the Seventh Century A.D.

417B. Oriental Art (3)

Hindu art of India and Southeast Asia, Chinese art from the end of Han to the beginning of Sung dynasty, Japanese art of the Heian and Kamakura periods.

417C. Oriental Art (3)

Chinese art from Sung dynasty to the present, and Japanese art from the Muromachi period to the present.

417D. Oriental Art (3)

Comparative studies in the arts of India, Southeast Asia, China and Japan.

Prerequisite: Consent of instructor.

418A. History of Modern Art (3)

A survey of painting and sculpture in the Western World from the French Revolution through the Nineteenth Century.

Prerequisite: For art majors or consent of instructor.

418B. History of Modern Art (3)

A survey of painting and sculpture of the Western World in the Twentieth Century.
Prerequisite: For art majors or consent of instructor. Art 418A must precede Art 418B.

418C. History of Modern Art (3)

American Art covering the period from Colonial times to the present.
Prerequisite: Consent of instructor.

419. Modern Architecture (3)

Architectural developments from ca. 1750 to 1950 in relation to the thought of the period and to currents of expression in the other artistic media.

† 420. Advanced Painting (3)

Prerequisite: Art 220 or equivalent.

425. Materials and Techniques of the Artist (3)

The materials and methods of the visual arts. Historical survey of materials and techniques and an exploration of new media and their applications. Lecture. Limited to Art Majors with prerequisite of 2 units of Drawing and 2 units of Painting or Sculpture, or with consent of instructor.

† * 430. Advanced Sculpture (3)

Emphasis on individual projects in clay including advanced work in all methods covered in Art 230.

Prerequisite: Art 230 or equivalent.

† * 431. Advanced Sculpture (3)

Studio and field work with a maximum of self-direction. Individual and/or group criticism. May be repeated twice.

Prerequisite: 4 units of Art 230, 231, 232, 330, or 331.

† 432. Sculpture—Conceptual and Mixed Media (3)

Studio and field work in the manipulation of ideas and images. Using the wider environment and varied materials for sculptural expression.

May be repeated twice.

Prerequisite: 4 units of Art 230, 231, 232, 330 or 331.

† * 440. Advanced Printmaking—Relief and Intaglio (3)

Advanced problems in relief and intaglio methods.

Prerequisite: Art 240 or equivalent.

† * 442. Advanced Printmaking—Lithography (3)

Advanced work in the lithography medium. Work with images on stone or metal plates involving black and white and color processes, printing of limited editions and single proofs. Lecture, demonstration and laboratory work.

Prerequisite: 242 or equivalent.

† 444. Advanced Printmaking—Silkscreen (3)

Advanced problems in serigraphy.

Prerequisite: 2 units of Art 244 or equivalent.

450A. Pro-Seminar in Art Historical Method (3)

Concentration on the discipline and philosophy of art historical studies. Emphasis will be placed on formal and stylistic problems. Readings designed to stress the variety of relevant approaches possible to a given problem. Approval of instructor required of non-majors.

450B. Senior Honors Seminar in Art History (3)

Required of all Art History honors candidates.

Prerequisite: Art 450A or consent of instructor.

450C. Contemporary Criticism (3)

A seminar dealing with specific contemporary problems in art criticism for advanced Art

* Laboratory fee may be charged in connection with this course.

† May be repeated for credit up to a maximum of 12 units in each course.

History and Studio majors.

Prerequisite: Consent of instructor.

452. Pro-Seminar: Film Theory (3)

A seminar dealing with specific contemporary problems in film theory and criticism.

Prerequisite: Art 212 or 213 or consent of instructor.

453. Pro-Seminar: Independent Filmmakers (3)

Theory and history of non-traditional approaches to filmmaking: aesthetic concepts in the abstract, surrealistic, avant garde, and experimental styles.

Prerequisite: 212 or 213 or consent of instructor.

485. Film Form (3)

Techniques of planning and scripting motion pictures: treatments, scenarios, shooting scripts, storyboards, and sound-script. Critical discussion of classical examples as well as student projects. Aesthetic form in narrative and other styles of film exemplified and discussed.

Prerequisite: Art 252.

486. Animation (3)

Planning, designing, and shooting the animated film. The course will present a variety of contemporary techniques including cell drawing and inking, collage, pixillation, rotoscoping, and sound synchronization. Individual student projects encouraged.

Prerequisite: Art 206, 252.

487. Sound (3)

Sound as a creative art medium. Sculptural aspects of sound producing instruments. recording techniques in field and studio. Microphones, mixing, and tape editing techniques. Application to motion picture sound tracks.

Prerequisite: Art 252.

488. Crew Film Production (3)

Planning and organizing group projects. Preparing and shooting script. Defining the functions of basic roles; producer, director, camera operator, director of photography, editor, sound recorder, etc. Techniques for recording synchronous sound. Students participate and experience actual production.

Prerequisite: Art 252, 285, 286 or consent of instructor.

489. Individual Film Projects (3)

Advanced filmmaking techniques including special effects cinematography, A-B roll editing, and optical printing. Critical discussion of individual style and aesthetics.

Prerequisite: Art 252, 285, 286, or consent of instructor.

491. Advanced Studio Laboratory (3)

An advanced laboratory for upper division Art Studio majors in all areas of emphasis. Work in all media with which the student is familiar. Lecture, demonstration, critique and discussion will supplement actual laboratory work in progress.

495. Special Studies (1-4)



ASTRONOMY

(Division of Natural Sciences)

(Department of Physics and Astronomy)

Completion of a minimum of 20 units in Astronomy and physical science courses, at least 12 of which must be in Astronomy, will constitute a minor in Astronomy. Interested students should consult with an advisor in the Department of Physics and Astronomy regarding their programs.

100. Descriptive Astronomy (3) I and II

Lecture, 3 hours.

Greek and medieval astronomy; Newton's Laws; gravitation; atomic structure, light and telescopes. The solar system; spaceflight; stars and stellar evolution; interstellar matter; star clusters; galaxies; the universe. A survey designed primarily for nonscience majors; not open to physics, chemistry or mathematics majors, except by special permission. Satisfies part of the general education requirement in natural science.

200. Introductory Astronomy (3) I

Lecture, 3 hours.

General principles of astronomy. A survey designed primarily for mathematics and natural science majors. Satisfies part of the general education requirement in natural science.

Prerequisite: Mathematics 107 and Physics 210A or 114, or equivalent; or consent of instructor.

231. Astronomical Measurements (2) I and II

Lecture, 1 hour; laboratory, 3 hours.

Principles of astronomical measurement techniques with field and laboratory studies of astronomical objects. Identification of constellations, astronomical coordinates, use of the telescope, techniques in spectroscopy and photography.

Prerequisite: Astronomy 100 or 200 may be taken concurrently, or consent of instructor.

301. Celestial Navigation (3) II

Lecture, 3 hours.

The celestial sphere; diurnal motion and time. Basic navigational techniques; use of charts and compass. Theory of nautical astronomy; celestial positioning techniques; the nautical almanac; sight reduction tables. Use of the sextant; identification of the navigational astronomical bodies.

Prerequisite: Mathematics 107 or consent of instructor.

303. Extraterrestrial Intelligence and Interstellar Travel (3) II

A largely descriptive survey. Theories of the origin of life; conditions for extraterrestrial intelligence; problems of communication; spaceflight and interstellar travel.

Prerequisite: Astronomy 100 or equivalent.

304. The UFO Phenomenon (3) II

Lecture, 3 hours.

An introduction to the scientific study of UFO's. The history of the phenomenon; the nature and reliability of the data; the "UFO experience"; data collection techniques, analysis, and interpretation within the framework of contemporary concepts of physics and astronomy; implications for society.

Prerequisites: Astronomy 100 or Physics 100, or consent of instructor.

305. Frontiers in Astronomy (3) I

Lecture, 3 hours.

A survey of recent developments in astronomy: man's exploration of the solar system; attempts to detect neutrinos from the sun; interstellar molecules, pulsars, quasars, x-ray and ultra-violet astronomy; new trends in cosmological thinking. Satisfies part of the general education requirement in natural science.

Prerequisite: One course in astronomy.

310AB. Introductory Astrophysics (3-3)

Lecture, 3 hours.

Astrophysical quantities; stellar and interstellar spectroscopy; stellar and galactic structure and evolution; quasars; pulsars, cosmology.

Prerequisite: Physics 210B or Physics 314; Math 190 or Math 212.

320. Space and Planetary Physics (3) I

Lecture, 3 hours.

The Earth's environment in space. The solar wind; interplanetary magnetic phenomena; meteors; dust and gas. Planetary formation; the surfaces and atmospheres of the planets; theories of planetary interiors.

Prerequisite: Astronomy 310AB; Math 262 or 312; or consent of instructor.

350. Cosmology (3) I

A largely descriptive survey. Theories of the Universe, as advocated by the Greeks, Newton, Einstein, Lemaitre, Gamow, Hoyle, etc. Cosmological implications of black holes, quasars and other recent discoveries.

Prerequisite: Astronomy 100 or equivalent.

396. Selected Topics in Astronomy (1-3)

Lecture, 1-3 hours.

A course of lectures on a single topic or set of related topics not ordinarily covered in the Astronomy curriculum. The course may be repeated for credit with a different topic.

Prerequisite: Consent of instructor.

400. Interstellar Communication and Extraterrestrial Intelligence (3)

Theories of the origin of life. The possibility of extraterrestrial life in our solar system, on nearby stars, and in the universe. Problems of communication. The theory of spaceflight and interstellar travel. This course is taught at a higher level than the similar content of Astronomy 303, and a sufficient background in physics, astronomy and mathematics is required.

Prerequisites: Physics 210AB, (or Physics 114 and 214), Mathematics 212, Astronomy 200 or 100 or consent of instructor.

480. Recent Developments in Astronomy (3) II

Lecture, 3 hours.

Selected research papers and review articles on rapidly developing areas of astronomy will be read and discussed. Examples of possible topics: quasars, pulsars, gamma ray, x-ray and infrared astronomy; cosmology.

Prerequisite: Consent of instructor.

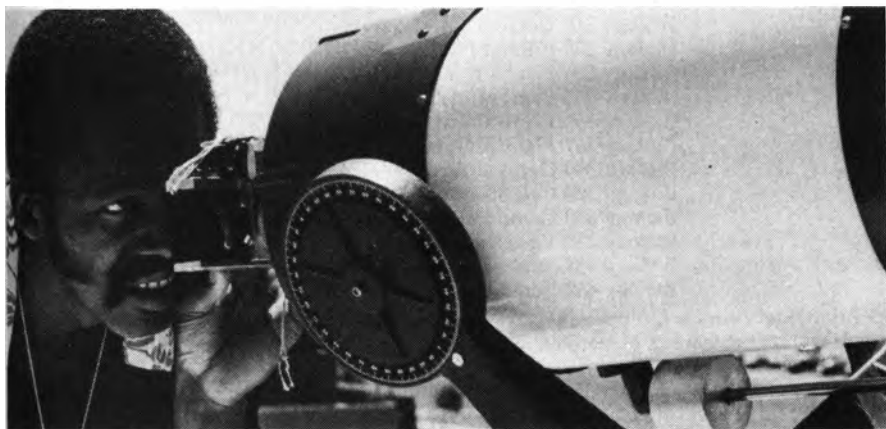
482. Observational Astronomy (2) II

Lecture 1 hour; Laboratory 3 hours.

The course offers an introduction to astronomical spectroscopy, photometry, and astrometry with emphasis on techniques at the telescope, and data reduction. Observing program preparation, use of telescopes with auxiliary instrumentation, photographic and photoelectric techniques. Statistical treatment of data and the method of least squares.

Prerequisites: Astronomy 231; Physics 209B, 210B; Mathematics 162; or consent of instructor.

495. Special Studies (1-4) I and II



BIOLOGY

(Division of Natural Sciences)

Robert Sherman, Chairman of Department

John Arnold, Ronald Baker, Paul Benko, Ruth Blitz, Joe Brumbaugh, Ralph Bushnell, Galen Clothier, Wesley W. Ebert, David Hanes, Colin Hermans, John Hopkirk, Donald Isaac, Chris K. Kjeldsen, Ching Liu, F. Russell Lockner, Philip Northen, Thomas R. Porter, Joseph Powell, Charles Quibell

The Department of Biology offers the undergraduate a broadly-based major in the biological sciences. This does not preclude the possibility of electing areas of specialization within the broader major.

The Biology Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Biology, refer to page 38.

BIOLOGY MAJOR FOR THE B.A. DEGREE

General Education	40 units
Foreign Language	0- 8 units
Physical science (15-18 units, 5 applied in G.E.)	10-13 units
Biological sciences (40 units, 4 applied in G.E.)	36 units
Electives	38-27 units
	<hr/> 124 units

BIOLOGY MAJOR COURSE REQUIREMENTS

Lower Division

Knowledge of the fundamentals of biology	
Biology 116—Biology of Plants (4 units applied in G.E.)	0 units
Biology 117—Biology of Animals	4 units
Biology 215—Introduction to Molecular Biology	4 units

Upper Division

A minimum of 28 units of upper division courses, to include one course from each of the following groups:

- A. (4 units) Biology 300 Ecology
 Biology 330 Plant Taxonomy
 Biology 350 Natural History of Invertebrates
 Biology 355 Entomology
 Biology 360 Natural History of Vertebrates
 Biology 438 Phycology
- B. (4 units) Biology 320 General Genetics
 Biology 322 Genetics and Human Heredity
- C. (4 units) Biology 315 General Physiology
 Biology 324 Animal Physiology
 Biology 334 Plant Physiology
- D. (4-5 units) Biology 335 Plant Morphology I
 Biology 336 Plant Morphology II
 Biology 337 Plant Anatomy
 Biology 340 General Bacteriology
 Biology 325 Cell Structure
 Biology 370 Comparative Anatomy of Vertebrates
 Biology 372 Vertebrate Embryology
 Biology 451 Functional Morphology of Marine Invertebrates I
 Biology 452 Functional Morphology of Marine Invertebrates II

E. Additional courses in upper division biology should reflect students' interests, areas of specialization, or career objectives. Courses should be selected in consultation with the student's advisor.

Students seeking recommendation for a teaching credential with a major in biology should include a course covering biological techniques. It is recommended that they have a balance of courses emphasizing the broad aspects of both plant and animal systematics and a course

in the history of biology. *Students seeking a teaching credential should consult with their advisor.*

ADVISORY PLANS FOR THE BIOLOGY MAJOR

The following are three broad plans, which are designed to provide guidelines, for majors who wish to advance toward a specific goal in the biology major.

Consultation with your departmental advisor regarding specific course patterns within this program is strongly recommended. For students in Plan II or III, second semester seniors are encouraged to consider appropriate graduate level (500) courses as electives. Careful note should be made of prerequisites for advanced courses or other particular requirements of specific goal objectives.

Plan I

This plan within the biology major is designed as a guide for students planning careers in fields such as national park service, state park, junior museums or similar programs.

General Education	40 units
Physical Science (15–18 units, 5 in G.E.)	10–13 units

The student is advised to consult with a departmental advisor regarding applicability of particular courses. Courses in the following areas are recommended: Fundamentals of Chemistry, Physics, and Geology

Biology	8 units
<i>Lower Division Biology (required)</i>	8 units
Biology 116, 117 and 215 (12 units, of which 4 units apply to G.E. and 8 units to major) or equivalent.	
<i>Upper Division Biology (required)</i>	15–17 units
One course each from Group A, B, C, and D. (Note specific prerequisites if Biology 324 or 334 is selected from Group C.)	
<i>Upper Division Biology (electives)</i>	11–13 units
It is recommended that a broad spectrum of field courses be included. Students should consult with departmental advisor.	
<i>Additional Electives</i>	35–38 units
Additional electives to be selected in consultation with the student's advisor.	

Plan II

This program is designed for students interested in entering fields such as environmental studies, secondary education, marine biology, agricultural research, dentistry, medicine, pharmacy, veterinary medicine or as an academic major preparatory to continued work at the post-graduate level in such disciplines as genetics, physiology, developmental biology, marine biology, animal behavior, or similar programs.

General Education	40 units
Physical Science (15–18 units, 5 in G.E.) *	10–13 units

The following or their equivalents are recommended:

General Chemistry (Chem. 115AB or 125AB) (10 units)

Organic Chemistry (Chem. 232 or 335AB)

Biochemistry (Chem. 340, 445 or 446) (2–4 units)

Physics 212 or Physics 209 or 210 or Geology 303

A survey of Introductory Physics or

General Physics or Principles of Geology

Biology	8 units
<i>Lower Division Biology (required)</i>	8 units
Biology 116, 117 and 215 (12 units, of which 4 units apply to G.E. and 8 units to major) or equivalent.	
<i>Upper Division Biology (required)</i>	15–17 units
One course each from Group A, B, C, and D. Biology 324 or 334 is recommended from Group C.	

* For Ryan Act Single Subject Credential—physical science and mathematics must total 20 units.

Upper Division Biology (electives)	11-13 units
Courses chosen will reflect areas of specialization and/or career objectives. Students should consult with a departmental advisor and are advised to investigate requirements of other institutions if transfer to graduate or professional schools is anticipated.	
<i>Additional Electives</i>	35-38 units
The following courses are highly recommended:	
Chem. 310—Introductory Physical Chemistry	
Chem. 445-446—Biochemistry	
Chem. 441—Biochemical Methods	
Math. 165—Elementary Statistics I	
Math. 162, 212—Calculus with Applications I and II	
A reading knowledge in French, German, or Russian is recommended for students planning on graduate work.	

Plan III

This program is designed for students interested in entering fields such as clinical laboratory technology, public health microbiology, related paramedical and research laboratories, or an academic major preparatory to continued work at the postgraduate level in such disciplines as microbiology, cellular biology, or similar programs.

General Education	40 units
Physical Science (15-18 units, 5 in G.E.)	14-17 units

The following or their equivalents are recommended:

- General Chemistry (Chem. 115AB or Chem. 125AB) (10 units)
- (Chem. 255—Analytical Chemistry or equivalent is recommended if Chem. 115AB is taken)
- Chem. 232—Introductory Organic Chemistry (4 units)
- Physics 209, 210—General Physics (8 units)

Biology

<i>Lower Division Biology (required)</i>	8 units
Biology 116, 117 and 215 (12 units, of which 4 units apply to G.E. and 8 units to major) or equivalent.	

<i>Upper Division Biology (required)</i>	15-17 units
One course each from Group A, B, C, and D. Biology 324 or 334 is recommended from Group C.	

<i>Upper Division Biology (electives)</i>	11-13 units
Students should consult with a departmental advisor regarding electives chosen from the following:	

- Biology 323 Radiation Biology
- Biology 340 Bacteriology
- Biology 325 Cell Structure
- Biology 355 Entomology
- Biology 424 Cell Physiology
- Biology 439 Mycology
- Biology 480 Immunology
- Biology 481 Medical Microbiology I
- Biology 482 Medical Microbiology II
- Biology 484 Hematology

<i>Additional Electives</i>	35-38 units
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The following are essential supporting courses for this plan:

- Chem. 340 and 441—Introductory Biochemistry and Biochemical Methods
- or
- Chem. 445 and 446—Biochemistry and Biochemical Methods
- Math. 165—Elementary Statistics I
- or

Math. 162, 212—Calculus with Applications I and II

Strongly recommended: Additional applicable courses when offered as Biol. 496, 497, 500 level courses, or courses offered through the extension office in the External Degree Program in Medical Technology. A reading knowledge of French, German, or Russian is highly recommended.

It is recommended that students interested in becoming Medical Technologists choose the following upper division biology courses: Group A, Biol. 360; Group B, Biol. 322; Group C, Biol. 324; Group D, Biol. 340; Electives, Biol. 480, 481, 482, 484, and 439. Students following these recommendations for the B.A. in Biology will be eligible for a 12-month traineeship in an approved clinical laboratory.

MINOR IN BIOLOGY

(A minimum of 20 units with a GPA of 2.0 or above.)

Biology 116 Biology of Plants	4 units
Biology 117 Biology of Animals.....	4 units
Biology 215 Introduction to Molecular Biology	4 units
Upper Division to include one laboratory and one field oriented course.....	8 units
	<hr/> 20 units

The minor program must be approved by the Chairman of the Department of Biology or his representative. Students are urged to seek this approval not later than the junior year.

MASTER OF ARTS DEGREE IN BIOLOGY

Since the fall of 1966, California State College, Sonoma has offered a program leading to the Master of Arts in Biology. The Master of Arts in Biology embodies the objectives of increasing the candidate's knowledge and expertise in the area of his thesis and expanding his understanding and ability to communicate the concepts of biology.

I. Admission Requirements

For admission to graduate course work in the Department of Biology an applicant must:

1. Apply for admission to the college at the Office of Admissions and Records.
2. Submit the following additional information to the Department of Biology.
 - a. Results of the aptitude test (verbal and quantitative) of the Graduate Record Examination. (May be waived if the applicant is not seeking an M.A. degree, but must be taken prior to advancement to classified standing).
 - b. Two letters of recommendation which indicate a potential for successful pursuit of graduate studies. (This requirement may be waived for students not seeking an M.A. degree; however, the letters must be on file if the student seeks admission to classified status.)
3. Be accepted by the Departmental Graduate Committee which will make the final determination of eligibility.

The Departmental Graduate Coordinator will serve as advisor to all unclassified graduate students.

II. Application Dates

Application for graduate study in the Department of Biology must be submitted to the Office of Admissions and Records prior to the month of November for admission for the fall semester and prior to the month of August for the spring semester. Supplemental information (GRE scores and letters of recommendation) must be filed with the Department by March 1 for admission for the fall semester. Applicants will be notified of Departmental action by April 1. Corresponding dates for the spring semester are November 15 and December 15. A new student who is eligible for classified status may register as an unclassified graduate or as a classified graduate if all requirements of advancement to classified standing are met at the time of registration.

III. Admission to Graduate Study as an Unclassified Graduate Student

Unclassified Graduate students are those who have been accepted by the department for graduate course work in the department. They need not have a degree objective. A maximum of 24 (excluding summer session and extension) semester units may be taken in the unclassified status. Continuance of a student in the unclassified status beyond 24 units is subject to review by the department graduate committee.

IV. Admission to Classified Status

Classified Graduate students are those students who have been accepted by the department to work towards completion of the degree of Master of Arts. Normally an M.A. candidate will be admitted as an unclassified graduate student. In exceptional cases a student may apply directly for classified graduate standing. In unusual circumstances, it is possible to complete the requirements for the M.A. degree in two semesters, however, most students require three or four semesters. Only those students who meet the requirements set forth below and whose research interest is compatible with that of the biology graduate program and departmental facilities will be advanced to classified status. Departmental policy limits the number of candidates per advisor to the equivalent of two full-time students. Classified students must be registered each semester while working toward the degree.

A. Advancement Requirements

For advancement to classified status the candidate must have on file in the Biology Department:

1. A request for advancement to classified standing;
2. Transcripts of all college level work attempted which show a Bachelor's Degree in Biology or evidence of a level of comprehension of the concepts of biology expected of a holder of a B.A. in Biology, a high standard of scholarship, and a grade point average of at least 3.0 in all upper division work in Biology. (A student with an undergraduate deficiency may be considered for classified status after demonstrating a high standard of scholarship as an unclassified graduate student);
3. The results of the verbal and quantitative aptitude tests of the Graduate Record Examination;
4. A letter from a full-time member of the Biology faculty at CSCS stating that he/she serve as the chairman of the student's thesis committee.

B. Advancement Procedures

An unclassified graduate student should apply for classified status in the M.A. program as soon as the requirements for advancement have been met. The following procedures will be followed after submitting the request for advancement to classified standing (Form A, Part 1).

1. The candidate will confer with the Departmental Graduate Coordinator for referral to a thesis advisor and to obtain the required forms.
2. The candidate will confer with the thesis advisor suggested by the department Graduate Coordinator and determine by mutual agreement that the research area of interest is compatible with the interest of the advisor and departmental facilities.
3. The department graduate committee will review the application for advancement to classified status and determine the eligibility of the candidate.
4. Candidates, who have submitted their requests by November 15 during the fall semester and by March 1 during the spring semester, will be notified of the committee's decision by December 15 and April 1, respectively.
5. After notification of advancement to classified status, it is the CANDIDATE'S RESPONSIBILITY to file all additional required forms (CSCS mimeographed instructions "Steps Toward the Master's Degree").

V. Requirements for the Completion of the M.A.

- A. Completion of 30 units of approved graduate study, 18 of which must be in Biology, with a cumulative GPA of at least 3.0.
- B. Completion of at least 12 non-thesis units in 500 level Biology courses.
- C. Fifteen units must be taken after a student is admitted to classified standing for the M.A. degree. Students are urged to apply for classified standing as early as possible. Course work taken during the semester in which the student is admitted to classified standing may be counted.
- D. A maximum of 6 units of extension or transfer credit, or combination of the two, may be allowed, subject to approval of the candidate's thesis committee.
- E. A maximum of 6 units credit may be applied to Biology 599, M.A. Thesis.
- F. A maximum of 6 units of Biol. 595, Special Studies, may be counted toward the 12 non-thesis 500 level units.

- G. Completion of acceptable course work as determined by the thesis committee.
- H. Additional requirements will be established by the thesis committee to facilitate the research and writing of the thesis. Traditionally these requirements have been satisfied by demonstration of proficiency in a foreign language. However, it is recognized that in many instances facilitation of the research will be more appropriately provided with proficiency in such areas as computer science, statistics, etc.
 - I. Acceptance of the thesis by the candidate's thesis committee.
 - J. Passage of a comprehensive examination before the thesis is submitted. The examination, oral or written, will be administered by the candidate's thesis committee. The candidate will be examined in areas related to his research and in the concepts of Biology.
 - K. Consultation with the thesis committee to determine the content of the thesis seminar.
 - L. Final presentation of the thesis in a seminar open to all faculty and students.

BIOLOGY

General Education Courses, Not Applicable to the Major

101. Explorations in Biology (3) (Fall and Spring)

Lecture, 2 hours; laboratory, 3 hours.

The processes of science are examined in order to develop the individual's awareness of the biological world and to promote an appreciation for the unification and interdependence of all life.

201. The Human Species (2-3) (Fall and Spring)

Lecture 2 or 3 hours, depending on units.

A course emphasizing man as a biological entity. Topics for discussion will vary from semester to semester and will be influenced by the curiosity and interests of participating students and faculty.

201L may be taken concurrently to fulfill the general education laboratory requirement.

201L. The Human Species: Laboratory Component (1) (Fall and Spring)

Laboratory, 3 hours.

A laboratory course designed to accompany Biology 201. The selection of laboratory experiences will vary from semester to semester. With permission of the instructor, a student may enroll in Biology 201L without concurrent enrollment in Biology 201 to fulfill the general education laboratory requirement.

202. Natural History of the North Bay Region (3) (Fall and Spring)

Lecture, 3 hours; or 2 hours of lecture and 3 hours of laboratory. Designed to acquaint the student with local plants, animals and aspects of their interrelationships and relationships with the environment. Specific aspects of the flora, fauna and locale to be observed will vary from semester to semester. This course may be offered with or without the laboratory at various times and fulfills the general education requirement accordingly.

220. Human Anatomy (4) (Fall and Spring)

Lecture, 2 hours; discussion, 1 hour; laboratory, 3 hours.

A course surveying the body systems. Designed for Health Education and Physical Education Majors.

Prerequisite: None.

224. Human Physiology (3) (Fall and Spring)

Lecture, 3 hours.

An introductory course in the principles of physiology as they relate to the processes, activities, and phenomena of the living human body. Designed for Health Education and Physical Education Majors.

Prerequisites: Chemistry 102 or equivalent, introductory course in general Biology topics such as Biology 116, 117 or equivalent.

224L. Human Physiology Laboratory (2) (Fall and Spring)

Laboratory, 6 hours.

A laboratory course designed to accompany and complement Biol. 224. Experiments and

demonstrations illustrating the principles of human function discussed in Human Physiology lecture.

Prerequisite: Biology 224 (or concurrent with Biology 224) or equivalent.

314. Field Biology (3) (Usually offered Spring semester)

Lecture, 2 hours; laboratory, or field, 3 hours. A course emphasizing the ecology and identification of local plants and animals.

Prerequisite: A minimum of three units in biological science, or permission of instructor.

332. Plants and Civilization (3) (Fall)

Lecture, 3 hours; field trips.

The geographical origins, biological and cultural histories of medicinal and cultivated plants are discussed, along with the influences these have had on history.

Prerequisite: Upper division standing.

General Education Courses, Applicable to the Major

385. Contemporary Issues in Biology (3) (Fall and Spring)

Lecture, 3 hours.

Selected topics related to the quality of life today and the search for a perspective for the future.

Prerequisite: Upper division standing.

Core Courses for Biology Majors and Minors

**** 116. Biology of Plants (4) (Fall and Spring)**

Lecture, 2 hours; laboratory, 6 hours.

An introduction to the plant kingdom with emphasis on various forms and groups. Meets college general education requirements.

Prerequisites: None.

**** 117. Biology of Animals (4) (Fall and Spring)**

Lecture 2 hours; laboratory, 6 hours.

An introduction to the characteristics of the major groups of the animal kingdom. Meets college general education requirements.

Prerequisites: None.

**** 215. Introduction to Molecular Biology (4) (Fall and Spring)**

Lecture, 2 hours; laboratory, 6 hours.

A molecular approach to basic cellular biology including cellular physiology, macromolecular synthesis and regulation, cell energetics (photosynthesis and respiration), and molecular genetics.

Prerequisites: Biol. 116 or 117 and Chem. 115A or its equivalent.

Undergraduate Courses Applicable to the Biology Major

300. Ecology (4) (Fall and Spring)

Lecture, 2 hours; laboratory or field, 6 hours.

Study of general principles relating to populations, natural communities, and ecosystems.

Prerequisites: Biology 215, 116 and 117, or consent of instructor.

302. Biological Techniques (3) (Fall)

Lecture, 1 hour; laboratory, 6 hours.

A course designed to teach the more common field and laboratory techniques used by biologists in the preparation of specimens both microscopic and macroscopic.

Prerequisites: Three units in biological sciences and three units in physical sciences.

315. General Physiology (4) (Spring)

Lecture, 2 hours; laboratory, 6 hours.

A general survey of plant, animal, and cellular function designed as a terminal course in physiology. Topics include nutrition, metabolism, water balance, regulation, respiration, transport, excretion, integration and photosynthesis.

Prerequisites: Biology 215, 116, and 117 and Chemistry 115A or equivalent.

** This course may be taken to meet the college General Education requirement.

320. General Genetics (4) (Fall and Spring)

Lecture, 3 hours; discussion, 1 hour.

An introduction to genetics; the principles of Mendelian heredity are correlated with the recent advances in molecular genetics. Some consideration is given to the application of genetics with reference to agriculture, biology, and *Homo sapiens*.

Prerequisites: Biology 215 or consent of the instructor.

321. General Genetics Laboratory (1) (Fall)

Laboratory, 3 hours.

Exercises are carried out which will guide the student in performing certain genetics experiments. These experiments are carried out through actual contact with various organisms such as *Drosophila*, *Hordeum*, *Neurospora*, *E. coli*, and Phage.

Prerequisites: Biology 320 or 322, or concurrent registration.

322. Human Genetics (4) (Spring)

Lecture, 3 hours; discussion 1 hour.

An introduction to basic principles of genetics and their application to human heredity.

Prerequisites: Biology 215 or consent of the instructor.

323. Radiation Biology (3)

Lecture, 2 hours; laboratory 3 hours.

A course concerned with effects of natural and artificial radioactive isotopes on life processes. Ultraviolet and cosmic rays are also considered. Effects of radiations on reproduction, chromosome, and gene replication, cell permeability and length of life are considered.

Prerequisites: Biology 116, 117 and 215 and Chemistry 232 or equivalent.

324. Animal Physiology (4) (Fall and Spring)

Lecture, 2 hours; laboratory, 6 hours.

Basic principles and concepts of general animal function.

Prerequisites: Biology 117 and 215, Chemistry 115AB or Chemistry 125AB.

325. Cell Structure (4) (Fall)

Lecture 3 hours; laboratory 3 hours.

An introduction to the study of the cellular and subcellular structure of living matter.

Prerequisites: Biology 215 or equivalent.

330. Plant Taxonomy (4) (Spring)

Lecture, 2 hours; laboratory or field, 6 hours.

An introductory course in plant taxonomy with emphasis on the California flora. At least one weekend field trip.

Prerequisites: Biology 116 and 215, or consent of instructor.

334. Plant Physiology (4) (Fall)

Lecture, 2 hours; laboratory, 6 hours.

Basic concepts and fundamental principles of the various aspects of plant physiology. The following areas are investigated in detail: photosynthesis, water relations, mineral nutrition, and plant growth regulation.

Prerequisites: Biology 116 and 215 and Chemistry 115AB or Chemistry 125AB.

335. Plant Morphology I (4) (Fall)

Lecture, 2 hours; laboratory, 6 hours.

A survey of the algae, fungi, and lichens with emphasis on comparative morphology, ecology, and evolution.

Prerequisites: Biology 116 and 215.

336. Plant Morphology II (4) (Spring)

Lecture, 6 hours; laboratory, 6 hours.

A survey of the Bryophytes and vascular plants with emphasis on comparative morphology, ecology, and evolution.

Prerequisites: Biology 116 and 215. Biology 335 strongly recommended.

337. Plant Anatomy (4) (Alternate, Fall)

Lecture, 2 hours; laboratory, 6 hours.

Comparative, developmental and systematic anatomy of seed plants. Cell, tissue, and organ development, from meristems to mature elements, along with some practical applica-

tions of anatomical data to taxonomic and phylogenetic questions are considered.

Prerequisites: Biology 116 and 215.

340. General Bacteriology (5) (Fall and Spring)

Lecture, 3 hours; laboratory, 6 hours.

A survey of the fundamental principles and techniques of bacteriology.

Prerequisites: Biology 116 and 215 and Chemistry 115AB or Chemistry 125AB.

350. Natural History of the Invertebrates (4) (Fall and Spring)

Lecture, 2 hours; laboratory or field, 6 hours.

Identification and ecology of local invertebrate fauna. The course considers some of the environmental stresses facing the organisms and structural and behavioral adaptations that have evolved in various invertebrate groups in order to meet these stresses.

Prerequisites: Biology 116, 117 and 215.

355. Entomology (4) (Spring)

Lecture, 2 hours; laboratory, 6 hours.

Basic concepts and fundamental principles of the study of insects. Major areas investigated include the taxonomy, morphology, development, ecology, and physiology of insects.

Prerequisites: Biology 116, 117 and 215.

360. Natural History of the Vertebrates (4) (Fall and Spring)

Lecture, 2 hours; laboratory, 6 hours, at least one weekend field trip.

Studies on the basic anatomy, systematics, and ecology of vertebrate animals—fish, amphibians, reptiles, birds, and mammals.

Prerequisites: Biology 117 and 215, or consent of instructor.

370. Comparative Anatomy of Vertebrates (4) (Fall)

Lecture, 2 hours; laboratory, 6 hours.

Morphogenesis and evolutionary development of vertebrate structure.

Prerequisites: Biology 117 and 215.

372. Vertebrate Embryology (4) (Spring)

Lecture, 2 hours; laboratory, 6 hours.

Developmental morphology and physiology of the vertebrates.

Prerequisites: Biology 117 and 215.

380. Principles and Problems in Human Nutrition (4) (Fall or Spring)

Lecture, 3 hours; discussion, 1 hour.

An introduction to basic concepts of modern nutrition including some discussion of principal nutritional problems and modern food processing methods.

Prerequisites: One course in Biology and one course in Chemistry.

385. Contemporary Issues in Biology (3) (Fall and Spring)

Lecture, 3 hours.

Selected topics related to the quality of life today and the search for a perspective for the future.

Prerequisite: Upper division standing.

395. Community Involvement Project (1-4) (Fall and Spring)

CIP involves students in basic community problems related to biology—performing such tasks as tutoring, reading to the blind, service to local, county, and state agencies, service as teacher aides to elementary schools, etc. Students receive 1-4 units depending on the specific task performed. A total of 6 units of CIP credit may be applied toward a degree. May be taken by petition only and does not fulfill any requirement of the biology major or minor.

Prerequisites: None.

401. Marine Ecology (4) (Alternate, Spring)

Lecture, 2 hours; laboratory or field, 6 hours.

The marine environment and the biology of the organisms therein. The course embraces broad aspects of the interrelations of organisms and their environment.

Prerequisites: Biology 300 and a course in marine fauna or flora.

402. Plant Ecology (4) (Alternate, Spring)

Lecture, 2 hours; laboratory or field, 6 hours.

The developmental dynamics of plant communities (synecology) and the interrelations between individuals and their environment (autecology).

Prerequisite: Biology 300.

413. Paleontology (4)

Lecture, 3 hours; laboratory and/or field, 3 hours.

An introduction to the morphology, taxonomy and evolution of invertebrate and vertebrate fossil faunas and of fossil plants.

Prerequisites: Biology 116, 117 and 215 and an Introductory Geology course or consent of instructor.

415. Evolution (3) (Fall or Spring)

Lecture, 3 hours.

A study of the organic processes of evolution with major emphasis on the "how" and "why" of evolution.

Prerequisites: Biology 116, 117 and 215, or consent of instructor. Biology 320 or 332 strongly recommended.

416. Biogeography (4) (Alternate, Fall)

Lecture, 2 hours; laboratory, 6 hours; some overnight field trips.

Study of patterns of geographic distribution of terrestrial plants and animals with explanations based on ecology and evolution.

Prerequisites: Advanced upper division standing. A course in field biology, such as Biology 300, 330, 335, 350, or 360; and a course in earth science, such as Geography 302 or Geology 303.

424. Cellular Physiology (4)

Lecture, 2 hours; laboratory, 6 hours.

Basic principles and concepts of physiological and biochemical function at the cellular level.

Prerequisites: Biology 324 or 334; Chemistry 232, or equivalent.

426. Cytogenetics (5) (Alternate, Spring)

Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours.

The relationship of genetics to cytological conditions.

Prerequisite: Biology 320 or 322 and Biology 325.

438. Phycology (4) (Alternate, Spring)

Lecture, 2 hours; laboratory, 6 hours.

The study of marine and freshwater algae, their structure, reproduction, ecology, taxonomy, physiology, and economic importance.

Prerequisites: Biology 116 and 215, Biology 335 and/or 350 strongly recommended.

439. Mycology (4) (Alternate, Fall)

Lecture, 2 hours; laboratory, 6 hours.

Introduction to structure, physiology, relationships, life cycles, and genetics of selected species of fungi.

Prerequisites: Biology 116 and 215, Biology 335 recommended or consent of the instructor.

451. Functional Morphology of Marine Invertebrates I (4) (Alternate, Fall)

Lecture, 2 hours; laboratory, 6 hours.

Study of the evolutionary relationships of the Lower Phyla, Echinoderms, and Protochordates with evidence drawn from comparative anatomy, comparative embryology, comparative biochemistry, and paleontology.

Prerequisites: Biology 350 or consent of the instructor.

452. Functional Morphology of Marine Invertebrates II (4) (Alternate, Spring)

Lecture 2 hours; laboratory, 6 hours.

Continuation of Biology 451. Molluscs, annelids, arthropods, and allied minor phyla. While the two courses form a continuous sequence, either may be taken separately.

Prerequisites: Biology 350 or consent of the instructor. Biology 451 strongly recommended.

456. Insect Taxonomy (4) (Alternate, Fall)

Lecture and/or discussion, 3 hours; laboratory, 3 hours.

An examination of insects and their classification. Some field work.

Prerequisite: Biology 355.

460. Ichthyology (4) (Alternate years)

Lecture, 2 hours; laboratory or field, 6 hours. At least one weekend field trip.

An introduction to systematic and ecological ichthyology.

Prerequisites: Biology 360 or 370 or consent of the instructor.

462. Herpetology (4) (Alternate, Spring)

Lecture, 2 hours; laboratory, 6 hours; plus two weekend field trips.

The biology of amphibians and reptiles; a survey of the amphibians and reptiles in terms of comparative morphology, classification, distribution, ecology, and evolutionary history.

Prerequisites: Biology 360 or 370 or consent of the instructor.

465. Ornithology (4) (Alternate, Spring)

Lecture, 2 hours; laboratory and field, 6 hours.

This course progresses from basic avian anatomy through a study of feathers and plumages to the life histories of birds including such topics as molts, distribution, migration, breeding habits, etc. Basic classification is learned in the laboratory and in the field.

Prerequisites: Biology 360 or 370 or consent of the instructor.

468. Mammalogy (4) (Alternate years)

Lecture, 2 hours; laboratory and field, 6 hours.

Fundamentals of mammalian anatomy, classification, distribution, and ecology.

Prerequisites: Biology 360 or 370 or consent of the instructor.

475. Animal Behavior (3) (Alternate, Spring)

Lecture, 3 hours.

A discussion of: both the classical concepts of innate behavior and experimental studies; the endogenous and exogenous mechanisms which control behavior; and ecological and evolutionary adaptations of behavioral patterns.

Prerequisites: Biology 324. Biology 350 or 360 strongly recommended.

476. Animal Behavior Laboratory (2)

Laboratory, 6 hours.

A consideration of the experimental techniques and instrumentation for the study of animal behavior in the laboratory and the field.

Prerequisites: Biology 475 or concurrent enrollment.

480. Immunology (5) (Spring)

Lecture, 3 hours; laboratory, 6 hours.

The component elements of the immune response; antigens and antibodies; theories of antibody synthesis, cellular reactivities; hypersensitivity; immunogenetics.

Prerequisites: Biology 117 and 215; Chemistry 232. Biology 340 strongly recommended.

481. Medical Microbiology I (5) (Fall)

Lecture, 3 hours; laboratory, 6 hours.

Principles of host-parasite relationships. Etiology, immunology, and epidemiology of infections of major importance to the human species. Laboratory techniques for the isolation and identification of pathogens. Pathogen studies: helminths, protozoa and bacteria.

Prerequisites: Biology 340 or consent of the instructor.

482. Medical Microbiology II (5) (Spring)

Lecture, 3 hours; laboratory, 6 hours.

Continuation of Medical Microbiology I. Pathogens studied: fungi, mycoplasma, rickettsia, chlamydiae and viruses. While the two courses form a continuous sequence, either may be taken separately.

Prerequisites: Biology 340 or consent of the instructor. Biology 481 strongly recommended.

484. Hematology (3) (Fall)

Lecture, 2 hours; laboratory, 3 hours.

A detailed study of the chemistry, physics, and morphology of normal and diseased blood.

Prerequisites: Chemistry 232, Physics 210B, and Biology 215 or equivalent.

490. History of Biology (2)

Lecture, 2 hours.

A concise history and presentation of the development of the major concepts in the biological sciences.

Prerequisites: Senior or graduate standing in biology or consent of instructor.

495. Special Studies (1-4)

Prerequisites: A major or minor in biology with upper division standing and consent of instructor and department chairman.

496. Senior Seminar in Biology (1)

A seminar dealing with a particular biological topic for biology majors with advanced standing. The seminar may be repeated for credit and may be applicable to the requirements for a major in biology.

Prerequisites: Biology majors with advanced standing by consent of instructor.

497. Topics in Biology (2-4)

A course dealing with intensive study of a particular biological topic. The topic will vary from semester to semester. The course may be repeated for credit and may be applicable to the requirements for a major in biology.

Prerequisites: Biology majors with advanced standing by consent of instructor.

Graduate Courses

500. Graduate Seminar in Biology (1-2)

A master's degree candidate may take from one to four seminars including no more than one in each of the following subject areas of biology: Molecular, Cellular, Developmental, Genetic, Structural, Systematic, and Environmental Biology.

Prerequisites: Graduate standing or last semester senior with consent of instructor.

510. Selected Topics in Biology (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

511. Selected Topics in Physiology (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

512. Selected Topics in Systematics, Genetics and Evolution (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

513. Selected Topics in Ecology (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

514. Selected Topics in Morphology and Development (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

523. Radioactive Tracers in Biology (2)

Discussion, 1 hour; laboratory, 3 hours.

An examination of methods of using radioactive precursors and liquid scintillation counting as well as radioautography in biological research.

Prerequisites: Biology 323 or Biology 424 or Biology 340 or Chemistry 340 or consent of instructor.

525. Biological Electron Microscopy (4) (Spring)

Lecture, 2 hours; laboratory, 6 hours.

A study of the techniques of electron microscopy with laboratory experience in preparation of biological materials, transmission electron microscopy, and photographic techniques of data presentation.

Prerequisites: Biology 325 or strong background in chemistry or physics and consent of instructor.

154 / *Biology*

595. Special Studies in Biology (1-3)

Prerequisites: Graduate standing and consent of instructor and major advisor.

599. M.A. Thesis (1-3)

Prerequisites: See Master's Degree requirements.

CENTER FOR PERFORMING ARTS

The purpose of the Center for Performing Arts is four-fold: (1) to coordinate, publicize and generally assist in performances sponsored by the Departments of Music and Theatre Arts; (2) to arrange for concerts, master classes and workshops by visiting artists that supplement regular course work in the performing arts; (3) to act as a liaison body between the College and schools and performing arts organizations in the community, arranging for visits by school children to campus productions and facilitating presentations of College productions at schools and theatres in the community, and (4) to conduct interdisciplinary courses and studies involving the areas of music, dance and drama.

The Center has no regularly assigned faculty, but draws instructors from the Departments of Theatre Arts and Music appropriate to the needs of the planned course or program.

Staff is assigned the Center in the areas of house management, promotion and publicity, box office, graphics and design, set construction, lighting, audio and recording.

COURSES

300. Theatre Management (2)

Public relations; house management, promotion and publicity, box office operation; theatre finance; practical experience in the box office and house management during public performances. Classwork, one unit; laboratory, one unit.

† 301. Analysis and Criticism of Performances (2)

Form, concept and idea in music, dance and drama production will be analyzed in terms of the empirical evidence of the individual performance. Attendance at all CPA course-related performances and three field trips will be required and will be the basis of written criticism by the student. Classwork, one hour lecture per week; laboratory, attendance at 15 performances per semester.

302. Performing for Children (1) I and II.

A workshop in conceiving and executing effective programs for children. The techniques and aims of the Young Audiences program will be used as a model and emphasis will be placed on developing programs which combine the areas of music, dance and drama. The workshop will provide students with opportunities to perform for children in near-by schools.



CHEMISTRY

(Division of Natural Sciences)

Vincent Hoagland, Chairman of Department

F. Leslie Brooks, David Eck, Robert Holmes, Marvin Kientz, Donald Marshall, Irene Masada, Ambrose Nichols, Jr., Douglas Rustad, Gene Schaumberg, Dale Trowbridge.

Variations in the basic curriculum provide suitable preparation for advanced degrees in chemistry; industrial positions; environmental sciences; teaching credential, or pre-professional curricula. The Bachelor of Science and Bachelor of Arts degrees are both offered.

The Chemistry Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Chemistry, refer to page 38.

All candidates for the B.S. or B.A. degrees in Chemistry will take the Undergraduate Program Examination in Chemistry during their final semester.

CHEMISTRY MAJOR FOR THE B.S. DEGREE

The B.S. degree is a four-year program designed to provide the thorough preparation needed by candidates desiring to work as graduate chemists in industrial and governmental laboratories or desiring to enter graduate programs in chemistry leading to an advanced degree.

General Education	40 units
Major	40 units
Supporting Subjects	17-19 units
Electives or Minor.....	31-29 units
	<hr/> 128 units

CHEMISTRY MAJOR COURSE REQUIREMENTS FOR THE B.S. DEGREE

Chemistry Courses:

125AB *—General Chemistry (10 units—5 in Gen. Ed., 5 in Major)	5 units
335AB, 336AB—Organic Chemistry.....	10 units
375AB, 376AB—Physical Chemistry.....	10 units
381—Computer Programming	2 units
425—Advanced Inorganic Chemistry	3 units
494—Undergraduate Research	1 unit
497—Seminar	1 unit
Upper Division Chemistry Electives †	8 units
	<hr/> 40 units

SUPPORTING COURSES FOR B.S. DEGREE

Mathematics:

162, 212, 262, 312—Calculus with Applications I, II, III, IV (3 units in Gen. Ed., 9 units in major) (Recommended sequence)	9 units
OR	
110, 210, 310—Calculus I, II, III, (3 units in Gen. Ed., 11 units in major) (Optional sequence)	11 units

Physics:

114, 116, 214, 216—Introduction to Physics and Laboratories.....	8 units
314, 316 STRONGLY recommended (4 units)	
	<hr/> 17-19 units

* Chem 115AB—General Chemistry plus Chem 255—Chemical Analysis will satisfy the Chem 125AB requirement.

† In consultation with and with the approval of his advisor in the Chemistry Department, a student can choose a pattern of chemistry upper division electives to concentrate in the areas of analytical, inorganic, organic, physical chemistry, or biochemistry.

CHEMISTRY MAJOR FOR THE AMERICAN CHEMICAL SOCIETY CERTIFIED B.S. DEGREE IN CHEMISTRY

The student meeting the requirements listed for the B.S. degree in addition to those listed below will have his transcript noted as a B.S. degree approved by the American Chemical Society.

Grade Point Average:

The student must earn a minimum of 3.0 (out of 4.0) G.P.A. in upper division chemistry courses and advanced courses (as defined below) or receive a majority vote of the chemistry faculty.

Additional Chemistry Course:

455. Advanced Analytical Chemistry (4)

Advanced Work:

Adequate professional undergraduate training requires that the core material (including Physical Chemistry) be followed by approximately two semesters of advanced work in Chemistry or other Natural Science courses in mathematics, physics, computer science, statistics, molecular biology, geochemistry, and engineering presented at a level that fully utilizes concepts and techniques developed in the core curriculum. Examples of advanced courses in chemistry are Chemistry 436, 437, 441, 445, 446, 457, 470, 481, 494 (additional units), 496. To be acceptable as advanced work, courses taken in other Natural Science departments must be individually approved by the Department of Chemistry.

Sequence of Courses:

Students electing the ACS approved B.S. degree need normally take their course work as identified below. This sequence is specified by the American Chemical Society and it is thus important that it be followed as closely as is possible.

First Two Years:

General Chem . . . with Quantitative Analysis
Organic Chemistry
Physics
Mathematics

Fourth Year:

Advanced Inorganic Chemistry ***
Advanced Analytical Chemistry ***
Undergraduate Research Seminar
Advanced Work

Third year:

Physical Chemistry
Computer Programming **

CHEMISTRY MAJOR FOR THE B.A. DEGREE

The B.A. degree introduces the necessary flexibility to allow broader emphasis and preparation for biochemists, for environmental scientists, and for those wishing to obtain technical work or work allied to chemistry such as: pre-professional, medicine, or dentistry, electronics, food processing, chemical sales, patent, safety, library, or supervisory work in the chemical industries. This degree would provide minimal preparation for graduate study should the degree holder consider continuing education toward an advanced degree in chemistry or in biochemistry.

General Education	40 units
Major	32-34 units
Supporting Subjects	11-15 units
Electives or Minor	35-42 units
	<hr/> 124 units

CHEMISTRY MAJOR COURSE REQUIREMENTS FOR B.A. DEGREE

Chemistry Courses:

115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major)	5 units
255—Chemical Analysis	4 units

** May be taken in the second year.

*** These courses may be taken in the spring of the third year concurrently with Chemistry 375B.

310AB—Fundamentals of Physical Chemistry	4 units
335AB, 336A—Organic Chemistry	8 units
376A—Physical Chemistry Laboratory	2 units
Upper Division Chemistry Electives	10 units
	<hr/> 33 units

SUPPORTING COURSES FOR B.A. DEGREE

Mathematics:

162, 212—Calculus with Applications I and II (3 units in Gen. Ed., 3 units in major) (Recommended sequence)	3 units
OR	
110, 210—Calculus I and II (3 units in Gen. Ed., 5 units in major) (Optional sequence)	7 units

Physics:

209AB and 210AB—General Physics and Laboratories	8 units
OR	
114, 116, 214, 216—Introduction to Physics and Laboratories	8 units
	<hr/> 11–15 units

ADVISORY PATTERNS FOR B.A. DEGREE

In consultation with, and with the approval of his advisor in the Chemistry Department, a student can choose a pattern of chemistry upper division electives in the B.A. Degree to concentrate in the areas of analytical, inorganic, organic, physical chemistry, biochemistry, environmental science or pre-professional preparation. Typical advisory patterns are designed to provide guidelines for majors who wish to advance toward a specific goal in the chemistry major.

B.A. Advisory Pattern: Biochemistry

Chemistry Courses:

115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major)	5 units
255—Chemical Analysis.....	4 units
310AB—Fundamentals of Physical Chemistry	4 units
335AB, 336AB—Organic Chemistry	10 units
376A—Physical Chemistry Laboratory	2 units
441—Biochemical Methods.....	3 units
445, 446 —Biochemistry	6 units
	<hr/> 34 units

Supporting Courses:

Same as the *Supporting Courses for B.A. Degree*

Strongly Recommended Courses:

- Chemistry 497—Seminar (1)
 At least two courses from the following:
 Biology 116—Plant Science (4)
 Biology 117—Animal Science (4)
 Biology 215—Introduction to Molecular Biology (4)
 Biology 315—General Physiology (4)
 Biology 320—General Genetics (3)
 Biology 334—Plant Physiology (4)
 Biology 340—General Bacteriology (5)

B.A. Advisory Pattern: Environmental Studies

Chemistry Courses:

115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major)	5 units
255—Chemical Analysis.....	4 units
310AB—Fundamentals of Physical Chemistry	4 units

335AB, 336A—Organic Chemistry	8 units
376A—Physical Chemistry Laboratory	2 units
457—Pollution and the Environment	3 units
491—Environmental Interdisciplinary Seminars	4 units
493—Special Problems in Environmental Science.....	2 units
	<hr/> 32 units

Supporting Courses:

Same as the *Supporting Courses for B.A. Degree*

Strongly Recommended Courses:

Chemistry 340—Introductory Biochemistry (3)

Choice of three of the following subject areas:

Geology 303—Principles of Geology (4) and Geology 304—Principles of Geology Field Course (1)

Biology 116—Plant Science (4) and Biology 215—Introduction to Molecular Biology (4)
OR Biology 117—Animal Science (4) and Biology 215—Introduction to Molecular Biology (4)

Economics 322—City and Regional Planning—Current Practice (3)

Physics 354—Problems in Environmental Physics (3), and Physics 355—Environmental Physics Laboratory

Other environmentally related courses in Psychology, Anthropology, Sociology and Economics.

B.A. Advisory Pattern: Pre-professional Preparation

The preparation in this plan is especially designed for students intending to do graduate work in dentistry, medicine, clinical chemistry, medical technology, pharmacy, veterinary medicine or other para-medical work.

Chemistry Courses:

115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major).....	5 units
255—Chemical Analysis.....	4 units
310AB—Fundamentals of Physical Chemistry	4 units
335AB, 336AB—Organic Chemistry.....	10 units
376A—Physical Chemistry Laboratory	2 units
Upper Division Chemistry Electives.....	9 units
	<hr/> 34 units

Supporting Courses:

Same as the *Supporting Courses for B.A. Degree*

Strongly Recommended Courses:

In consultation with an advisor, students should develop a pattern designed to meet the requirements of their chosen profession or the entrance requirements of graduate or professional schools to which they intend to apply.

Biology 115—Principles of Life Science (4)

Biology 116—Plant Science (4)

Biology 117—Animal Science (4)

Biology 215—Introduction to Molecular Biology (4)

Biology 320—General Genetics (3)

Biology 370—Comparative Anatomy of Vertebrates (4)

Biology 372—Vertebrate Embryology (4)

Chemistry 441—Biochemical Methods (3)

Chemistry 445, 446—Biochemistry (3-3)

Academic Minor in Chemistry

Completion of a minimum of 6 lower division units and 6 upper division units in chemistry courses is required. Students should consult with an advisor in the Department of Chemistry regarding course requirements.

Teaching Credential—Ryan Act (Chemistry)

Chemistry majors seeking to fulfill the single subject requirements in physical science under the Ryan Act should consult with an advisor in the chemistry department. The single subject program has been developed for students desiring to teach in the secondary schools in California.

Basic Core

Chemistry 115AB (or 125AB)	10 units (5 in major)
Geology 303, 304	5
Physics 114, 116, 214, 216 (or 209AB, 210AB)	8
Astronomy 200	3
Mathematics 162, 212 or 110, 210	6
Biology 215	4
	<hr/>
	36 units (12 in GE)

General Education

28

Major (B.A. degree)

28

Electives*

8

Education

24

124 units

CHEMISTRY

102. Chemistry and Society (3)

Lecture, 3 hours.

A descriptive survey course in chemistry with a major emphasis on the interaction of chemistry and society. Includes considerations of the sociological, political and economic aspects of science as well as the examination of science as a method of knowing about nature. In addition to fundamental theories in chemistry, topics may be chosen from such areas as pollution, drugs, chemistry of heredity, the energy crisis, chemical evolution, insecticides and food additives. This course is designed to fulfill the general education requirement; not suitable for science majors. Chemistry 102 is not open to students with credit in 115A or 125A.

103. Chemistry and Society Laboratory (1)

Laboratory, 3 hours.

A laboratory-demonstration course designed to acquaint the student with chemical principals and phenomena directly affecting individuals in modern society. Experiments in areas such as chemical pollutants, chemical additives, biochemical processes and chemical reactions will be emphasized. Acceptable as General Education laboratory credit.

Prerequisite: Chemistry 102 or concurrent enrollment.

110. Preparation for General Chemistry (2)

Lecture, 2 hours.

A course designed for those students who will be taking Chem 115A but lack the necessary mathematical and scientific background. This course emphasizes the use of the slide rule, exponential numbers, metric system, nomenclature, chemical equations, stoichiometry, gas laws, concentration units, and elementary atomic structure. Chemistry 110 is not open to students who have completed Chem 115A or 125A. Not acceptable for credit toward a science major or minor, or for satisfying the general education requirement.

115AB. General Chemistry (5-5)

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours.

General principles of chemistry selected from the areas of biochemistry, analytical, inorganic, organic and physical chemistry. This course is designed for science majors and students taking pre-professional curricula. Can also be used to satisfy the General Education requirement.

125AB. General Chemistry (5-5)

* It is strongly recommended that the elective courses (or courses taken in the fifth year) include as many as possible of the following: chemistry 311, Chemistry 400, Geography 310, Geology 326, Biology 116, Biology 117. [Chemistry 311 and 400 can count as upper division Chemistry electives for the major.]

Lecture, 3 hours; laboratory, 6 hours.

A course specifically designed for an in-depth foundation for chemistry, physics, molecular-biology, and geology majors. Includes introductory aspects of quantitative analysis, physical chemistry and instrumental analysis. Chemistry majors completing this course will bypass Chemistry 255.

Prerequisite: High school chemistry and physics.

200. Glassblowing (1)

Laboratory, 3 hours.

Elementary training in glass manipulation and apparatus fabrication.

Prerequisite: Declared science majors given preference.

232. Introductory Organic Chemistry (4)

Lecture, 3 hours; laboratory, 3 hours.

An introduction to the important principles, compounds and reactions of organic chemistry. Particular emphasis on compounds of biological significance. Laboratory includes an introduction to basic techniques of organic chemistry with emphasis on their application to natural products. Course designed for students not majoring in chemistry.

Prerequisite: Chemistry 115A or 125A or consent of instructor.

255. Chemical Analysis (4)

Lecture, 2 hours; laboratory, 6 hours.

Theory and practice of methods of analysis, including volumetric, gravimetric, and selected instrumental techniques.

Prerequisite: Chemistry 115B.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, reading for the blind, etc. In chemistry students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. May be taken by petition only and does not fulfill any requirements of the chemistry major.

302. Chemistry and the Environment (3)

Lecture, 3 hours.

Survey and analysis of the effect of various chemicals such as insecticides, phosphate detergents, mercury and lead compounds on the ecology of North America and the earth, including the conflict over economic advantage versus ecological effects. The effect of chemicals on other species, pollution of the environment, and depletion of natural resources will be dealt with. Not acceptable as upper division Chemistry elective for B.A. or B.S. Degree.

Prerequisite: Chemistry 102 or consent of instructor.

310AB. Fundamentals of Physical Chemistry (2-2)

Lecture, 2 hours.

Development and applications of the concepts of thermodynamics, equilibrium, kinetics, and spectroscopy to chemical systems. Intended for candidates for the B.A. degree in chemistry and for related professions. (Not applicable to the B.S. degree in chemistry.)

Prerequisites: Chem 125B or 255; Mathematics 212 or 210 or concurrent registration; Physics 210AB or 214 and 216; or consent of the instructor.

311. Elements of Electronics (3)

Lecture, 2 hours; laboratory, 3 hours.

Basic circuit theory; operation of tube and transistor devices; analysis of typical circuits used in power supplies, amplifiers, and electronic instruments; and the uses of operational amplifiers.

Prerequisite: Completion of the General Education requirements in mathematics and physical science and either junior standing or consent of instructor.

This course is the same as Physics 311.

335AB. Organic Chemistry (3-3)

Lecture, 3 hours.

Basic course in the general theory and reactions of organic chemistry. Emphasis on basic principles. Recommended for science and pre-professional majors.

Prerequisite: Chemistry 115B or 125B or consent of instructor.

336AB. Organic Chemistry Laboratory (2-2)

Lecture, 1 hour; laboratory, 3 hours.

Fundamental techniques of organic chemistry including an introduction to modern instrumental methods and an introduction to qualitative organic analysis. Designed to complement 335AB.

Prerequisite: Chemistry 335A or concurrent registration.

340. Introductory Biochemistry (3)

Lecture, 3 hours.

A survey of the structure and function of proteins, nucleic acids, lipids, carbohydrates and other biological molecules.

Prerequisite: Chemistry 232 or Chemistry 335A; Chemistry 115B.

375AB. Physical Chemistry (3-3)

Lecture, 3 hours.

Theoretical principles of quantum mechanics, statistical mechanics, thermodynamics, and kinetics relevant to chemical structure, chemical equilibrium and chemical reactions.

Prerequisites: Chemistry 125B or 255; Physics 214 and 216; Mathematics 310 or 262, concurrent registration or consent of instructor. Physics 314 and 316 *strongly* recommended.

376AB. Physical Chemistry Laboratory (2-2)

Lecture, 1 hour; laboratory, 3 hours.

Physico chemical measurements with an emphasis on experiment planning and design, error analysis, instrumental techniques, report writing and presentation. Design and development of new experiments and projects in 376B.

Prerequisites: Chem 125B or 255; Physics 210AB or 214 and 216; Math 310 or 262, concurrent registration or consent of the instructor; Chem 310A or 375A. Concurrent registration in Chem 375A allowed for B.S. candidates.

381. Computer Programming for Scientists (2)

Lecture, 1 hour; laboratory, 3 hours.

BASIC and FORTRAN IV programming with emphasis on applications in chemistry and physics. Same as Physics 381.

Prerequisites: Chemistry 115B or 125B; Physics 114; Mathematics 210 or 212.

385. Molecular Spectroscopy (2)

Lecture, 1 hour; laboratory, 3 hours.

Spectroscopic study of the molecular structure of compounds with ultraviolet and infrared spectrophotometers. Identification and analysis of gases, liquids, solutions, and solids.

Prerequisites: Chemistry 255 or Chemistry 125B.

395. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, reading for the blind, etc. In chemistry students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. May be taken by petition only and does not fulfill any requirements of the chemistry major.

397. Chemistry Practicum (1-4)

Supervised chemistry work experiences which involve practical application of previously studied theory. Intended for professional growth and/or collection of data for future theoretical interpretation. Does not count as upper division electives toward a B.A. or B.S. degree in chemistry. May be repeated for up to a total of 4 units.

Prerequisite: Junior standing or consent of the instructor.

400. History of Physical Science (2)

Lecture, 2 hours.

A survey of the historical development of the physical sciences. This course is the same as Geology 400 and Physics 390. Not acceptable as Upper Division Chemistry elective for B.A. or B.S. Degree.

Prerequisite: Major in the physical sciences or consent of the instructor.

425. Advanced Inorganic Chemistry (3)

Lecture, 3 hours.

Periodic relationships, atomic structure, nature of the chemical bond, and systematic study of representative and transition elements and their compounds.

Prerequisite: Chemistry 375B or concurrent registration or consent of instructor.

436. Modern Techniques of Organic Chemistry (3)

Lecture, 1 hour; laboratory, 6 hours.

Preparation and characterization of organic compounds by modern methods; includes special techniques of synthesis and interpretation of spectral data.

Prerequisites: Chemistry 335B, 336B; Foundation in spectroscopy, kinetics and thermodynamics, or consent of the instructor.

437. Advanced Organic Chemistry (2)

Lecture, 2 hours.

Physical and physiochemical consideration of organic chemistry with emphasis on reaction mechanisms, reactivity and structure, and recent developments from current literature.

Prerequisites: Chemistry 335B; Foundation in spectroscopy, kinetics and thermodynamics, or consent of the instructor.

441. Biochemical Methods (3)

Lecture, 1 hour; laboratory, 6 hours.

Applications of biochemical techniques to the study of proteins, enzymes, and nucleic acids.

Prerequisites: Chemistry 232 or 336A; 340 or 445 or 446; Foundation in spectroscopy, kinetics and thermodynamics, or consent of instructor.

445. Biochemistry: Structural Materials and Protein Synthesis (3) (Formerly Chemistry 440A)

Lecture, 3 hours.

A study of buffers, amino acids, proteins, nucleic acids and protein synthesis. Emphasis is placed on the structure of macromolecules.

Prerequisites: Chemistry 335B; Foundation in spectroscopy, kinetics and thermodynamics, or consent of the instructor.

446. Biochemistry: Enzymes and Metabolism (3) (Formerly Chemistry 440B)

Lecture, 3 hours.

A study of bioenergetics, enzyme structure and function, and the metabolism of carbohydrates, lipids and proteins.

Prerequisites: Chemistry 335B; Foundation in spectroscopy, kinetics and thermodynamics, or consent of the instructor.

455. Advanced Analytical Chemistry (4)

Lecture, 2 hours; laboratory, 6 hours.

Advanced theory and practice of analytical chemistry with emphasis on instrumental methods of analysis.

Prerequisites: Chemistry 375B or concurrent registration, or consent of instructor.

457. Pollution and the Environment (3)

Lecture, 1 hour; laboratory, 6 hours.

A study of the problems of air, water, and land pollution with special emphasis on chemical analysis. Field trips will include trips to various centers involved in pollution control and/or analysis.

Prerequisites: Chemistry 255 or 125B; 336A; minimum of junior standing; Foundation in spectroscopy, kinetics and thermodynamics, or consent of instructor.

470. Advanced Physical Chemistry (3)

Lecture, 3 hours.

Basic theories and methods of quantum chemistry and statistical thermodynamics. Emphasis on the application of these techniques to molecular structure.

Prerequisites: Chemistry 375AB, Mathematics 312 or 317.

481. Applied Nuclear Chemistry and Physics (2)

Lecture, 2 hours.

This course offers working knowledge of nuclear radiations, radioactive sources and nuclear reactors. Interaction of ionizing radiation with matter, physical, chemical and biological effects. Radiochemical dating. Nuclear models. Nuclear reactor theory and neutron activation. Radioactive tracer methods. This course is the same as Physics 481.

Prerequisites: Chemistry 310A or 375A; or Physics 314 and 316 and Chemistry 115B or 125B

or consent of instructor.

482. Applied Nuclear Chemistry and Physics Laboratory (2)

Lab Lecture, 1 hour; laboratory, 3 hours.

The use and production of radioactive sources and nuclear reactor problems using a neutron howitzer. Applications to detection of trace elements; nuclear chemical phenomena; radiological safety; state of the art instrumentation, and laboratory practices. This course is the same as Physics 482.

Prerequisite: Physics 481 or Chemistry 481 (concurrent enrollment suggested).

491. Environmental Interdisciplinary Seminars (1)

Interdisciplinary seminars on topics currently of interest in Environmental Science. This course is the same as Biology 491, Geology 491 and Physics 491. May be repeated up to 4 units of credit.

Prerequisite: Chemistry 310A, 335A, 336A or equivalents, or consent of instructor.

493. Special Problems in Environmental Science (2-4)

Individual students will participate in independent investigation of various aspects of environmental problems. The major projects will be interdisciplinary in scope involving multi-disciplinary groups of students and faculty who will participate primarily as a biologist, chemist, geologist, physicist, etc. This course is the same as Biology 493, Geology 493, and Physics 493. May be repeated for up to 8 units of credit.

Prerequisites: Chemistry 310A, 335A, 336A, or equivalents, or consent of instructors.

494. Undergraduate Research (1-6)

Individual investigation of either student- or faculty-initiated experimental or theoretical chemical problems under the supervision of a member of the chemistry faculty. May be taken only by petition to the Chemistry Department.

Prerequisites: Chemistry 335B; 310B or 375B or concurrent enrollment; and consent of instructor.

495. Special Studies (1-3)

Investigation of existing information on a specific or general topic of interest to the student.

Prerequisite: Consent of instructor.

496. Selected Topics in Chemistry (1-3)

A study of an advanced topic in chemistry. May be repeated for additional credit with new subject matter. Topics such as: solid state; proteins; enzymes; chemical evolution; inorganic and organic syntheses; heterocyclic organic compounds; structure and drug action; thermodynamics, kinetics, quantum chemistry, bonding theories, molecular spectra; social responsibility of the scientist.

497. Seminar (1)

Presentation and discussions of current topics in chemistry based upon a paper or papers selected from the recent chemical literature. A student taking the course for credit will be required to give a talk. Attendance of all chemistry majors is recommended whether taking the course for credit or not.

Prerequisites: Chemistry 335B; 310B or 375B or concurrent enrollment; or consent of instructor.



COUNSELING

(Division of Interdisciplinary Education)

John T. Palmer, Chairman of Department

Benjamin Karr

Fred Moore

Carol Stephan

Master of Arts Degree in Counseling

The intent and purpose of the graduate program in Counseling is to offer opportunity to study in depth the essentials necessary for entry into the profession of Counseling and/or Student Personnel Services. The program is designed to allow students to pursue a breadth as well as depth of professional learning experiences within the framework of the Master's Degree requirements.

The program relies heavily on field experience, commencing the first semester of the program, to provide an intensive supervised experience in counseling, relating theoretical constructs and research appraisal with practical application. The faculty will assist students in obtaining field placements relevant to the individual's projected professional goals. These might include, but are not limited to public schools, community colleges, mental health clinics, family service agencies, county and state agencies, drug abuse clinics, counseling centers, college-level student personnel departments, etc.

Special characteristics of the program include the following:

1. Early involvement in actual counseling settings.
2. Development of a core of knowledge and experience in both individual and group counseling theory and practice.
3. Each student will be encouraged to develop his own counseling style during his various learning experiences in the course of the program.
4. Students will be strongly urged to commit themselves to self-exploration and personal growth through participation in co-counseling, individual counseling, and group process experiences.
5. The program is designed to offer a full-time commitment for one academic year with modular programming around blocks of cognitive and experiential learning. An opportunity for part-time enrollment will be provided, with a minimum of 8 units per semester. The main thrust of the program, however, will be toward completion of the M.A. degree requirements through the residential program.

Completion of the M.A. degree satisfies all requirements for the Community College Counseling Credential.

Completion of the M.A. degree plus 23 units of additional graduate work satisfies all requirements for the Pupil Personnel Services Credential. While the M.A. does not satisfy all requirements for the Marriage, Family, Child Counseling License requirements, graduate courses are offered to help students meet the changing requirements for this license.

The faculty feel that the counselor of the future must take an active role in confronting and challenging the social/ environmental milieu in which he finds himself working. This program has the intent of helping equip the new professional helper to humanize the school or agency by actively

participating in the life of the organization, not as a conformer, keeper of the status quo, but as a sensitive and perceptive voice representing individual freedom and human values.

Admission Requirements

- A. B.A. degree preferably in the Behavioral Sciences. And a recent course in Behavioral Statistics. Due to the accelerated nature and intensive requirements of a one-year program, the faculty recommends that the applicant have a comprehensive knowledge of classical theoretical systems, as well as familiarity with basic statistical analysis.
- B. A "B" average or above in the last two years of undergraduate work. Applicants below this average who satisfy other requirements may petition the selection committee for special consideration.
- C. For information purposes applicants will be asked to submit the basic Graduate Record Examination scores. No minimum will be required; however these scores will be examined together with other related data.
- D. Subsequent to filing the application for admission to the College, the Counseling Faculty will contact applicants requesting additional information relative to goals, related experiences, and letters of recommendation. Selected students are interviewed by the Admissions Committee composed of faculty and students.
- E. A personal interview may be required of screened candidates.

Master's Degree Requirements

Counseling 501	Seminar: Counseling Theory and Practice	4 units
Counseling 503	Seminar in Dynamics of Individual Behavior	4 units
Counseling 510	Seminar: Supervised Field Experience	4 units
Counseling 512	Advanced Seminar in Group Process	4 units
Counseling 513	Research Methods and Literature	4 units
Counseling 514	Supervised Internship	8 units
Elective		2 units
Total Required Units		30 units

The additional twenty-three units required for the Pupil Personnel Services Credential are:

	<i>Units</i>
Coun 511 Career Education	4
Coun 521 Seminar: Pupil Personnel Services, Concepts & Organization	4
Coun 525 Seminar: Tests and Measurements	4
Coun 530 Advanced Supervised Internship	4
Coun 570 Ethnic Counseling	4
Educ 430 Seminar: Remedial and Special Education	3
	23

495. Special Studies (1-4)

501. Seminar: Counseling Theory and Practice (4)

An overview of the counseling relationship as well as an examination in breadth and depth of the major counseling models currently used by professional counselors. Professional issues, ethical and legal issues will also be covered.

503. Seminar in Dynamics of Individual Behavior (4)

To develop the ability to understand the dynamics of individual behavior within the counseling relationship and to recognize the need for change in attitudes and behaviors on the part of the counselee to become a better functioning person.

510. Seminar: Supervised Field Experience I (4)

The student is provided field experience in a variety of counseling settings to give exposure to diverse counseling activities. An integral part of this experience shall be relating traditional theoretical concepts to an experiential setting such as mental health centers, governmental agencies, hospitals, elementary and secondary schools and colleges.

Prerequisite: Counseling 501 or taken concurrently.

511. Career Development and the World of Work (3)

A course designed to acquaint students with current occupational choice theories and their affect on the total school program. The course will provide a career development model to all grade levels and subject matter areas and provide a basis for relevant counseling and curriculum. Essentially a counseling course, it will provide prospective counselors with a broad range of methods for integrating world of work concepts into curriculum areas.

512. Group Processes Seminar (4)

A didactic and experiential study of theories and processes in group counseling. The dynamics and procedures involved in working with groups will be studied with members as participants and as leaders.

513. Seminar in Research Methods and Literature (4)

A survey of the principles of research design and techniques of investigation in the behavioral sciences. With a major emphasis on becoming an intelligent consumer of the literature.

Prerequisite: A recent course in Behavioral Statistics.

514. Seminar: Supervised Internship (8)

Advanced clinical experience at least two full days per week, under faculty supervision in a setting related to the professional goals of the student. In addition weekly seminars will be held to discuss related internship problems and to evaluate the field experience.

Prerequisites: Counseling 501 and Counseling 510.

521. Seminar in Pupil Personnel Services-Concepts and Organization (4)

A seminar in organizing, supervising, and administering Pupil Personnel Programs in elementary and secondary schools and junior colleges; legal and financial aspects, as well as laws affecting children and child welfare.

525. Seminar in Tests and Measurement (4)

Investigation of the nature and rationale of educational measurement, both individual and group, with emphasis on the factors that affect the precision and relevancy of test scores. Identification of limitations and justification in the measurement of human characteristics as well as instruction in the clinical process itself.

530. Advanced Supervised Internship (4)

Continued advanced clinical experience, at least one full day per week, under faculty supervision in a setting related to the professional goals of the student. In addition weekly seminars will be held on campus to discuss internship problems.

Prerequisites: Counseling 510, 514, and consent of the instructor.

540. Marriage and Family Problems and Adjustments (4)

A study of relationship counseling including conjoint family therapy and co-therapy in an investigation of family interaction and communication processes.

560. Family Interaction (4)

A seminar studying the family unit as an interactional system, conflict and conflict resolution within the system, theory and its implications for family counseling.

570. Ethnic Counseling (4)

A seminar for the in-depth study of applications of the major counseling theories with varicultured counselees, as well as an examination of the nature of personal bias, counter-transference and their function in the counseling relationship. The seminar will focus on the development of a maximally facilitative relationship with culturally different counselees.

595. Special Studies (1-4)

ECONOMICS

(Division of Social Sciences)

Gerald Egerer, Chairman

Barry Ben-Zion, Victor Garlin, Sue Hayes, Richard Jenner,
Sandra Schickele, Richard Van Gieson

The Economics Major is designed to provide a sound liberal arts background for undergraduates who are concerned with the issues and problems facing the cities, the nation, and the world. The Major also serves the needs of students who may wish to pursue graduate work leading to careers in business, government, and the professions such as law, economics, and city and regional planning. There are three areas of concentration within the major: International Economics, Political Economy, and Urban and Regional Economics.

International Economics provides the student with a grasp of how the international economy functions, how individual nations grow and develop, and a comparison of the different institutions, ideologies, and goals chosen by nations in managing their economies.

Political Economy focuses on a critique of American economic institutions from an historical and ideological viewpoint.

Urban and Regional Economics emphasizes three areas of concern. The first deals with specific urban problems, such as poverty, education, housing, land use, and transportation. The second examines the dynamic process of urban and regional growth and development, and the issues surrounding optimum growth policies. The third provides the student with practical knowledge of the planning function as it applies to cities, counties, and regional agencies, as well as insight into the political economy of local planning.

ECONOMICS MAJOR FOR THE B.A. DEGREE

General Education	40 units
Economics Courses	40-42 units
Electives	44-42 units

ECONOMICS MAJOR COURSE REQUIREMENTS

- | | |
|---|----------|
| 1. All majors are required to take the following courses..... | 16 units |
| Econ. 201—Introduction to Economics | 4 units |
| Econ. 304—Macroeconomic Theory | 4 units |
| Econ. 305—Microeconomic Theory | 4 units |
| Econ. or Management 315—Statistics..... | 4 units |
| 2. In addition majors will take two fields (9 units each) from one or more of the areas of concentration listed below | 18 units |

Area I—International Economics

Field A: International Trade and Finance

Econ. 302—Theory of International Trade	4 units
Econ. 402—Seminar in International Monetary Policy	3 units
Econ. 442—Research Seminar in International Monetary Policy	2 units

Field B: Economic Development

Econ. 303—Theory of Economic Development	4 units
Econ. 403—Seminar in Economic Development	3 units
Econ. 443—Research Seminar in Development	2 units

Field C: Comparative Economic Systems

Econ. 333—Theory of Comparative Economic Systems	4 units
Econ. 433—Seminar in Comparative Economic Systems	3 units
Econ. 446—Research Seminar in Comparative Systems	2 units

Area II—Political Economy*Field D: Radical Economics*

Econ. 325—Theory of Radical Economics	4 units
Econ. 425—Seminar in Radical Economics	3 units
Econ. 455—Research Seminar in Radical Economics	2 units

Area III—Urban and Regional Economics*Field E: Urban Economic Problems*

Econ. 320—Theory of Urban Economics	4 units
Econ. 420—Seminar in Urban Economic Problems.....	3 units
Econ. 444—Research Seminar in Urban Economics	2 units

3. Majors will also take two courses from the list of supplementary courses below

6–8 units

Area I—International Economics

Econ. 310—Capitalism and Socialism
Econ. 330—The Two Germanies: A Case Study in Economic Systems
Econ. 322—The Third World: Problems and Prospects

Area II—Political Economy

Econ. 301—Power and Freedom in the United States Economy
Econ. 314—Economic Utopias
Econ. 341—Working in America
Econ. 347—Women's Work
Econ. 348—Economic Encounters and Humanistic Values
Econ. 349—Technology and the Future

Area III—Urban and Regional Economics

Econ. 321—Urban Economic Problems
Econ. 342—Economic Growth and the Environment

4. Supporting Fields

Majors are urged to consult with their advisor if they wish to strengthen their major by using elective units to plan a supplementary field in political science, public administration, management, or other appropriate fields.

Majors who wish to strengthen their background in mathematics, but do not plan to attend major university graduate programs in economics, are urged to take Mathematics for the Social Sciences (Math. 117 & 118).

5. Graduate Work in Economics

Majors planning for graduate work in economics are advised to take the following courses:

Econ. 390—Research & Writing in Economics
Econ. 484—Seminar in Macroeconomics
Econ. 485—Seminar in Microeconomics
Math. 107—Algebra & Trigonometry
Math. 162—Calculus with Applications
Math. 212—Calculus with Applications II

ECONOMICS

NOTE: Non-majors are encouraged to enroll in all courses without prerequisites on the 200 and 300 level.

201. Introduction to Economics (4)

An examination of the basic characteristics of the American Economy and the principles that determine its performance. Emphasis is given policy issues such as unemployment, poverty, growth, and inflation. This course satisfies the general education social science elective requirement.

220. The Urban Crisis (3-4)

Alternative views of the solution to pressing urban problems such as poverty, the growing welfare problem, the tax crisis, housing, transportation, education, and urban sprawl. Satisfies the GE social science elective requirement.

301. Power and Freedom in the United States Economy (4)

A study of the impact on personal freedom of the exercise of economic power by major institutions such as the large corporation, labor unions, and government agencies. Alternative views of the relationship between economic and political power are discussed and evaluated in the context of the American experience.

302. Theory of International Trade and Finance (4)

An examination of the development of the modern theory of international trade, of the concepts and theory of the balance-of-payments, and of the available techniques for achieving equilibrium; all in relation to U.S. foreign economic policy and international economic institutions.

Prerequisites: Econ. 201 or its equivalent.

303. Theory of Economic Development (4)

Theories of economic development and underdevelopment. Examination of problems and policies for achieving growth in both poor and rich countries.

Prerequisites: Econ. 201 or its equivalent.

304. Macroeconomic Theory (4)

A study of theories that attempt to explain the causes of fluctuations in employment, income, interest rates, credit availability, and business activity.

Prerequisites: Econ. 201 or its equivalent.

305. Microeconomic Theory (4)

A study of theories that attempt to explain consumer behavior and decision-making by business firms in areas such as demand, pricing, output, and costs.

Prerequisites: Econ. 201 or its equivalent.

310. Capitalism and Socialism (4)

A study of the economic organization and ideology of countries such as the United States, Soviet Union, China, France, Sweden, Great Britain, Cuba, and Yugoslavia. Criteria will be developed by which to evaluate economic performance, and to measure organization against ideology. Recommended for non-majors.

313. Classical Studies (2-4)

An intensive study of one of the classics in economics, such as Adam Smith's *Wealth of Nations*. Satisfies the GE social science elective requirement.C

314. Economic Utopias (3-4)

An exploration of the range of economic ideas and systems proposed by thinkers as diverse as St. Simon, Fourier, Owen, Blanc, Proud'hon, Rodbertus, and Bakunin, and the relevance of these earlier ideas to today's search for an ideal society.

315. Statistics (4)

Cross-listed as Management 315. See Management Department course description.

320. Theory of Urban Economics (4)

An examination of alternative theories accounting for the growth and decline of the economies of the cities.

Prerequisites: Econ. 201 or its equivalent.

321. Urban Economic Problems (3-4)

This course is designed to familiarize the non-economics major with the unique perspective that the economist brings to the analysis and proposed solutions of basic urban problems. Topics covered will include: optimal growth, land use and environment, health, education, welfare, employment, and housing.

322. City and Regional Planning—Current Practice (3)

An overview of current planning efforts to deal with the problems of growth and urbanization.

324. City & Regional Development (4)

Examination of the factors that determine the growth and decline of cities and regions. Secondly, attention will be given to the pressing issues surrounding growth policy, and the conflicts among such goals as high employment, environmental restraints, and the overall quality of life.

Prerequisite: Econ. 201 or its equivalent.

325. Theory of Radical Economics (4)

An introduction to the dynamics of the capitalist economy as viewed from Marxian and neo-Marxian perspectives. Topics include: methodology, price and value theory, class structure and income distribution, exploitation and the labor process, capitalist development and the theory of the State, and radical critiques of neo-classical and neo-Keynesian economic analysis.

Prerequisite: Econ. 201 or its equivalent.

330. The Two Germanies: A Case Study in Economic Systems (3)

An examination and comparison of the economic structure, performance, and ideology of East and West Germany, with some reference to the making of modern (post-1870) Germany and to the roles of the BRD and the DDR in the current political and economic reorganization of Europe.

332. The Third World: Problems and Prospects (3-4)

Is there any hope for the poor nations of the world in view of population explosion, food shortages, trade deficits, rising expectation, and diminishing aid from the West? The course will utilize simulation techniques to provide students with realistic insights into the growing conflict between the poor nations and the rich. Satisfies the general education social science elective requirement.

333. Theory of Comparative Economic Systems (4)

Modern industrial capitalism, command economics, and market socialism viewed as models of economic organization. The USA, USSR, China, Cuba, and Yugoslavia will be our case studies. Post-revolutionary development of China and the USSR will be emphasized.

Prerequisite: Econ. 201 or its equivalent.

334. The Chinese Economy (3)

The relationship between Chinese Marxism and economic development on the Chinese mainland since 1949.

341. Working in America (3-4)

An examination of economic and social issues as they affect working people in the US. Unions, big business, discrimination, unemployment, and job alienation will be discussed, along with possible alternatives.

342. Economic Growth and the Environment (4)

An introduction to the effect of growth in income, output, and employment on the environment and the study of possible alternative forms of ecologically sound economic organization.

344. Advertising, Government, and the Consumer (2-4)

An examination of recent controversies over the proper role of advertising in our economy and society. Topics will include: the economics of advertising, the role of advertising in the economy, advertising effectiveness, truth in advertising, its effects on American culture, and the issues of governmental regulation.

347. Women's Work (3)

A history of women's participation in the modern American economy; a study of the kinds of jobs they have held, hold now, and will hold in the future; a look at what the discipline of economics has to say about the historic role of women and the value of their social contribution.

348. Economic Encounters and Humanistic Values (3)

This course examines the effects of participation in the economic process on people's sense of well-being. It draws on theory, literature, research, and the experience of guest lecturers. The course is designed to increase the student's awareness of the psychological impact of the modern economy.

349. Technology and the Future (3-4)

A review of futurist writings on directions in technology and their impact on the economic and social framework of our society.

390. Research & Writing in Economics (3)

A course designed to acquaint the student with the three most important elements of conducting and reporting research. These are: appropriate research methodologies, important sources of information (statistical and otherwise), and writing styles for term papers and reports.

402. Seminar in International Monetary Policy (3)

The theoretical conditions necessary for achieving internal and external equilibrium simultaneously; the policies available to the U.S. government in practice; balance-of-payments methodology; current attempts to reconstruct the international monetary order.

Prerequisites: Econ. 302, 304, and 305.

403. Seminar in Economic Development (3)

Studies of the evolving pattern of development in terms of basic institutions and growth problems.

Prerequisites: Econ. 303, 304, and 305.

420. Seminar in Urban Economics (3)

Advanced topics in urban growth problems with attention to functional areas such as education, employment, transportation, and housing.

Prerequisite: Econ. 305 and 320.

424. Seminar in Urban Public Economics (3)

Discussion of the theories and tools of analysis utilized for decision making in evaluating private and public projects that impact the urban area.

Prerequisites: Econ. 305 and 324.

425. Seminar in Radical Economics (3)

This seminar applies the analytical categories developed in Econ. 324 to a study of the contemporary American economy. Problem areas studied include: waste and irrationality in production, concentration of economic power, the multinational corporation, the economic role of government, alienation, and the evolution of capitalist ideology.

Prerequisites: Econ. 305 and 325.

433. Seminar in Comparative Economic Systems (3)

Advanced problems in economic organization: USSR, China, European Economic Community, Yugoslavia, Cuba. These countries will be examined through the framework provided by theorists ranging ideologically from Adam Smith to V. I. Lenin.

Prerequisite: Econ. 333.

442. Research Seminar in International Monetary Policy (2)

Prerequisite: Econ. 302.

Co-requisite: Econ. 402.

443. Research Seminar in Development (2)

Prerequisite: Econ. 303.

Co-requisite: Econ. 403.

444. Research Seminar in Urban Economics (2)

Prerequisite: Econ. 320.

Co-requisite: Econ. 420.

446. Research Seminar in Comparative Economic Systems (2)

Prerequisite: Econ. 333.

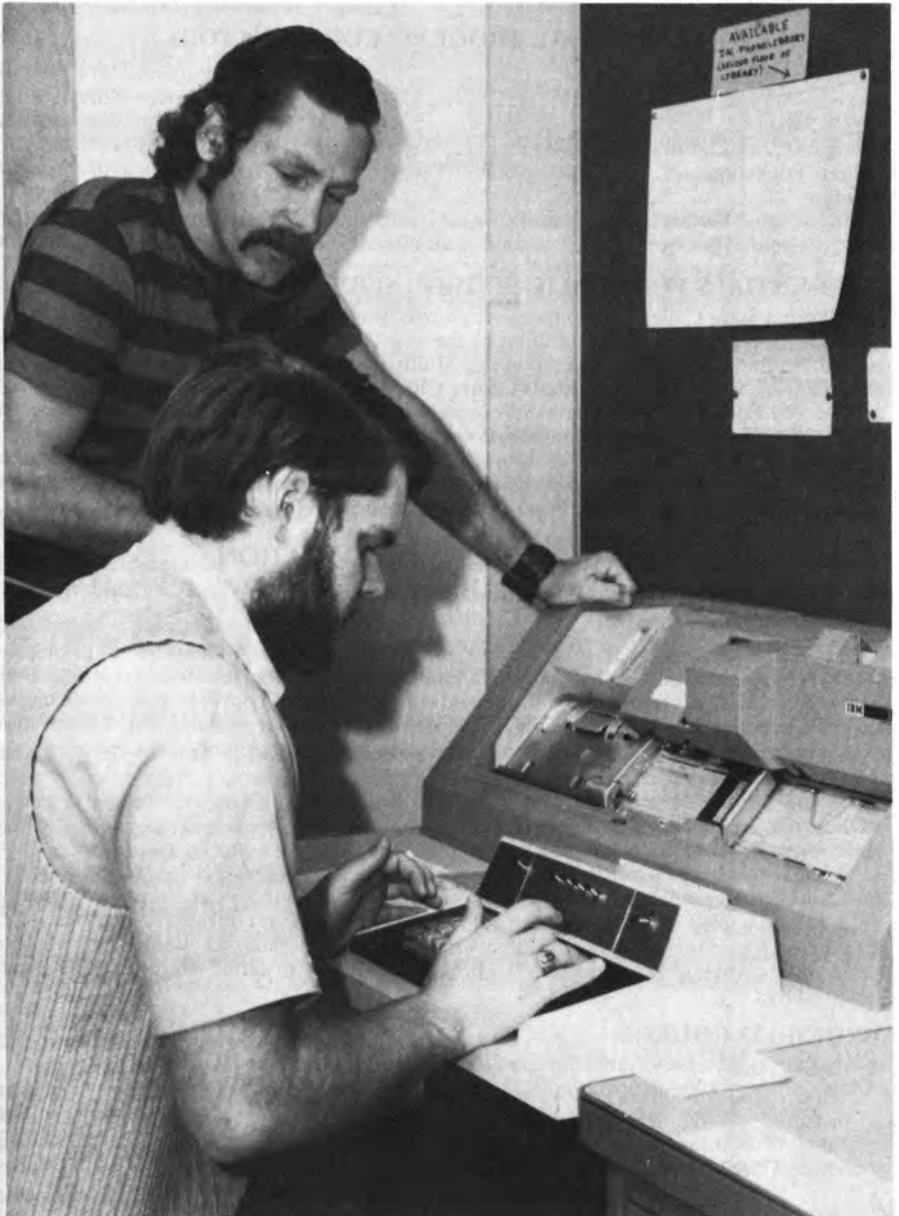
Co-requisite: Econ. 433.

454. Research Seminar in Urban Growth Policy (2)

Prerequisite: Econ. 324.

Co-requisite: Econ. 424.

455. Research Seminar in Radical Economics (2)
Prerequisite: Econ. 325.
Co-requisite: Econ. 425.
484. Seminar in Advanced Macroeconomics (4)
Prerequisites: Econ. 304 and 305.
485. Seminar in Advanced Microeconomics (4)
Prerequisites: Econ. 304 and 305.
495. Special Studies (1-4)



EDUCATION

(Division of Interdisciplinary Education)

Brian T. Shears, Chairman of Department

Russell Broadhead, Libby Byers, Thorsten Carlson, Thomas Cooke, George Elliott, Robert Fletcher, Vivian Ford, Herbert Fougner, Robert Fuchigami, Evangeline Geiger, Bernice Goldmark, Betty Halpern, Sally Hurtado, Bjorn Karlsen, John Lawrence, Duncan MacInnes, Carroll Mjelde, Deborah Priddy, Charles Rhinehart, Brian Shears, Thalia Silverman, Harold Skinner, David Thatcher, Charles Wallace, Eva Washington, Douglas Wiseman, Jean Young.

CREDENTIAL PROGRAM COORDINATORS

Early Childhood and Pre-School	Libby Byers (707) 795-2148
Multiple Subject	Thalia Silverman (707) 795-2131
Single Subject	George Elliott (707) 795-2131
Bilingual/Cross-Cultural Specialist	Andrea Neves (707) 795-2486
Special Education	Douglas Wiseman (707) 795-2647
Reading	Bjorn Karlsen (707) 795-2100
Administrative Services (anticipated)	Herbert Fougner (707) 795-2186
Pupil Personnel Services	John Palmer (707) 795-2544

CREDENTIALS FOR PUBLIC SCHOOL SERVICE

California State College, Sonoma offers courses leading to the Multiple Subjects and the Single Subject Credentials. In addition to the two basic credentials the College also offers courses leading to the following credentials: Multiple Subject (Early Childhood; Option) and the following Specialists Credentials—Early Childhood; Bilingual/Cross-Cultural; Reading; and Special Education (learning handicapped and severely handicapped only). A program leading to a pre-school instruction permit is also available. It is anticipated that an Administrative Services Credential will be approved by September, 1975. For detailed information regarding these credential programs see pages 94. For information regarding the Pupil Personnel Services Credential, Pupil Counseling please refer to page 94.

MASTER OF ARTS IN EDUCATION

Bjorn Karlsen, Coordinator
Graduate Studies

The Master of Arts program in Education offers courses of graduate study to prepare teachers for specialized teaching and curriculum and instructional leadership responsibilities in the schools. The present program provides for an area of concentration in reading or special education. It is anticipated that by September, 1975 approved areas of concentration may also include bilingual/cross-cultural education and early childhood education.

ADMISSION REQUIREMENTS

- B.A. degree from an accredited institution.
- Twenty semester units in education.
- Regular teaching credential.
- Cumulative grade point average of 2.5 or an upper division and grade point average of 2.75, and a grade point average of 3.0 for previous work in education.
- Part-time students must obtain the favorable recommendation of the department after having completed two courses in the program and prior to admission to classified graduate status.

REQUIRED COURSES

A. Core Courses	
(Educ. 516—Advanced Educational Psychology	3 units
or Educ. 517—The Psychology of the Reading Process)	3 units
Educ. 574—Information Systems and Research Methods	3 units
Educ. 575AB—Master of Arts Thesis	3 units

B. Area of Concentration**I. Reading Option**

Educ. 507—Seminar: curriculum	3 units
Educ. 560A—Diagnosis and Remediation	3 units
Educ. 560B—Diagnosis and Remediation.....	3 units
(or Educ. 561—Supervised Field Experience for Reading Specialists)	3 units

II. Other Options

Contact Education Graduate Studies Coordinator or area Coordinator for further information on developing options.

C. Supporting Courses**I. Reading Option**

Twelve units chosen with the advisor's approval from 400–500 level courses having an appropriate bearing on the student's objectives. Those students working toward the Reading Specialist Credential and M.A. degree simultaneously must take 33 prescribed units, none of them being electives.

II. Special Education Option

This option is presently being modified to include partial degree fulfillment with the completion of the Specialist Credential in Special Education. Questions regarding this modification should be directed to the Coordinator of Special Education.

III. Anticipated Options, Bilingual/Cross-Cultural Education and Early Childhood Education

Contact Education Graduate Studies Coordinator or area Coordinator for further information on developing options.

291. Seminar for Tutors (2–3)

Open to students who are tutoring on campus or in the community, or who are interested in tutoring. Focus on problems of inter-personal relationships, social contexts of tutors, learning styles, techniques of teaching, and individual problems encountered in tutoring.

295. Community Involvement Project (1–4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

301. Introduction to the Public School (1)

Must be taken concurrently with Education 302. Open to juniors who have been given provisional admission to Ryan Act Multiple Subject Credential Program. Weekly seminar related to field experience.

Prerequisite: Approval of Education Department.

302. Field Experience in the Public School (2)

See Education 301. Opportunities and challenges in public school service explored by serving as an aide one morning per week in a classroom. Focus on the teaching-learning process and current problems. Open only to juniors admitted to Multiple Subject Credential Program. Enrollees required to get T.B. clearance.

Prerequisite: Approval of Education Department.

350. Introduction to Teaching (2)

Introduction to the responsibilities of a public school teacher. Includes learning theory, social and cultural diversity, class management, evaluation. Observation required.

Prerequisite: Education 301–302 and admission to the Multiple Subjects Credential program.

395. Community Involvement Project (1–4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

400. Curriculum of the Elementary School (Social Sciences) (2)

An examination of principles, methods, and materials of instruction in the elementary schools Social Studies Curriculum, including Audio-Visual.

Prerequisite: Admission to Multiple Subjects Credential.

401. Conservation Education in the Public Schools (3)

A course for pre and inservice teachers. Includes a definition of terms, a history of conservation, current problems and utilizes a practical interdisciplinary approach to conservation education. The course requires implementation or participation in some project or program in the school community, e.g., Sonoma County Outdoor Education Program; The Federal National Environmental Study Areas Program; Salt Point State Park Educational Project.

402. Curriculum of the Elementary School (Mathematics) (2)

Principles, methods and materials of instruction in mathematics in the elementary school, including Audio-Visual.

Prerequisite: Admission to Multiple Subjects Credential and Math. 300.

403. Curriculum of the Elementary School (Science) (2)

Principles, methods and materials of instruction in science in the elementary school, including: (a) conservation of natural resources, (b) preservation of the environment, (c) current programs in science education. Includes audio visual.

Prerequisite: Admission to Multiple Subject Credential.

405A-B. Student Teaching Multiple Subjects Credential (6-12)

Full-time teaching experience in an elementary school under the guidance of a cooperating teacher.

Prerequisite: Admission to Multiple Subjects Credential Program and approval of Education Department.

406. The Teaching of Reading in the Secondary School (3)

An overview of methods, techniques, and materials for teaching reading at the secondary level. Emphasis will be on developing effective readers in the content areas and in meeting the reading needs of all students. Field practicum required.

Prerequisite: Approval of Education Department or admission to the Single Subjects Credential Program.

407AB. Curriculum of the Elementary School (Reading) (3)

Principles, methods, and materials of instruction in the teaching of reading in the elementary school, including Audio-Visual. Field experience to include observation and participation in teaching reading in the elementary school.

Prerequisite: Admission to Multiple Subjects Program and approval of Education Department.

408. Curriculum of the Elementary School (Language Arts) (2)

Principles, methods, and materials of instruction in the teaching in the elementary school of writing, spelling, speaking and listening, including Audio-Visual.

Prerequisite: Admission to Multiple Subjects Teacher Education Program and approval of Education Department.

410. Social Foundations (3)

Brief survey of history and philosophy of education as background for contemporary educational problems. Influence of social structure on schools, school systems; American cultural values and their influence on education.

415. Social and Psychological Foundations for Diversity in Education (2-3)

Devise classroom techniques and materials that provide for diversity in pupil abilities and that also provide for ethnic and socio-economic factors.

417. Seminar in Psychological Foundations of Education (4)

The teaching-learning process studied from both the teachers' and learners' points of view. Includes principles of growth and development, learning theory and evaluation of learning applicable to the classroom situation.

Prerequisite: Admission to Teacher Education Program. Approval of Education Department.

420. Child Development (3-4)

The child at home, at school and in the community; social attitudes toward children. The birth process, pre and post natal care and nutrition. Learning and personality theories. Issues related to language development, sex roles, and cultural differences.

Prerequisite: Consent of Instructor.

422A-I. Secondary School Curriculum and Instruction (2)

Meets 4 hours.

Scope, sequence and methods of instruction in the several fields of the secondary school curriculum. Planning instruction and evaluating learning. Examination of underlying assumptions regarding instructional goals in the several fields, and evaluation of conflicting theories.

422A. Art

422B. English

422C. Foreign Language

422D. Life Sciences

422E. Mathematics

422F. Music

422G. Physical Education

422H. Physical Science

422I. Social Science

423. Introduction to the School and Community (2)

A pragmatic exploration of the larger community, the school, the various learning settings, the learner, and the role of the teacher. Special emphasis placed on a study of the ethnic composition of the community; divergent values of the community and their implications for the learner and the school. Course content designed to enhance the college student's effectiveness as an instructional aide and a prospective student teacher. Must be taken concurrently with Educ. 424.

Prerequisite: Limited to candidates admitted to the Single Subjects Credential program.

424. School and Community Field Experience (2)

An initial observation/participation field experience designed to provide the teacher candidate with preliminary acquaintance with and conceptions of pedagogical skills, knowledge and insights through classroom, school-wide, and community activities. An opportunity in a field setting to explore theoretical concepts dealt with in the School and Community course. Must be taken concurrently with Educ. 423. May be repeated for credit.

Prerequisite: Admission to the Single Subject Credential program.

425A-K. Secondary Student Teaching (4-12)

An all-day student teaching experience requiring the candidate's presence in the school the entire normal operating hours of the school.

425A. Art

425B. English

425C. Foreign Language

425D. Life Science

425E. Mathematics

425F. Music

425G. Physical Education

425H. Physical Science

425I. Social Science

Prerequisites: Admission to the Single Subject Credential program; successful completion of Phase I and II of the program; successful completion of the college approved undergraduate subject matter and/or major degree requirements, or successful completion of the State subject matter examination.

427. Seminar: The Teacher and the Learner (3)

Recapitulation and exploration on a group basis of experiences in student teaching relating to both the learner and the teacher. Includes analysis of the principles of motivation, adolescent psychology, learning disorders and teacher effectiveness.

Prerequisite: Admission to the Single Subject Credential program; successful completion of Phase I and II of the program; successful completion of the college approved undergraduate subject matter and/or major degree requirements, or successful completion of the State subject matter examination.

430. Exceptional Children (3)

Survey of programs and services involving the education and habilitation of exceptional children.

431AB. Practicum in Child Study (3)

An intensive study of the growth and learning of children through observation and participation in selected situations. May be taken twice for credit.

Prerequisite: Consent of instructor.

432. Nursery School Curriculum (3)

Patterns of curriculum models. Curriculum goals. Development of a pre-school classroom based on first-hand related sensory experiences.

Prerequisite: Consent of instructor.

433A. Student Teaching in Pre-School Programs (1-5)

Observation, student teaching and scheduled seminars. Emphasis on planning activities for 2-5 year old children and evaluation of growth and learning in the young child.

Prerequisite: Consent of instructor.

433B. Student Teaching in Pre-School (1-5)

Meets requirements of first semester early childhood education specialization.

Prerequisite: Admission to early childhood specialization program. (Credential.)

434. Supervision of Pre-School Educational Programs (3)

Principles and methods of supervision and administration with a focus on the goals of a program in the light of current child development theories. Examination of procedures for establishing schools and meeting statutory requirements.

Prerequisite: Consent of instructor.

435. Inter-Group Relations and the Pre-Schooler. (3)

Educating teachers of young children on specific goals and objectives toward inter-group relations.

Prerequisite: Consent of instructor.

437A-B. Integrated Curriculum in Early Childhood Education (3)

A multi-disciplined approach to the task of "learning to learn." Focus is on trends in curriculum and innovative school patterns for the education of the young child, infancy-8 years.

Prerequisite: Admission to Multiple Subjects Credential, Early Childhood Option, Early Childhood Specialist Credential, M.A.

438. Developmental Approach to Reading (3)

A study of various systems of teaching reading to young children, infancy-8 years. Course will include analysis of the systems; evaluation of reading and language materials; use of phonics; identification of reading disorders.

Prerequisite: Admission to Early Childhood Specialist program.

439. Teaching Educationally Disadvantaged Children (3)

Current theories concerning the society of the "culturally disadvantaged"; family structures, values, child-rearing practices, cognitive styles, emotional problems and language patterns; new programs and new possibilities for teaching.

441. Field Experiences with Exceptional Children (3)

Variety of field observations and field experiences with exceptional children. Minimum of 6 hours field study per week plus seminar.

Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430.

442. Mental Retardation (2-3)

Intensive study of problems and issues related to mental retardation.

Prerequisite: Admission to Special Education Program.

443. Instruction Strategies in Special Education (2-3)

Intensive study of the instructional process.

Prerequisite: Admission to Special Education Program.

444. Language Disorders and Development (1-3)

Study of the causes and remediation of speech and language disorders. Some field work with small groups and individuals required.

Prerequisite: Admission to Special Education Program.

445. Counseling and Rehabilitation of the Handicapped (2-3)

Study of counseling techniques for coping with the problems of exceptionality as it affects children, siblings and parents. Some field work required. Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430 and admission to Special Education program.

446AB. Education of the Severely Handicapped (2-3)

Study of education and rehabilitation problems of severely retarded children. Observations and participation assignments required.

Prerequisite: Educ. 442 and admission to Special Education program.

447. Educational Assessment of Exceptional Children (3)

Educational assessment and interpretation of diagnostic instruments used with exceptional children. Some field experience required.

Prerequisite: Educ. 430.

448. Learning Disabilities (2-3)

Introduction to various theories, issues, and problems related to learning disabilities in children.

Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430.

449AB. Educationally Handicapped (2-3)

Study of programs and problems of the educationally handicapped in California. Some field work required.

Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430.

450. The Gifted Child (3)

Intensive study of gifted children.

Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430.

451. Recreation for the Handicapped (3)

Principles, techniques and organization of recreation programs for the handicapped. Some field work required.

Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430.

452. Student Teaching with Exceptional Children (1-8)

Student teaching with at least two groups of exceptional children.

Prerequisite: Consent of Special Education Coordinator.

453. Seminar in Student Teaching (1-2)

Discussion of progress and problems for student teachers in special education. (Concurrent with Education 452.)

454. Education of the Emotionally Disturbed (1-3)

Theoretical discussions and practical applications of techniques used in the education of the emotionally disturbed.

Prerequisite: Educ. 430 or concurrent enrollment in Educ. 430.

456. Precision Teaching (3)

Behavior modification principles and application. Field work required.

457AB. Exceptional Infant (2-3)

A course focusing on the development of the developmentally disabled infant and methods of early stimulation. The course is both theoretical, involving review of current ideas and research, and practical, involving work with babies and infants.

461. Field Practicum (4)

Application of theory, concepts, and techniques of bi-lingual-cross-cultural education in selected field settings.

Prerequisite: Consent of the program coordinator.

486. Creative Utilization of Educational Media (2)

Exploration of ways to utilize and create media for the teaching-learning environment. Laboratory practice in the planning and production of audio-visual materials. Basic graphic techniques for preparation of transparencies, mounted materials and other projected and non-projected media. Limited instruction in photography and videotape.

488AB. Curriculum and Materials Modification in Special Education (2-3)

Analysis of curriculum and materials modifications. Emphasis is on the educable level retarded.

Prerequisite: Educ. 442.

491. Seminar for Tutors (2-3)

Open to students who are tutoring on campus or in the community, or who are interested in tutoring. Focus on problems of inter-personal relationships, social contexts of tutors and their students, learning styles, techniques of teaching, and individual problems encountered in tutoring.

493. An Interdisciplinary Approach to the Learning Environment (4)

An interdisciplinary analysis of the American school system in terms of the variant values of the controlling, client and personnel groups involved in it, and the sources of their values (including their perception of themselves, their own needs, and of others involved in institutional interactions with them). The course will combine field work and seminar sessions.

495. Special Studies (1-4)

500. Problems of First-Year Teachers (2)

Focused on the concerns and problems of first year teachers to help them develop additional strengths during their early weeks in the classroom.

501. Seminar for Supervising Teachers of Student Teachers (2)

Problems arising from work with student teachers. Coordination of college and classroom supervision of student teachers in the public schools. Open to teachers supervising student teachers or to those having prior approval of instructor. May be taken twice for credit.

502AB. Advanced Seminar: Curriculum in Mathematics (3)

A study of programs, trends and issues as reflected in the new mathematics framework for grades K-12. Mathematics for all learners, the metric system, reading a mathematical skills need, performance standards, program development and evaluation are some of the areas to be studied.

505. Advanced Student Teaching (3-6)

Student Teaching experience in early childhood education, fulfilling the field requirement for the Early Childhood Specialist Credential.

Prerequisite: Permission of the Coordinator of Early Childhood Education.

507. Advanced Seminar: Curriculum and Research in Reading (3)

Readings in the research literature on methods, materials, principles of learning and psychological factors in the teaching of reading. Study of trends and controversial issues in reading instruction.

Prerequisite: Educ. 407 or equivalent. Approval of Education Department.

508. Advanced Seminar: Curriculum and Research in Language Arts (3)

Readings in the research literature on methods, materials, principles of learning and psychological factors in the teaching of language arts.

Prerequisite: Educ. 408 or equivalent. Approval of Education Department.

509. Organization, Administration and Supervision of Reading Instruction (3)

Principles and procedures in administration and supervision of instruction in reading, including surveys of current practices.

Prerequisite: Approval of Education Department.

510. Seminar: Educational Sociology (3)

An inquiry into alternative concepts in Sociology, their relation to education, and their consequences for teaching; the role of the school as an institution in a society of changing values; the social structure of the schools.

Prerequisite: Approval of Education Department.

511. Seminar: Comparative Education (3)

A study of school systems of other countries, including consideration of educational objectives, organization, administration and curriculum.

Prerequisite: Approval of Education Department.

512. Seminar: History of Education (3)

A study of major developments in the history of education in Europe and America.

Prerequisite: Approval of Education Department.

513. Seminar: Philosophy of Education (3)

An inquiry into alternative philosophies of education; their philosophic assumptions, values, ends, methods, problems, and consequences for classroom teaching; how should a philosophy of education be built?

Prerequisite: Approval of Education Department.

514. Selection and Evaluation of Reading Materials (3)

Evaluation of commercially published and teacher prepared instructional materials and devices for use in reading instruction.

Prerequisite: Approval of Education Department.

515. Seminar: Children's Literature (3)

A study of recent materials in children's literature, authors of children's books and ways of using children's literature in the classroom.

516. Seminar in Advanced Psychology of Education (3)

Study of psychological theories and research relevant to teaching and learning in the public school classroom.

Prerequisite: Approval of Education Department.

517. Psychology of the Reading Process (3)

Research and theories of the psychological, developmental, sensory, neurological, and educational aspects of the reading process.

535. Curriculum Development in Secondary Schools (3)

Principles of course construction; critical comparison of various types of course construction. Includes some individual research of new developments in instructional methods in specific subjects in junior and senior high schools.

538. Supervision, Management and Evaluation of Programs for Young Children (3)

An overview of schools for young children, infancy-8, public, private, compensatory, licensing and certification requirements; school administrative management; personnel and program development.

Prerequisite: Open only to Early Childhood Education and M.A. students.

550. Issues in Human and Cultural Diversity (3)

Human Diversity: The learner with special needs, emphasizing assumptions underlying special programs, discriminatory labelling processes, efficacy of segregated classes, normalization, developmental view of human performance as it relates to modal patterns of development and deviations thereof, and learning/reading disabilities. Cultural Diversity: knowledge of and attitudes towards Black, Chicano, Native American, and Asian-American cultures emphasizing value systems, the community, classroom environments, and curricula.

Prerequisite: Consent of the instructor.

551. Curriculum in the Contemporary School (3)

Students in this course will identify curricular problems in the schools, critique proposals and programs for meeting these problems, analyze trends in curriculum, report in-depth studies of curriculum and methods in each discipline, and evaluate alternative plans for classroom and school-wide organization for instructional improvement.

Prerequisite: Consent of the instructor.

552. School Personnel Management (4)

Knowledge of the principles underlying personnel practices and procedures, and skill in applying those principles in the work situation. Criteria and standards for the selection, evaluation, retention and promotion of employees; effective recruitment practices. Knowledge of laws and regulations for school personnel.

Prerequisite: Consent of the instructor.

553. School-Community Relations (3)

The relationship of the school and the community. Role of community agencies, as they relate to the schools. Dissemination of information, teacher involvement in community life, the use of volunteers within the school curriculum, and working with ethnic minority groups

in the community. Includes one unit field experience assignment.

554. School Law (3)

Introduction to the legal structure of public and private education in the United States. Consideration will be given to school finance, relation of teacher and civil liberties, curriculum control and school integration. The legal implications of grading, tracking, special education, school education and pupil records will also be discussed.

Prerequisite: Consent of instructor.

555. Research and Evaluation (4)

Identify sources of research in education; interpret research findings in layman's language; master techniques of initiating, implementing, evaluating and interpreting research programs; design and evaluation of school-wide testing programs. Include one unit field experience assignment.

Prerequisite: Consent of the instructor.

557. Student Personnel Services (3)

Objectives and organization of school guidance programs; methods of interviewing and counseling; personal, academic and vocational counseling; group guidance activities; counseling with parents; interpretation of test results; referral resources; guidance records; other student personnel services; student government, student activities.

Prerequisite: Consent of the instructor.

558. Advanced Seminar in Curriculum Development (3)

Analysis of determinants of curriculum—the individual, contemporary society, the structure of the various disciplines—as their impact is modified through application of learning theory and through philosophical commitment; development of a unit of study based on synthesis of these operational principles; evaluation of the dynamics of all curriculum determinants.

Prerequisite: Consent of the instructor.

559. School Organization and Administration (4)

School district organization; current issues, trends, and practices in school administration. Synthesis of the strands constituting the educational program. Relationship of the total school experience and contemporary life outside the school. Includes a one unit field experience assignment.

Prerequisite: Consent of the instructor.

560A. Diagnosis and Remediation of Reading Difficulties (3)

Principles of remedial instruction. Use of informal inventories and standardized tests for diagnosis. Materials and methods for prescriptive teaching. Includes field experience tutoring of one or more children in reading.

Prerequisite: Consent of the instructor.

560B. Practicum in Diagnosis and Remedial Instruction in Reading (3)

Practice in individual and group diagnosis, in prescription of corrective instructional procedures, and in remedial teaching.

Prerequisite: Consent of instructor.

561. Supervised Field Experience (3)

Practicum in formal and informal individual and group diagnosis, in individual and group prescriptive instruction, and in selection of remedial materials. Practice also in helping teachers with their reading programs, including giving demonstration lessons.

Prerequisite: Consent of the instructor.

562. Advanced Problems in Special Education (3)

Recent trends, issues, and problems in special education will be identified and discussed. Students will be expected to collect data to support and refute positions and statements.

Prerequisite: Approval of Education Department.

563. Administration and Supervision in Special Education (3)

Organization and operation of various special education programs will be studied. Recent federal and state legislation in special education will be reviewed. Procedures for writing proposals and grants will be studied and students will be expected to submit an acceptable project proposal as part of the course requirement.

Prerequisite: Approval of Education Department.

564. Seminar: Research in Special Education (3)

Researchable problems in special education will be identified and discussed. Students will be expected to review the research literature and submit an acceptable research proposal.

Prerequisite: Approval of Education Department.

565AB. Seminar: Advanced Field Problems (1) (1)

A one-unit course for all students pursuing an M.A. in Special Education. The seminar focuses on involvement in current problems, particularly at the local level, and provides for an exchange of ideas for M.A. students. Particular emphasis is placed on the assessment of community programs. Students also assist in organizing a conference on some aspect of special education.

568. Evaluation in Education (3)

An analysis of the role of evaluation in the educational process. Emphasis will be upon evaluation techniques used by teachers and will include appraisal of standardized tests and an interpretation of the data they provide.

569. Resource Teachers in Special Education (2-3)

A basic need has arisen in the Public Schools due to the current trend to mainstream special education children. This course is designed to prepare special and regular teachers in techniques and methods for helping special students in the regular class.

574. Information Systems and Research Methods (3)

Information systems and principles of research; methods of organization and presentation of research data; selection, design and reporting of original investigations.

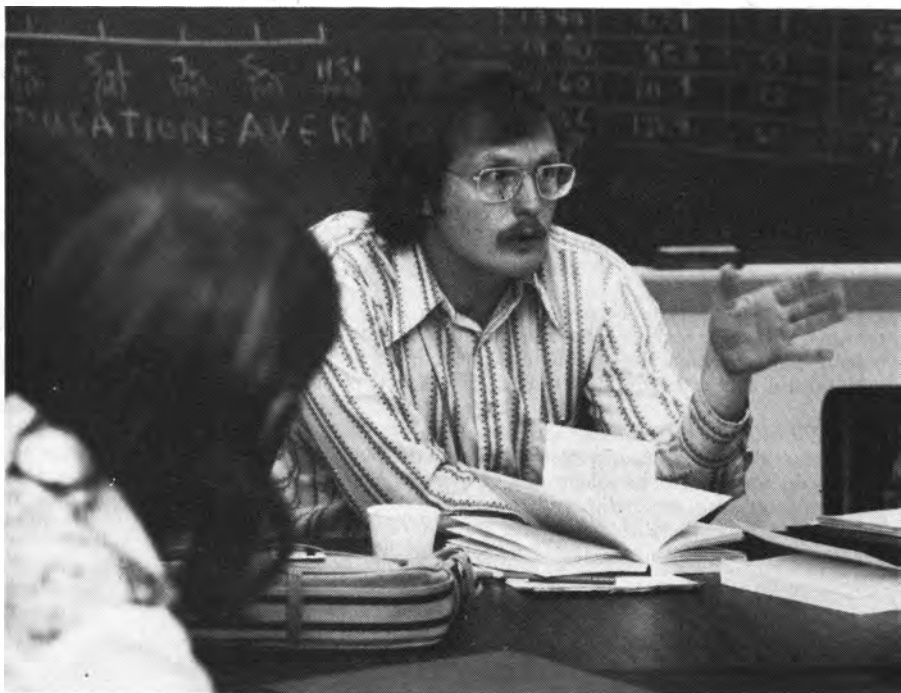
Prerequisite: Approval of Education Department.

575AB. Master of Arts Thesis (1-3)

Credit-no credit grades only.

Prerequisite: Approval of Education Department.

595. Special Studies (1-4)



ENGLISH

(Division of Humanities)

John S. Bullen, Chairman of Department

Martin Blaze, David Bromige, Robert Clayton, Robert Coleman, Nirmal Singh Dhesi, Sally Ewen, Gerald Haslam, Richard Hendrickson, Judith Hess, James Kormier, Hector Lee (Emeritus), William Lee, Dorothy Overly, Don Patterson, Mary Rich, Alan Sandy, Eugene Soules, Marjorie Downing Wagner, Janice Wilson, Caroline Zainer.

The major in English is designed both as a liberal education and as a sound undergraduate foundation for work toward the Ph.D. in English. It can also serve as an academic major for the standard teaching credential.

The English Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in English, refer to page 38.

ENGLISH MAJOR FOR THE B.A. DEGREE

General Education	40 units
Foreign Language: Not required. Recommended, especially for those planning to enter graduate school	0-14 units
Major.....	36 units
Electives.....	34-48 units
Total	124 units

ENGLISH MAJOR COURSE REQUIREMENTS

<i>Survey Courses</i>	6 units
To be selected from English 230, 231, 250, 251, 260, 261	
<i>Study of Language</i> (English 300)	3 units
<i>Junior Seminar</i> (English 301)	3 units
<i>Upper Division Course in Writing</i>	3 units
To be selected from English 310, 325, 326, 327, 328, 375, 413, 414, 415, 416	
<i>Shakespeare</i> (English 450 or 451)	3 units
<i>Electives</i>	18 units

The student may elect any combination of English courses, or may build concentrations in literature (English, American, or comparative), linguistics, creative writing, media, and so forth. With consent of advisor, the student may include in the elective group 3 units of CIP and up to 9 units taken in another department.

MASTER OF ARTS DEGREE IN ENGLISH

Objectives

The Master of Arts in English at California State College, Sonoma serves either as a terminal degree for teachers or as a preparatory degree for the Ph.D. It embodies the double objectives of increasing the candidate's knowledge of literature and of preparing him to deal with critical, linguistic, and interdisciplinary aspects of literature.

Program

The candidate has a maximum of freedom in the pursuit of his interests. After completing an introductory course, he selects one of three categories—Language and Criticism, Comparative Literature, or English and American Literature—as his area of specialization. He then develops his thesis through nine units of additional support courses and supervised reading. After submitting his thesis, he takes an oral examination.

Admission Requirements

To be admitted to the program, the candidate must:

- A. Have a bachelor's degree with an undergraduate major in English from an accredited institution;
- B. Have maintained a 3.0 (B) grade point average in his major and an overall grade point average of 2.75;
- C. Have a reading knowledge of a foreign language;
- D. Have earned a grade of B or better in a comprehensive examination administered by the English Department or have scored above the sixty-fifth percentile in the Graduate Record Examination in Literature;
- E. Have been assigned to and accepted by an advisor.

Degree Requirements (Also see general College Requirements)

To complete the program, the candidate must:

- A. Maintain a grade point average of 3.0 or better;
- B. Complete thirty units of approved graduate study, in conformity with the options described above;
- C. Complete a thesis acceptable to the candidate's committee;
- D. Pass an oral examination on his special field of study to be administered by a designated committee of the department.

Course Pattern

English 500	Research and Critical Writing	3 units
English 599	Master's Thesis and accompanying directed reading.....	6 units
	Specialized studies and support courses	21 units
		<hr/> 30 units

ENGLISH

(Course titles followed by I are offered in the fall semester; those followed by II in the spring.)

101AB. Basic Composition (3-3) Yr

Study and practice in the expression of facts and ideas; principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability.

211. Explorations in Language and Literature (1-3) I and II

An experimental course that will include subjects not normally offered in the regular curriculum. See class schedule for current topics.

230. Survey of World Literature. (3) I

Survey of World Literature from the beginning to about 1700. Touches some major works from Greek, Roman, Middle Eastern, Indian, Chinese, Japanese and European literatures.

231. Survey of World Literature. (3) II

Survey of World Literature from about 1700 to the present. Touches the literature of Europe, Africa, Russia, Asia, the Middle East, and South America.

250. Survey of English Literature. (3) I and II

Survey of English Literature to 1789. Includes such major authors as Chaucer, Shakespeare, Donne, Milton, Pope, Swift. Old and Middle English, courtly love, the Renaissance, satire.

251. Survey of English Literature. (3) I and II

English Literature since 1789. From Blake to the present. Includes such major authors as Wordsworth and the other great Romantics, Tennyson, Browning, Hopkins, Yeats, Eliot. The Pre-Raphaelites, the science-religion controversy, the Decadents, the anti-Victorians, surrealism.

260. Survey of American Literature. (3) I and II

Survey of American Literature to 1855. Covers major writers from the 17th through first half of 19th centuries. Smith and Bradstreet through Hawthorne and Melville; Puritanism, Deism, Transcendentalism, the Romance.

261. Survey of American Literature. (3) I and II

Begins with Whitman and covers most major writers of the late 19th century and of the 20th century to date. Twain, Dreiser, Hemingway, Faulkner, Wright; Local Color, Realism, Naturalism.

295. Community Involvement Project (1-4) I and II

C.I.P. involves students in basic community problems, performing such tasks as tutoring, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

300. The Study of Language (3) I and II

Introduction to the nature of language, examining philosophical approaches as well as the insights of modern linguistic science.

301. Junior Seminar (3) I and II

The art of critical writing in each genre, and the application of traditional and modern criticism to the study of literature. All English majors must take this course in their junior year.

305. Children's Literature (3)

A study of children's books, with emphasis on both traditional and modern materials. Consideration of children's reading interests and criteria for selection of books.

306. Youth and Literature (3)

A study of books, both traditional and modern, that are of interest to adolescent and young adult readers.

310. Writing for the Media (3)

Emphasis on writing for newspapers, periodicals, and house organs. Analysis of contemporary media and their use and influence. Consent of instructor required.

311. Explorations in Literature (3) I and II

An experimental course in literary explorations that will include subjects not normally offered in the regular curriculum. See class schedule for current titles. May be repeated for credit.

312. Poetry (3)

Form and functions.

313. Classical Studies (3)

In-depth study of individual works and writers. Consult the class schedule for current listing.

314. The Novel (3)

Themes, ideas, and techniques in the novel.

315. Drama (3)

Themes, ideas, and techniques in the drama.

316. The Short Story (3)

The short story as a distinctive literary form. Critical analysis of representative modern stories.

317. Biography (3)

Development of biography and biographical forms from Plutarch through Malcolm X.

325-326-327-328. Creative Writing (3-3-3-3)

Seminars involving criticism and discussion of students' works. Enrollment is limited to 15 and requires the consent of the instructor. The following prerequisites (or their equivalents) are advised:

325. Fiction Writing

Prerequisite: English 314 or 316.

326. Poetry Writing

Prerequisite: English 312.

*** 327. Playwriting**

Prerequisite: English 315.

328. Personal Essay

375. Advanced Composition (3) I and II

Purposeful writing for individual needs of students beyond the first year. Emphasis on effective organization, sentence structure, diction, and clarity of expression.

392. Introduction to Library Research (1-3) I and II

Introduction to general reference materials. Practice in using bibliographies, periodical indexes, microforms, government documents and library materials in specific subject areas. Designed to assist future research. Open to all students.

395. Community Involvement Project (1-4) I and II

C.I.P. involves students in basic community problems, performing such tasks as tutoring, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

396. Communication in Mass Media (1-4)

Provides opportunity for supervised field experience and internships with newspapers, periodicals, radio and television stations, etc. May be repeated for a maximum of six units.

Prerequisite: English 310 or equivalent and consent of instructor.

403. Structure of English (3)

Examination of syntactic structure, including phonological and morphological considerations of traditional, structural and transformational models of English Grammar.

Prerequisite: English 300 or consent of instructor.

404. The History of English (3)

The history of the English language from the Anglo-Saxon period to the present.

Prerequisite: English 300 or consent of instructor.

405. Social Functions of Language (3)

The nature and social significance of variations in current English: regional and social dialects, usage, functional varieties, registers, slang, and the like.

Prerequisite: English 300 or consent of instructor.

406. Linguistics and Language Learning (3)

The process of language acquisition and the relation of language to mental processes; implications for language instruction, with emphasis on such problems as reading and writing deficiencies, bilingualism, non-standard dialects, and language learning handicaps.

Prerequisite: English 300 or consent of instructor.

408. Special Studies in Language (3)

Detailed study of major areas of linguistics science. Such a subject as History of the English language, Semantics, or Traditional Grammar will be examined. Consult class schedule for current offering. May be taken twice for credit.

Prerequisite: English 300 or consent of instructor.

410. Studies in Communication (3)

Analysis of the use, implications, and characteristics of contemporary media. Consult class schedule for current offering. May be repeated for credit.

412. Studies in Modern Literature (3)

A consideration of various genres and national literatures written in modern times. Consult class schedule for current topic. May be repeated for credit.

413-414-415-416. Advanced Creative Writing (3-3-3-3)

Seminars involving criticism and discussion of students' works. Enrollment is limited to 15 and requires the consent of the instructor. May be taken twice for credit. The following prerequisites (or their equivalents) are required:

413. Advanced Fiction Writing

Prerequisite: English 325.

414. Advanced Poetry Writing

Prerequisite: English 326.

*** 415. Advanced Playwriting**

Prerequisite: English 327.

416. Advanced Writing: Personal Essay

Prerequisite: English 328 or English 375.

419. The Political Novel (3)

Offered jointly with the Department of Political Sciences. An analysis of selected American and European political novels from the nineteenth and twentieth centuries.

420. Development of English Drama (3)

A study of representative plays of literary value chosen from medieval, renaissance, and neoclassical drama.

421A-421B-421C. Development of Modern Drama (3-3-3)

Study of representative plays of the modern period. Primary emphasis will be given to continental drama and its international influence.

(A) Ibsen to Shaw, 1848-1914

(B) Brecht to Beckett, 1914-1949

(C) Durrenmatt to Albee, 1949-present.

422. Development of Modern British Poetry (3)

Themes, modes, and techniques of 20th century poetry of England and America.

423. Development of Modern American Poetry (3)

Themes, modes, and techniques of twentieth century poetry of America.

*** 424. Development of the English Novel. (3)**

The 18th-century English novel.

*** 425. Development of the English Novel. (3)**

The 19th-century English novel. 424 is not a prerequisite for 425.

430. Modes of Literature (3)

A single literary mode (Tragedy, Comedy, Satire, etc.) will be selected for study in depth. Consult class schedule for current offering. Course may be repeated for credit.

431. Classical Asian Literature (3)

A study of the literary classics of China, India, Japan or the Middle East in English translation. May be repeated for credit.

432. Modern Asian Literature (3)

A study of the literatures of China, Japan, or India-Pakistan in English translation or written primarily in English. Period covered: about 1910 to the 1960's. Not open to freshmen. May be repeated for credit.

434. Biblical Literature (3)

The historical backgrounds and literary influence of major Old Testament books.

435. Studies in World Literature (3)

Studies of literature in translation. Consult class schedule for current offering. May be repeated for credit.

445. Canterbury Tales (3) I

Critical reading of Chaucer's *Canterbury Tales* with individual studies in cultural and biographical background.

446. Chaucer (3) II

Critical reading of the works of Chaucer and his contemporaries, not including *Canterbury Tales*. 445 is not a prerequisite for 446.

450-451. Shakespeare (3) I and II

Various comedy, tragedy, and history plays in each course. 450 is not prerequisite for 451. Either course fulfills Shakespeare requirement for majors.

453. Studies in Early American Literature (3)

Close study of topics unique to American Literature before 1850. Consult class schedule for current offering. Course may be repeated for credit.

455. American Transcendentalists (3)

A study of the writings of the Transcendentalists.

456. Hawthorne and Melville (3)

A study in depth of the major short stories and novels.

457-458-459. The Twentieth Century American Novel (3)

Covers (1) Early 20th century novels; (2) Novels between World Wars I and II; (3) Novels since World War II.

460. Western American Literature (3)

A regional approach to the literature of the trans-Mississippi West. Readings selected from nineteenth and twentieth century writers.

461. American Folklore (3)

Types and forms of folklore in America, with emphasis on California historical, literary, and traditional materials. Teachers may relate folklore to teaching units. Students will be encouraged to follow special interests, such as the ballad, tale, folk speech, customs, or local history.

462. American Drama (3)

Survey of the development of drama in America, from the Colonial period to the present.

463. Middle English Literature (3) II

Critical readings in the literature of England from 1200-1500 with emphasis on the non-Chaucerian tradition.

465. Literature of the Renaissance (3) I

Non-Dramatic English literature (1485-1600).

467. English Literature of the 17th Century (3) I

Nondramatic poetry and prose from Donne to Dryden, including Milton.

469. Restoration and 18th Century Literature (3) II

English literature (1660-1800).

475. English Literature of the Romantic Period (3) II

Significant writers of the early nineteenth century including Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Lamb.

476. English Literature of the Victorian Period (3) I

478. English Literature of the 20th Century (3) II

480. Studies in English Literature (3)

Close study of topics unique to English literature. Consult class schedule for current offering. Course may be repeated for credit.

485. Individual Author (3) I and II

Each semester one or more authors will be selected for study in depth. Consult class schedule for the author to be studied. Course may be repeated for credit.

486. Studies in Later American Literature (3)

Close study of topics unique to American Literature since 1850. Consult class schedule for current offering. Course may be repeated for credit.

490. Literary Criticism (3) I

The historic and present responses to the problems of evaluation of literature.

493A. Approaches to High School English (2)

Seminar relating to teaching English in the secondary schools. Required of English majors who have been admitted to the Secondary Credential Program. Open to prospective credential candidates. To be taken concurrently with 493B.

493B. High School Practicum (2)

Field experience, including visits to local junior and senior high schools and work as teacher assistant in secondary school of student's choice. To be taken concurrently with 493A.

495. Special Studies (1-4) I and II

496. Alternative Major (1-4) I and II

Individualized, project-oriented course of study with variable credit. May be repeated. Admission by special application. See English department office for additional information.

497. Senior Seminar (3)

A review of English and American literature. Recommended for those planning to take the English Department comprehensive examination.

498. Experimental Studies (1-3)

Specialized studies currently needed or requested by students but which may not justify a permanent place in the curriculum. May be taken more than once.

500. Research and Critical Writing (3)

Required for M.A. candidates in English. The use of reference materials and library resources. Techniques of critical and scholarly writing. The course should be taken during the first semester of classified status.

508. Seminar in Language Study (3)

An intense examination of primary linguistic material, stressing depth reading and original research.

Prerequisite: Consent of Instructor.

511. Seminar for Studies in Comparative Literature (3)

Studies related to different aspects of world literature, tracing the influence of interrelationship of ideas, themes, and forms in different literatures. Course content to vary from semester to semester. Course may be taken more than once for credit.

Prerequisite: Consent of instructor.

522. Seminar in Teaching College English (2)

Discussions in methods and materials of teaching English in junior colleges and four-year colleges.

Prerequisite: Consent of instructor.

523. Practicum: Teaching College English (2)

Practical experience of supervised teaching in a college English classroom.

Prerequisite: Consent of instructor.

525. Seminar in Genre (3)

A specific genre will be selected for study in depth. Consult class schedule for current offering. May be repeated for credit.

Prerequisite: Consent of instructor.

550. Shakespeare Seminar (3)

Critical reading and analysis in depth of representative modes such as tragedy or comedy, etc., in Shakespeare.

Prerequisite: An upper division course in Shakespeare. Consent of instructor.

560. Seminar for Studies in English Literature (3)

A single topic of English literature will be selected for study in depth. Consult class schedule for current offering. May be repeated for credit.

Prerequisite: Consent of instructor.

586. Seminar for Studies in American Literature (3)

A single topic of American Literature will be selected for study in depth. Consult class schedule for current offering. Course may be repeated for credit.

Prerequisite: Consent of instructor.

595. Special Studies (1-4)

598. Special Studies Seminar (3)

599. Thesis and Accompanying Directed Reading (6)

Prerequisite: English 500 and admission to candidacy.

FOREIGN LANGUAGES AND LITERATURES

(Division of Humanities)

(French, German, Italian, Latin, Russian, Second Language Teaching, Spanish)

Mary R. Arnold (Russian), Chairman of the Department

Philip Beard (German), Sterling Bennett (German), Aaron Berman (Teacher Education and Second Language Teaching), William O. Cord (Spanish), Earl F. Couey (Language Laboratory), Yvette Fallandy (French), Adele Friedman (French), Francisco Gaona (Spanish), William Guynn (French), Raymond Lemieux (French), Howard Limoli (French), Marion Nielsen (German), Giovanni Previtali (Spanish), Pablo Ronquillo (Spanish), Rosa Vargas-Arandia (Spanish).

INTERNATIONAL PROGRAMS

Students of California State College, Sonoma, who participate in the International Programs of the California State University and Colleges may undertake a full academic year at certain designated major institutions of higher learning.

For additional information see page 77 under Special Features.

PLACEMENT IN FOREIGN LANGUAGE COURSES

A student who has studied a foreign language in high school *only* may begin study for credit of that language in the lower-division course (courses numbered 100–299) of his choice. Once a student has completed successfully a lower-division course, he may continue study of the same language for credit only in those lower-division courses whose number and/or letter succeed that of the course originally studied at California State College, Sonoma.

The staff of the Department of Foreign Languages will assist students in the matter of placement although the following schedule is *recommended*:

	<i>Courses Numbered</i>
1. Less than 2 years of high school study	101
2. Two years of high school study	102
3. Three years of high school study	201
	or
any other 200 course except	202
4. Four years of high school study	202
	or
any other 200 course except	201

Transfer students with college credit in a foreign language will not receive credit for work in the same language which duplicates that done at another college or university. Exceptions may be made by the Chairman of the Department when the following conditions are met:

1. The courses involved are of lower-division classification.
2. The original study was accomplished three or more years prior to enrollment in the language course at California State College, Sonoma.

Intensive Courses in French, German and Spanish

By taking the intensive course in French, German or Spanish instead of the traditional two-year sequence, the student becomes eligible after only one year of study to participate in the California State College International Program in France or Germany. The one year also satisfies the foreign language requirement of the European Studies Program and the foreign language requirement of the Comparative Literature option for English majors and is a good preparation for the graduate reading examination in a foreign language. These courses are also appropriate for students interested in Management with a career in foreign trade.

Credit by Special Examination

Students may challenge any course in a foreign language listed in the catalog, provided they conform to the regulations on "Credit by Challenge Examination" on page 60 of this catalog. In the case of such a challenge, an examination in the specific course will be administered by a member of the foreign language faculty.

Language Laboratory

The Foreign Language Department requires the student to spend 2½ hours per week (150 minutes) in the Language Laboratory in addition to class meetings at the elementary (101–102) and intermediate (201–202) levels of language learning. The student will receive 1 unit per semester of academic credit for the work performed in the Language Laboratory on a Credit/No credit basis.

Foreign Literature in English (FLIE)

The Department of Foreign Languages and Literatures regularly offers a number of courses in foreign literatures in English, for which there is no foreign language prerequisite. Some of the courses may be repeated as the specific content of the course may vary from semester to semester. These courses are listed below:

French 313A–B	French Classical Studies in English (3–3 units)
French 315	French Literature in English (3 units)
German 306–307	German Culture and Civilization in English (2–2 units)
German 315	Ibsen, Strindberg, and the German Theater in English (3 units)
German 335	From German Poetry to German Song in English (3 units)
German 340	German Literature in English (3 units)
German 341	Individual German Author in English (3 units)
German 345	German Expressionism in Literature, Art and the Film (3 units)
Russian 310	Survey of Classic Russian Literature in English (3 units)
Russian 311	Survey of Soviet Russian Literature in English (3 units)
Russian 312	Tolstoy and Dostoevsky in English (3 units)
Russian 313	Soviet Russian Nobel Prize Winners (Sholokhov, Pasternak and Solzhenitsyn) in English (3 units)
Spanish 315	Spanish Literature in English (3 units)
Spanish 316	Spanish-American Literature in English (3 units)
Spanish 485	The Culture and Civilization of Spain (3 units)
Spanish 490	The Culture and Civilization of Spanish America (3 units)

FRENCH

The major in French is fully acceptable to the Education Department for any credential offered at California State College, Sonoma.

MAJOR IN FRENCH

The major in French for the B.A. degree shall include a minimum of 30 semester units in upper division courses (300–400 courses) consistent with the pattern of course requirements. Students are cautioned to study carefully the prerequisites for upper division courses.

FRENCH MAJOR COURSE REQUIREMENTS

Upper Division

301–302. Advanced Grammar and Composition	6 units
310–311. Junior Seminar	6 units
425. Applied Linguistics	3 units
496. Senior Seminar	3 units
12 units selected from French 320–482	12 units
(except for 425, see above)	

Minor in French

Students wishing to minor in French must complete a minimum of 20 units in French, including French 301–302, or its equivalent, and French 425.

Unless stated otherwise, all courses are conducted in French.

100X. Intensive Elementary French (9) or (4 for first ½ semester, 5 for second ½ semester).

Covers equivalent of 101–102. Team-taught, field trips. Students must take the appropriate laboratory course concurrently. Meets 3 times weekly, 3 hours per class. For intensive intermediate course, see listings for 200C, 200C, and 200R below. See Department for details.

100L. Language Laboratory, French (1)

A minimum of 2½ hours (150 minutes) weekly of practice sessions in the language laboratory. Must be taken concurrently with 100X.

101-102. Elementary French (4-4)

Systematic study of spoken French with practice in understanding, speaking, reading, and writing. Students must take 101L-102L concurrently. No prerequisite for 101.

Prerequisite for 102: 101 or equivalent.

101L-102L. Language Laboratory, French (1-1)

A minimum of 2½ hours (150) minutes weekly of practice sessions in the language laboratory. Must be taken concurrently with 100X or 101-102.

200C. Intensive Intermediate French: Conversation (3)

Covers equivalent of 250-251. Team taught. Students must take the appropriate laboratory course concurrently. 200G and 200R highly recommended.

Prerequisite: 100X or equivalent.

200G. Intensive Intermediate French: Grammar (3)

Covers equivalent of grammatical study of 201-202. Team taught. Students must take the appropriate laboratory course concurrently. 200C and 200R highly recommended.

Prerequisite: 100X or equivalent.

200L. Language Laboratory, French (1)

A minimum of 2½ hours (150) minutes weekly of practice sessions in the language laboratory. Must be taken concurrently with 200G, 200C or 200R.

200R. Intensive Intermediate French: Reading (3)

Covers equivalent of 220AB. Team taught. Students must take the appropriate laboratory course concurrently. 200G and 200C highly recommended.

Prerequisite: 100X or equivalent.

201-202. Intermediate French (3-3)

Review of fundamentals and study of more advanced aspects of grammar with practice in understanding, speaking, reading, and writing. Students must take 201L-202L concurrently.

Prerequisite for 201: French 102 or equivalent.

Prerequisite for 202: French 201 or equivalent.

201L-202L. Language Laboratory, French (1-1)

A minimum of 2½ hours (150 minutes) weekly of practice sessions in the language laboratory. Must be taken concurrently with 201-202.

220AB. Introduction to the Reading of French Literature (2-2) Yr

Reading in 19th and 20th century French literature; rapid reading techniques; literary analysis; vocabulary drill. Prerequisites: French 102 or equivalent. May be used in conjunction with other lower division language courses to satisfy foreign language requirements of other departments of the College.

250-251. Conversational French (2-2)

Systematic improvement of fluency, pronunciation and modern idiomatic usage in a framework of both free and directed conversation. Discussion of current newspapers and periodicals. Includes individual and class assignments in the language laboratory.

Prerequisite: French 102 or equivalent; French 202 highly recommended.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward major or minor.

301-302. Advanced Grammar and Composition (3-3) Yr

Written composition; style and idiom; oral analysis of literary texts. Prerequisite: French 202 or equivalent.

304. Translation Workshop (2)

Literary and non-literary texts translated from French to English. A practical approach to the art of translating. Open to both majors and non-majors.

Prerequisite: Two or more years of French.

310-311. Junior Seminar (3-3)

Introduction to the study of French culture: historical background, the arts, literature. Study of poetry, theater, and prose. Techniques of interpretation. Use of slides and recordings. Prerequisite: French 202 or equivalent. 301-302 should be taken concurrently.

313AB. French Classical Studies in English (3-3)

A detailed and thorough study of a classical text of literature, in translation, as a point of departure toward an understanding of the author and of his time. Conducted in English. No prerequisite: Does not count toward the major or minor.

315. French Literature in English (3)

Study of a genre, a period, or a theme of French literature. Content varies each semester. May be repeated for credit. Readings and discussions in English. No prerequisite.

320. Popular Culture (3)

The way of life (values, struggles, aspirations, amusements), past and present, of the French people. Study of speech, music, food, customs; emphasis on regional differences and relations between popular and official culture. Prerequisite: French 202 or equivalent.

321. Popular Culture (3)

The way of life (values, struggles, aspirations, amusements) of French-speaking people outside of France.

Prerequisite: French 202 or equivalent.

350-351. Advanced Conversational French (3-3)

Systematic improvement of fluency, pronunciation and idiomatic usage in a framework of both free and directed conversation. For students whose undergraduate work in French is nearing completion and who want a final opportunity for oral practice.

Prerequisite: Upper division standing or equivalent.

395. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific task performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward major or minor.

404. Translation Workshop (2)

Literary and non-literary texts translated from French to English. A practical approach to the art of translating. Open to both majors and non-majors.

Prerequisite: Two or more years of French.

425. Applied Linguistics (3)

Perfection of pronunciation and intonation through intensive study of phonetics: laboratory practice, individual work, audition of recorded French literature. Prerequisite: French 301-302 or equivalent.

430. The Literature of a Historical Period (3)

Study of the principal writers of a given period in their cultural and historical context. May be repeated for credit.

Prerequisites: French 301-302; French 310-311 highly recommended.

435. French Literature by Genre (3)

Forms, themes, modes of expression of a particular genre. Content limited by semester to study of one of the following: poetry, prose fiction, theater, prose non-fiction. May be repeated for credit. Prerequisites: French 301-302; French 310-311 highly recommended.

465. French Literature and the Arts (3)

The interrelationships between French literature and the arts or the impact of a given art on the cultural and social life of France. Limited in any semester to a particular period, theme or art form compared with French literature. May be repeated for credit.

Prerequisite: French 301-302; French 310-311 highly recommended.

466. French Literature and the Performing Arts (1-3)

Study of French texts or preparation of original material in French (plays, songs, readings, film scripts, cultural presentations, etc.) with a view to their performance. Designed to give students the opportunity for active involvement in French cultural experience and to improve their linguistic skills in practice.

Prerequisite: Consent of instructor.

470. Individual Author or Movement (3)

Intensive study of a single French literary figure or movement of international significance through lectures, discussion, and individual topics. Prerequisite: French 301-302 or equivalent. French 311 highly recommended.

475. French Mass Media (3)

Reading and discussion of contemporary press, identification of points of view and the public towards which addressed. Study of the Maison de Culture, popular festivals, the ORTF (radio and tv), films and popular theater. Government role in mass media.

Prerequisite: French 301-302; French 310-311 recommended.

480. World Literature of French Expression (3)

Black literature of French expression, literature from the Arab world, *littérature Séparatiste* of French Canada. Includes the study of the social and political context in which this literature has been written.

Prerequisite: French 301-302. French 310 or 311 recommended.

482. French Literature and Politics (3)

Analysis of the hidden political assumptions latent in various literary theories and works. Includes the study of the political context within which works of literature are created.

Prerequisite: French 301-302. French 310 or 311 recommended.

495. Special Studies (1-4)

Directed and individual study, discussions, and reports on selected topics. Prerequisite: French 301-302 and French 310-311 or equivalent.

496. Senior Seminar (3)

Intensive study of a series of specific problems, including their bibliography, historical and/or biographical aspects, literary criticism and analysis.

Prerequisite: French 301-302 or equivalent; French 310-311 highly recommended.

GERMAN

The major in German is fully acceptable to the Education Department for any credential offered at California State College, Sonoma.

MAJOR IN GERMAN

The major in German for the B.A. degree shall include a minimum of 26 semester units in upper-division courses (300-400 courses) consistent with the pattern of course requirements. Students are cautioned to study carefully the prerequisites for upper division courses.

GERMAN MAJOR COURSE REQUIREMENTS

Lower Division

250—Phonetics and Conversation 2 units *

Upper Division

301AB—Advanced Grammar and Composition 4 units

414—The Young Goethe and *Sturm und Drang* or

415—The Age of Goethe or 430—Faust 3 units

425—Applied Linguistics..... 3 units

496—Seminar for Majors..... 3 units

Electives from 300-400 courses..... 13 units

* Transfer students only may take German 250 concurrently with upper division courses during the first and/or second semester of study at California State College, Sonoma.

MINOR IN GERMAN

Students wishing to take a Minor in German must complete a minimum of 20 units in German, of which 9 units must be in approved upper-division courses and include German 425.

The German language will be used extensively in all German courses except where noted "taught in English". In upper division literature courses, primary emphasis will be placed on the students' expression of ideas, not on the external form which this expression might take.

100X-200X. Intensive German. (9-9) or (4 for first ½ semester, 5 for second ½ semester)

Covers equivalent of 101-102, 220A in 100X; 201-202, 220B in 200X. Team taught, field trips. Meets 3 times weekly, 3 hours per class. The appropriate laboratory course must be taken concurrently with these courses.

No prerequisite for 100X; for 200X, prerequisite is 100X or equivalent.

101X. Beginning German, Individualized Instruction (5 norm)

Units earned may vary from one to five (or more), depending on number of "modules" mastered at proficiency level of "A" or "B". Student will learn at his or her own optimum pace. (See instructor for details.) Course content similar to 101. Language Laboratory, German 101L, must be taken concurrently with this course. One group conversation per week required.

No prerequisite.

102X. Beginning German, Individualized Instruction. (5 norm)

Second semester. Same unit structure as 101X. Same study plan. Language Laboratory, German 102L, must be taken concurrently with this course. Prerequisite: Prior study in 101X.

101-102. Elementary German (5-5) Yr

Systematic study of the fundamentals of German grammar, with practice in understanding, speaking, reading, and writing. Language Laboratory, German 101L and 102L, must be taken concurrently with these courses.

No prerequisite for 101. Prerequisite for 102: German 101 or equivalent.

101L-102L. Language Laboratory, Elementary German (1-1)

To be taken concurrently with German 101-102 or other elementary courses. Required minimum in the laboratory is 2½ hours (150 minutes) per week.

201X. Intermediate German, Individualized Instruction (3 norm)

Third semester. Same study plan as 102X. Language Laboratory German 201L, must be taken concurrently with this course.

Prerequisite: Completion of two semesters in German.

202X. Intermediate German, Individualized Instruction (3 norm)

Fourth semester. Same study plan as 201X. Language Laboratory, German 202L, must be taken concurrently with this course.

Prerequisite: Three semesters of German.

201-202. Intermediate German (3-3) Yr

Review of fundamentals and study of more advanced aspects of grammar with further practice, on an intermediate level, in understanding, speaking, reading, and writing. Language Laboratory, German 201L and 202L, must be taken concurrently with these courses.

Prerequisite for 202: German 201 or equivalent.

201L-202L. Language Laboratory, Intermediate German (1-1)

To be taken concurrently with German 201-202 and 201X-202X. Required minimum in the laboratory is 2½ hours (150 minutes) per week.

220AB. Introduction to the Reading of Literature in German (2-2)

Readings designed to serve as an introduction to the reading of literary works in German, to assist in the building of reading vocabulary, and the development of ability to discuss and analyze literary work. May be taken concurrently with German 201 and 202.

Prerequisite: One year of college-level German or equivalent. Strongly recommended for majors, but open also to qualified non-majors.

250. Phonetics and Conversation (2)

A systematic study of the German sound system; drills for perfecting pronunciation; practice in conversation.

Prerequisite: German 102 or equivalent.

251. Conversation (2)

Systematic improvement of fluency, pronunciation, and modern idiomatic usage in both free and directed conversation.

Prerequisite: German 102 or equivalent.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward the major.

301AB. Advanced Grammar and Composition (2-2)

Study of German grammar on an advanced level; written composition; style and idiom.

Prerequisite: German 202 or equivalent.

305. Advanced Conversation (2)

Directed and free conversation for students at the junior or senior level in their German studies, or for non majors with sufficient experience in the spoken language.

Prerequisite: Consent of instructor

306. German Culture and Civilization in English (2)

From the earliest times to the 18th century.

No prerequisite.

307. German Culture and Civilization in English (2)

From the 18th century to the present.

No prerequisite.

310. Germany Today (3)

A general introduction to present-day Germany and its people, attitudes, customs, and "popular culture." Reading and discussion (both in German) of current and recent material from German newspapers and magazines. Film, slides, and recorded music will also be used.

Prerequisite: Completion of German 202 or equivalent.

313. Classical Studies in German (3)

A detailed and thorough study of a classical text of literature, in translation, as a point of departure toward an understanding of the author and of his time. Conducted in English.

No prerequisite. Does not count toward the major or minor.

315. Ibsen, Strindberg, and the German Theater in English (3)

Study of selected plays of Ibsen and Strindberg and of their influence on Naturalism and Expressionism in the German theater.

320. German Lyric Poetry (3)

From the Middle Ages to 1832.

Prerequisite: German 202 or equivalent.

321. German Lyric Poetry (3)

From 1832 to the present.

Prerequisite: German 202 or equivalent.

325. Narrative Prose of the 19th Century (3)

With special emphasis on the *Novelle*.

Prerequisite: German 202 or equivalent.

330. German Drama of the 19th Century (3)

Reading and analysis of plays from Kleist to the early work of Gerhart Hauptmann.

Prerequisite: German 202 or equivalent.

335. From German Poetry to German Song in English (2)

Poems from Goethe, the Romantic poets, and others of the later 19th century in the musical settings of Schubert, Schumann, Brahms and other composers. The literary inspira-

tion for the German *Lied*.

No prerequisite.

340. German Literature in English (3)

Not a survey course. Emphasis as to period, genre, author, or authors will vary from semester to semester. May be taken more than once for credit.

No prerequisite.

341. Individual Author in English (3)

A course conducted in English with all readings in English. No knowledge of German required.

No prerequisite. May be taken more than once for credit.

345. German Expressionism in Literature, Art and the Film in English (3)

A survey of the Expressionist movement in Germany as exemplified in all the arts.

No prerequisite.

395. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward major.

412. The Medieval Epic and Medieval Poetry (3)

The *Nibelungenlied*, Hartmann von Aue's *Der arme Heinrich*, and portions of Wolfram von Eschenbach's *Parzival*; the poetry of Walter von der Vogelweide.

Prerequisite: German 202 or equivalent.

414. The Young Goethe and *Sturm und Drang* (3)

The critical and philosophical foundations of the *Sturm und Drang* movement; Goethe's early poetry and his *Götz von Berlichingen* and *Die Leiden des jungen Werthers*. The dramas of Lenz and other contemporaries of the young Goethe.

Prerequisite: German 202 or equivalent.

415. The Age of Goethe (3)

A study of the Age of Goethe in its broadest sense: Rationalism and the literary and critical work of Lessing; Goethe and his work after 1775; Schiller.

Prerequisite: German 202 or equivalent.

418. The Modern Novel (3)

A study of representative novels by German authors in the 20th century.

Prerequisite: German 202 or equivalent.

419. The Modern Drama (3)

A study of representative plays by German authors in the 20th century.

Prerequisite: German 202 or equivalent.

425. Applied Linguistics (3)

Contrastive analysis of the German and English sound systems and grammatical structures, with emphasis on those problems which will be of greatest help to future teachers of German.

Prerequisite: German 202 or equivalent.

430. Faust (3)

The historical Faust and the development of the Faust legend; reading and detailed study of the text of Goethe's *Faust I*; summary of *Faust II*, with portions assigned for reading and analysis.

Prerequisite: German 202 or equivalent.

432. German Romanticism (3)

The critical and philosophical foundations of the Romantic Movement in Germany; reading of selected works of the major writers of the movement, poetry and prose.

Prerequisite: German 202 or equivalent.

435. Individual Author (3)

May be repeated for credit for different authors.

Prerequisite: German 202 or equivalent.

495. Special Studies (1-4)

Directed individual study; discussions and reports on selected topics.

Prerequisite: German 202 or equivalent.

496. Seminar for German Majors (3)

Study in depth of a topic related to a specific writer, period, or literary movement; preparation of a paper for discussion in the seminar.

Prerequisite: Student must have senior standing as a German major.

ITALIAN

101-102. Beginning Italian (3-3)

Study of language and culture (art, music, narrative readings). Use of slides, films and recordings. See instructor for details. Students must take 101L-102L concurrently. Minimum one hour weekly conversation in Italian.

No prerequisite.

101L-102L. Language Laboratory, Beginning Italian (1-1)

Practice sessions in the language laboratory for a minimum of 2½ hours (150 minutes) weekly is required.

201-202. Intermediate Italian (3-3)

Study of language and culture from St. Francis to Mastroianni, art, history, short readings and music, including opera. Student must take 201L-202L concurrently.

Prerequisite: 1 year college Italian or equivalent.

201L-202L. Language Laboratory, Intermediate Italian (1-1)

Practice sessions in the language laboratory for a minimum of 2½ hours (150 minutes) weekly is required.

301-302. Advanced Italian (3-3)

Reading and writing skills. Readings in literature, art, history, and music, including opera, at an advanced level. Use of slides, films, and recordings.

Prerequisite: 2 years college Italian or equivalent.

495. Special Studies (1-4)

Directed individual study.

Prerequisite: Consent of instructor.

LATIN

101-102. Elementary Latin (3-3)

A college level course in Elementary Latin designed to give students at the end of one year a good reading knowledge of standard Latin of the classical period. The course will be taught with strong emphasis on the Latin element in English.

No prerequisites.

201-202. Readings in Latin (2-2)

Readings from Latin prose and poetry.

Prerequisite: Latin 102 or equivalent.

RUSSIAN

The minor in Russian is designed to broaden the liberal education of undergraduates, to provide a basis for graduate work in any field where the Russian language is a necessary tool, and to serve as a teaching minor for a credential. The objective of the minor in Russian is to ensure competency in the language and a general knowledge of Russian literature.

Students wishing to take a minor in Russian must complete a minimum of 9 semester units in upper division courses consistent with the pattern of course requirements. Students are cautioned to study carefully the prerequisites for upper division courses.

RUSSIAN MINOR COURSE REQUIREMENTS

301-302—Advanced Russian.....	6 units
425—Applied Linguistics.....	3 units

Unless stated otherwise, all courses are conducted in Russian.

101-102. Elementary Russian (5-5) Yr

Systematic study of the fundamentals of Russian grammar with practice in the four basic skills of understanding, speaking, reading and writing. Students must take 101L-102L concurrently.

No prerequisite for 101.

Prerequisite for 102: Russian 101 or equivalent.

101L-102L. Language Laboratory, Elementary Russian (1-1)

To be taken concurrently with Russian 101-102. Required minimum in the Laboratory is 2½ hours (150 minutes) per week.

201-202. Intermediate Russian (5-5) Yr

Continuation of the study of the fundamentals of Russian grammar, with emphasis on advanced problems and practice on an intermediate level in the basic skills. Students must take 201L-202L concurrently.

Prerequisite for 201: Russian 102 or equivalent.

Prerequisite for 202: Russian 201 or equivalent.

201L-202L. Language Laboratory, Intermediate Russian (1-1)

To be taken concurrently with Russian 201-202. Required minimum in the Laboratory is 2½ hours (150 minutes) per week.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward minor.

301-302. Advanced Russian (3-3) Yr

Selected problems in the Russian language; written and oral composition, both controlled and free.

Prerequisite for 301: Russian 202 or equivalent.

Prerequisite for 302: Russian 301 or equivalent.

310. Survey of Classic Russian Literature in English (3)

Survey of major authors and literary trends in the 19th century, from Pushkin to Chekhov.

Prerequisite: Upper division standing. Does not count toward the minor.

311. Survey of Soviet Russian Literature in English (3)

Survey of major authors and literary trends beginning with the pre-Revolutionary period to the present day.

Prerequisite: Upper division standing. Does not count toward the minor.

312. Tolstoy and Dostoevsky in English (3)

Prerequisite: Upper-division standing; Russian 310 highly recommended. Does not count toward the minor.

313. Soviet Russian Nobel Prize Winners in English (3)

The major works of post-Revolutionary writers, winners of the Nobel prize for literature: Sholokhov, Pasternov and Solzhenitzyn.

Prerequisite: Upper-division standing; Russian 311 highly recommended. Does not count toward the minor.

320-321. Reading of Literature in Russian (2-2) Yr

Selected readings in Russian of an intermediate to advanced degree of difficulty designed to serve as an introduction to the reading of literary works in Russian with emphasis on vocabulary building and analysis of literary works.

Prerequisite: 202 or equivalent; Russian 310 highly recommended.

425. Applied Linguistics (3)

Systematic study of the phonology, morphology and syntax of the Russian language with emphasis on pronunciation.

Prerequisite: Russian 302 or equivalent.

495. Special Studies (1-4)

Directed and individual study, discussions, and reports on selected topics.

Prerequisite: Russian 302 or Russian 321 or equivalent.

SECOND LANGUAGE TEACHING

The minor in Second Language Teaching is designed to train undergraduate and graduate students in the problems and solutions of second language acquisition. Although second language teaching is not a competency that is credentialed by the State of California, this program will provide Foreign Language, English, Anthropology, Mexican-American Studies and other related majors with useful background and skills that complement those competencies which are credentialed by the State of California.

SLT MINOR COURSE REQUIREMENTS

Lower Division

One year of college level foreign or second language, or the equivalent.

English as a second language meets this requirement for non-native speakers of English..... 8-10 units

Upper Division

Students wishing to minor in Second Language Teaching must complete a minimum of 12 units in upper division (300-400) courses and 3 units of English 403 or French, German or Spanish 425 or any advanced foreign language grammar course as approved by a foreign language section faculty member.

In addition to the language requirement, the minor in Second Language Teaching shall consist of the following courses.

SLT 300. Applied Linguistics for Second Language Teaching (3)

Modern Linguistic science in terms of the contrastive insights it provides the teacher and learner of second languages. Emphasis will be placed on first and second language acquisition phenomena in and out of the classroom. No prerequisite.

ENG 403. The Structure of English * (3)

Examination of syntactic structure including phonological and morphological considerations of traditional, structural and transformational modes of English grammar. May be taken concurrently with SLT 300. It is strongly recommended that this course be taken before all SLT courses.

SLT 441. Second Language Teaching and Learning Strategies: Theory (3)

Modern theories of teaching and learning a second language and culture. A study of the anthropological, linguistic, sociolinguistic and psychological aspects of second language acquisition.

May be taken concurrently with but not before SLT 300.

SLT 442. Second Language Teaching and Learning Strategies: Practice (3)

Application of second language teaching theories in peer mini-situations. Students will prepare short lessons in grammar-pattern practice, six stages of reading lessons as well as guided and free composition. They will peer teach and be evaluated by their instructors, peers and selves.

Prerequisite: SLT 300 or English 403 or refer to footnote of English 403 listed above.

SLT 445. Field Practice in Second Language Teaching (3)

Supervised student teaching of developed mini-units of second language materials. Teaching will take place in regional schools and/or Federally funded projects.

Prerequisites: SLT 442 and Eng 403*.

* To change the second language teaching emphasis from English to French, German, Russian or Spanish, this course may be replaced by any Foreign Languages Department 425 course (Linguistics) or advanced grammar, as approved by Foreign Language section faculty.

SPANISH

The major in Spanish is fully acceptable to the Education Department for any credential offered at California State College, Sonoma.

Students are advised that courses taken abroad in the CSUC International Program may be counted toward the major or minor.

MAJOR IN SPANISH

The course requirements for a Major in Spanish for the BA degree are divided into two groups:

1. *Basic Requirements*—Thirty-four (34) units of courses, identical for all majors.
2. *Plan Selection*—Selection, by the student, of one of four (4) Plans, each of which contains specific courses directed to a field of major academic interest in Hispanic Studies.

BASIC REQUIREMENTS

		<i>Units</i>
** Spanish 101-102	Elementary Spanish	5-5
** Spanish 101L-102L	Language Laboratory	1-1
† Spanish 201-202	Intermediate Spanish	3-3
† Spanish 201L-202L	Language Laboratory	1-1
** Spanish 301	Advanced Composition	3
Spanish 303	Introduction to Spanish Phonetics	2
Spanish 304	Introduction to Civilization of Spain	3
Spanish 309	Introduction to Civilization of Spanish-America	3
Spanish 425	Spanish Linguistics	3
		<hr/> 34

PLAN SECTION

<i>PLAN I Concentration in Linguistics</i>		<i>Units</i>
Basic Requirements		34
Linguistics 310	Analysis of Language: Phonology	4
Linguistics 311	Analysis of Language: Morphology and Syntax	4
Anthropology 380	Language and Culture	4
Anthropology 382	Language Change	4
Spanish 426	Seminar in Modern Varieties of Spanish	3
		<hr/> 53
<i>PLAN II Concentration in Spanish-American Culture</i>		<i>Units</i>
Basic Requirements		34
Anthropology 363	Ethnography of Mesoamerica	
	-OR-	
Anthropology 366	Ethnography of South America	4
	-OR-	
Mexican-American Studies 343	Pre-Colombian History of Mexico	
History 340	Colonial Latin America to 1825	
	-OR-	
History 341	Latin Americans Since Independence	
	-OR-	
History 343	Latin American Biography	4
	-OR-	
Mexican-American Studies 344	Mexican-American History I	
	-OR-	
Mexican-American Studies 345	Mexican-American History II	

** Course substitutions, when approved by the faculty in Spanish, will be accepted.

† Spanish 203 will be accepted in lieu of Spanish 201, 201L, 202, and 202L.

Geography 410	Seminar in Cultures and Environments of Latin America	
Spanish 453	Great Works of Spanish-American Literature (3)	
	-OR-	
Spanish 454	Great Works of Spanish-American Literature (3)	
	-AND-	
Spanish 403	Studies in the Culture of Spanish-America..... (3)	6-7
	-OR-	
Mexican-American Studies 340	Mexican-American Folklore (4)	
	-OR-	
Mexican-American Studies 350	Mexican-American Humanities (4)	
		52-53
PLAN III <i>Concentration in Spanish Culture</i>		Units
Basic Requirements		34
Spanish 401	Studies in the Culture of Spain	3
History 411	History of Spain	4
Spanish 480A	Don Quijote	3
*Spanish 480B	Don Quijote	
	-OR-	
*Spanish 445	Spanish Picaresque Literature	
	-OR-	
*Spanish 451	Great Works of Spanish Literature.....	3
Any related course (s) approved by the faculty in Spanish and offered in either the Division of Humanities or the Division of Social Sciences		5
		52
PLAN IV <i>Concentration in Literature</i>		Units
Basic Requirements		34
Spanish 302	Literary Analysis	3
*Spanish 400	Spanish Medieval and Renaissance Literature	
	-OR-	
*Spanish 420	Literature of the Golden Age	3
*Spanish 430	19th Century Spanish-American Literature	
	-OR-	
*Spanish 440	19th Century Spanish Literature.....	3
*Spanish 460	20th Century Spanish-American Literature	
	-OR-	
*Spanish 470	20th Century Spanish Literature.....	3
*Spanish 480A	Don Quijote	
	-OR-	
*Spanish 480B	Don Quijote	
	-OR-	
*Spanish 496	Seminar in Spanish-American Literature	
	-OR-	
*Spanish 497	Seminar in Spanish Literature	3
		49

MINOR IN SPANISH

Completion of the *Basic Requirements* shall constitute a Minor in Spanish. Unless stated otherwise, all courses are conducted in Spanish.

100X. Intensive Elementary Spanish (10)

Intensive study of the fundamentals of Spanish grammar with practice in pronunciation, understanding, speaking, reading, and writing. Language Laboratory 100L must be taken concurrently with this course.

*Course substitutions, when approved by the faculty in Spanish, will be accepted.

100L. Language Laboratory, Intensive Elementary Spanish (2)

To be taken concurrently with Spanish 100X. Required minimum in the Laboratory is 5 hours (300 minutes) per week.

200X. Intensive Intermediate Spanish (6)

Intensive review of fundamentals and study of more advanced aspects of grammar with practice in understanding, speaking, reading, and writing. Language Laboratory 200L must be taken concurrently with this course.

Prerequisite: Spanish 100X or equivalent.

200L. Language Laboratory, Intensive Intermediate Spanish (2)

To be taken concurrently with Spanish 200X. Required minimum in the Laboratory is 5 hours (300 minutes) per week.

101-102. Elementary Spanish (5-5) Yr

Systematic study of the fundamentals of Spanish grammar with practice in pronunciation, understanding, speaking, reading, and writing. Spanish 101L-102L must be taken concurrently.

Prerequisite for Spanish 102: Spanish 101 or equivalent.

101L-102L. Language Laboratory, Elementary Spanish (1-1)

To be taken concurrently with Spanish 101-102. Required minimum in the Laboratory is 2½ hours (150 minutes) per week.

104. Spanish for the Health Professions (3)

Study of basic Spanish grammar with practice in pronunciation, understanding, speaking and writing. Vocabulary and linguistic patterns will focus on the needs of nurses, physicians, and other medical personnel in order to facilitate communication with Spanish speaking patients. Three ½ hour practice sessions per week in the laboratory or at home will be required.

No prerequisite.

201-202. Intermediate Spanish (3-3) Yr

Review of fundamentals and study of more advanced aspects of grammar with practice, on an intermediate level, in understanding, speaking, reading, and writing.

Spanish 201L-202L must be taken concurrently.

Prerequisite for 201: Spanish 102 or equivalent.

Prerequisite for 202: Spanish 201 or equivalent.

201L-202L. Language Laboratory (1-1)

To be taken concurrently with Spanish 201-202. Required minimum in the Laboratory is 2½ hours (150 minutes) per week.

203. Spanish for Speakers of Spanish (3)

A course for students whose mother tongue is Spanish and who seek a greater knowledge of grammar and proficiency in the language.

Successful completion of this course will serve in-lieu of Spanish 202 as a prerequisite for admission to upper division courses. Prerequisite: Permission of instructor.

250-251. Conversational Spanish (2-2)

Free and directed conversation in Spanish to improve pronunciation, fluency, and modern idiomatic usage. Includes individual and class assignments in the language laboratory.

Prerequisite for 250: Spanish 102 or equivalent.

Prerequisite for 251: Spanish 250 or equivalent.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward the major or minor.

Unless otherwise indicated, the prerequisite to all 300 and 400 courses is Spanish 202 or Spanish 203, or equivalent.

301. Advanced Composition (3)

Compositions, including preparations of critical essays and studies, to improve skills in writing.

302. Literary Analysis (3)

Discussion and critical essays in the principal genres designed to develop the ability to analyze literature.

303. Introduction to Phonetics (2)

The sound system of Spanish. Theory and practice.

No prerequisite.

304. Introduction to the Civilization of Spain (3)

Readings and discussions of the culture of Spain including its history, literature and arts.

309. Introduction to Civilization of Spanish-America (3)

Readings and discussions of the culture of Spanish-America including its history, literature and arts.

313. Classical Studies in Spanish (3)

A detailed and thorough study of a classical text of literature, in translation, as a point of departure toward an understanding of the author and of his time. Conducted in English. No prerequisite. Does not count toward the major or minor.

316. Spanish-American Literature in English (3)

The literature of the Spanish-speaking countries of the Western Hemisphere. Conducted in English. No prerequisites. Does not count toward the major or minor in Spanish.

350. Advanced Conversation (2)

Free and directed conversation in Spanish. May be repeated for credit.

Prerequisite: Spanish 251 or consent of instructor.

355. Women in Latin America in English (3)

A study of Latin American women in literature and art.

No prerequisite.

395. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Does not count toward the major or minor.

400. Spanish Medieval and Renaissance Literature (3)

Major Spanish literary works from 1140 through the 16th century.

401. Studies in the Culture of Spain (3)

Study of a particular period, theme, or art form of Spanish culture. Course content will vary from semester to semester. May be repeated for credit provided there is no duplication of subject.

403. Studies in the Culture of Spanish-America (3)

An advanced study in one or more aspects of Spanish-American culture. May be repeated for credit provided there is no duplication of subject.

420. Literature of the Golden Age (3)

Major literary works of the 17th century.

425. Spanish Linguistics (3)

Phonology and morphology of the Spanish language in historical perspective, from spoken Latin to modern regional dialects.

426. Seminar in Modern Varieties of Spanish (3)

Phonetic and morphological character of contemporary spoken Spanish: national languages and regional variants (e.g., Galician, Judeo-Spanish, Afro-Cuban, Gauchesque).

Prerequisite: Spanish 425.

- 430. 19th Century Spanish-American Literature (3)**
The poetry and prose of Spanish-America.
- 440. 19th Century Spanish Literature (3)**
The poetry, drama, novel, and short story of Spain.
- 445. Spanish Picaresque Literature (3)**
The study of picaresque literature in Spain
- 451. Great Works of Spanish Literature (3)**
A selection of poetry, novels, essays and theatre from the XII to XX centuries.
- 453. Great Works of Spanish-American Literature (3)**
A selection of chronicles, novels, short stories, and poetry reflecting a spectrum of Spanish-American literature from the Conquest to the Mexican Revolution.
- 454. Great Works of Spanish-American Literature (3)**
A selection of novels, short stories, essays, theatre, and poetry reflecting a spectrum of Spanish-American literature from the Mexican Revolution to the present.
- 460. 20th Century Spanish-American Literature (3)**
Prose and poetry of Spanish America.
- 470. 20th Century Spanish Literature (3)**
Poetry, drama, fiction and/or essay from 1898 to the present.
- 480AB. Don Quijote (3-3)**
A detailed study of Cervantes' novel.
- 485. The Civilization and Culture of Spain (3)**
Conducted in English. No prerequisite. Does not count toward major or minor.
- 490. The Civilization and Culture of Spanish-America (3)**
Conducted in English. No prerequisite. Does not count toward major or minor.
- 495. Special Studies (1-4)**
Directed and individual study, discussions, and reports on selected topics.
- 496. Seminar in Spanish-American Literature (3)**
Directed and individual study, discussion, and reports on selected topics directly related to aspects of Spanish-American literature.
- 497. Seminar in Spanish Literature (3)**
Directed and individual study, discussions, and reports on selected topics, directly related to aspects of Spanish and Hispanic literature.

Courses offered by other Departments:

- Anthropology 363 Ethnography of Mesoamerica (4)
 Anthropology 366 Ethnography of South America (4)
 Anthropology 380 Language and Culture (4)
 Anthropology 382 Language Change (4)
 Geography 410 Seminar in Cultures and Environments of South America (4)
 History 340 Colonial Latin America to 1825 (4)
 History 341 Latin Americans Since Independence (4)
 History 343 Latin American Biography (4)
 History 411 History of Spain (4)
 Linguistics 310 Analysis of Language Phonology (4)
 Linguistics 311 Analysis of Language: Morphology and Syntax (4)

GEOGRAPHY

(Division of Social Sciences)

William Frazer, Chairman of Department

Leigh Anderson, Timothy Bell, William Crowley, Helen Issel, Claude Minard, Jr.

GEOGRAPHY MAJOR

The Geography Major provides a study of both the natural and cultural environment and forms a broad based area of knowledge for the student desirous of a liberal arts education. For the student desiring an emphasis within the major, various options are provided. For a student who wishes to pursue graduate studies in geography, the major provides the necessary skills, methodological viewpoints, and fields of knowledge. For the student contemplating the secondary credentials program, it may serve as an academic major.

GEOGRAPHY MAJOR FOR THE B.A. DEGREE

General Education	40 units
Geography Courses	42 units
Supporting Subjects	8 units
Foreign Language and/or electives	34 units
Total	124 units

GEOGRAPHY MAJOR COURSE REQUIREMENTS

The geography course requirements (42 units) are divided into three groupings. In addition, the geography student is required to complete eight (8) units in supporting courses which must be chosen to enhance the breadth of the major or the depth of a particular systematic field (option) in geography. Prior approval of supporting courses by the major advisor is required. Upon completion of the Basic courses, which should be accomplished during the first year of the major, students should develop a program reflective of their interests and goals in geography with the aid of an advisor.

- I. Basic: 302 (Physical), 303 (Cultural), 390 (California), and any two (2) of the following three courses: 380 (Map and Air Photo Interpretation), 385 (Fundamentals of Cartography and Earth Science Graphics), and 480 (Field Exploration in the North Bay Region) 18 units

- II. Systematic Options: The student must complete twenty (20) units from one of the options listed below (A, B, C, D) including one seminar in regional geography.

- A) Weather Science Option 20 units

The student must complete the sixteen (16) units listed below and one seminar in regional geography:

- Geog. 310—Meteorology 4 units
- Geog. 325—Elementary Weather Forecasting..... 4 units
- Geog. 394—Man & Weather (formerly Geog. 405) 4 units
- Geog. 470—Climatology (formerly Geog. 370) 4 units
- and one seminar in regional geography* 4 units

- B) Environmental Option 20 units

The student must complete Geography 465 (Natural Resource Management and Conservation) and twelve (12) units from Groups 1 and 2, but not more than eight (8) units from either group and one seminar in regional geography *

- Group 1—Physical: 4 units
- Geog. 310—Meteorology 4 units

*** REGIONAL GEOGRAPHY SEMINARS:**

- Geog. 400—North America 4 units
- Geog. 410—Latin America 4 units
- Geog. 418—Field Experience—Baja, California 4 units
- Geog. 420—Europe..... 4 units
- Geog. 430—Asia..... 4 units
- Geog. 440—Pacific 4 units
- Geog. 460—Area Studies..... 4 units

Geog. 360—Geomorphology	4 units
Geog. 394—Man & Weather (formerly Geog. 405)	4 units
Geog. 416—Biogeography	4 units
Geog. 470—Climatology (formerly Geog. 370)	4 units
Group 2—Social:	
Geog. 330—Historical	4 units
Geog. 335—Rural	4 units
Geog. 340 or 345—Economic	4 units
Geog. 350—Urban	4 units
Geog. 466—Seminar: Population and Social Geography ..	4 units

and

Geog. 465—Natural Resource Management & Conservation	4 units
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and

one seminar in regional geography *	4 units
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C) Cultural Option	20 units
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The student must complete sixteen (16) units from the courses listed below and one seminar in regional geography:

Geog. 307—Geography in Literature and Philosophy	4 units
Geog. 320—Political	4 units
Geog. 330—Historical	4 units
Geog. 333—Religion	4 units
Geog. 335—Rural	4 units
Geog. 403 A or B—Seminar, Cultural Geography	4 units
and one seminar in regional geography *	4 units

D) Pre-professional Option	20 units
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The student must complete twenty (20) units in courses worked out in consultation with his advisor including one seminar in regional geography. *

III. Senior Seminar	4 units
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Geog. 490A—Development of Geographic Thought	4 units
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or

Geog. 490B—Research and Applied Geography	4 units
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IV. Supporting Courses	8 units
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Eight (8) units in supporting courses are required. These must be chosen in consultation with student's advisor and should be reflective of the option chosen by the student. Up to five (5) units of the Geography Internship Program (Geog. 491) may be utilized as a supporting material with permission of an advisor.

GEOGRAPHY MINOR

The Geography Minor provides a means of strengthening the student's academic major. The minor may be obtained by completing one of the 20 unit options (A, B, C, D) or the Basic group plus one seminar in regional geography 20 units

201. Man and the Environment (4)

A survey of the elements of physical geography: weather and climate, soils, vegetation landforms; population, patterns of settlement, resources and manufacturing.

(This course is designed as a one semester course which provides background work for advanced geographical work, or satisfies the Social Science Division elective in the General

* REGIONAL GEOGRAPHY SEMINARS:

Geog. 400—North America	4 units
Geog. 410—Latin America	4 units
Geog. 418—Field Experience—Baja, California	4 units
Geog. 420—Europe	4 units
Geog. 430—Asia	4 units
Geog. 440—Pacific	4 units
Geog. 460—Area Studies	4 units

Education program. With the consent of the advisor, it may be substituted for certain courses in the Basic group.)

301. World Regional Geography (4)

A study of the cultural and physical features; economic development; resources and man-land relationships. Selected cultural regions will be utilized as a framework for study.

(This course is designed as a one semester course which satisfies the Social Science Division elective in the General Education Program or satisfies the needs of the credential programs.)

Basic

302. Physical Geography (4)

A systematic exploration of the physical elements of geography. Atmospheric elements, meteorological, and climatological patterns; their effect on soil and vegetation distribution. Landforms: geomorphological structures and the erosive processes through which they have been formed. Field trips and work with weather and topographic maps are an integral part of the course.

303. Cultural Geography (4)

A study of the inter-relationships between man and the physical environment. Attention is focused on man's role in changing the face of the earth, and on the manner in which the cultures of peoples have influenced their utilization of the environment. Diverse theories of man-environment relationships are discussed.

380. Map and Air Photo Interpretation (4)

Lecture 2 hours; laboratory 6 hours.

Fundamentals of topographic maps and aerial photographs with emphasis on interpretation of physical and cultural elements of the landscape; includes use of maps and aerial photographs in the field.

385. Fundamentals of Cartography and Earth-science Graphics (4)

Lecture 2 hours; laboratory 6 hours.

The study of thematic maps and diagrams and instruction in the technical cartographic techniques necessary for map and diagram construction. Emphasis is on the methods of graphic communication and the utilization of cartographic tools.

390. Geography of California (2)

A regional study of California. Geomorphic and climatic regions are delineated and areal patterns of population and transportation are correlated with environmental, historical, and contemporary influence. The location and nature of economic activities are studied, emphasizing the relationship between economic activity, population distribution, and water availability.

480. Field Exploration in the North Bay Region (4)

Lecture 2 hours; field work 6 hours.

Instruction and field experience in mapping and data collection and analysis, including a consideration of both natural and cultural features, with preparation of reports based on field data.

Prerequisite: One course in Geography.

Systematic Options

307. Geography, Literature, and Philosophy (4)

The course explores past, present, and future environments of Man as expressed through the works of writers, artists, travelers, and philosophers. Topics such as the meaning of "ecology" and "nature" and the role of futurist mythologies are investigated.

310. Elementary Meteorology (4)

Importance of temperature, pressure, humidity, visibility, radiation, sky conditions, precipitation and wind are stressed in the study of meteorology. An examination of atmospheric stability, the types of fronts, the hydrologic cycle, and the jet stream is essential for a better understanding of the earth's atmosphere.

320. Political Geography (4)

An inquiry into the structure and characteristics of political units in order to compare the concepts of state and nation state. The nature of boundaries, frontiers and shatter zones is studied in detail and the development of geo-political theories is traced.

325. Elementary Weather Analysis (4)

Lecture, 2 hours; laboratory, 6 hours.

Introduction to application of basic meteorological principles of weather analysis and forecasting through construction and interpretation of surface and upper air weather maps, preparation and analysis of stability diagrams, and familiarization with weather reports and codes. Historical storm data will be utilized to study the static and dynamic properties of the atmosphere.

Prerequisite: Geography 310 or consent of instructor.

330. Historical Geography (4)

A study of the settlement history of North America and of the changing concepts of man-environment relationships in the chronology of the Europeanization of the American landscape. Investigations into where and why people settled as they did, and the origins of the economic and spatial relationships that constitute the present American scene will be the focus of the course.

333. Geography of Religion (4)

A consideration of the significance of the environmental setting for the evolution of religious systems and particular religious institutions; the way religious systems and institutions modify their environment; the different ways whereby religious systems occupy and organize segments of earth space; and the geographic distribution of religions, including the origin and diffusion of selected religions.

335. Rural Geography (4)

The origin, change, and spread of domesticated plants and animals. Consideration of diverse agricultural systems, rural settlement types and land uses, and modern trends in rural land uses and agriculture.

340. Economic Geography (4)

A study of the distribution, production, and utilization of the world's basic resources.

345. Industrialization and Economic Development (4)

An examination of the locational forces influencing manufacturing and services, including a consideration of the world's developing states and attempts at international economic cooperation.

350. The Urban Realm (4)

The origin and growth of cities, with emphasis on the site and locational factors. Interrelations of urban functions, internal structure, and the distribution of cities and their territories.

360. Geomorphology (4)

Lecture 3 hours; laboratory 3 hours.

Detailed study of the earth's landforms; emphasis upon geologic structures, erosional and depositional processes and interrelationships with soils, vegetation and hydrology. Use of topographic maps, geologic maps and cross sections and aerial photos in the interpretation of landforms. Field trips and field reports.

Prerequisite: Geography 201; 302; Geology 102; 303 or consent of instructor.

394. Geography. *Man and Weather* (4) (Formerly Geography 405)

Lecture, 3 hours; laboratory 3 hours.

Man's use and abuse of the atmosphere. Meteorological and climatological aspects of resource utilization, industrial location, and related economic activities. Legal and economic consideration of weather modification, environmental deterioration, and related topics.

Prerequisites: Geography 310 or consent of instructor.

403AB. Seminar in Cultural Geography (4-4)

Advanced investigations and inquiries into the many facets of cultural geography with emphasis on such sub-groupings as: agricultural geography, cultural ecology, settlement geography, and other man-environment relationships.

Prerequisite: Geography 303 or equivalent, or consent of instructor.

416. Biogeography (4)

Lecture, 2 hours; laboratory, 6 hours; some overnight field trips. Study of patterns of geographic distribution of terrestrial plants and animals with explanations based on ecology and evolution.

Prerequisites: Advanced upper division standing. A course in field biology, such as Biology 400; 430; 440; 450; 451; or 458; and a course in earth science such as Geography 302 or Geology 115.

453. Seminar in Urban Geography (4)

Discussions and investigations of urban problems within the realm of geographic inquiry. Spatial organization, function, growth, historical development and other subjects will be treated. Field investigation will be included when possible.

Prerequisite: Geography 350 or equivalent, or consent of instructor.

465. Seminar in Natural Resource Management and Conservation (4)

Geography of resources in relationship to man in terms of demographic trends and adequacy of food, mineral and energy resources. Special emphasis on conservation and resources of California.

Prerequisite: Geography 390 or consent of instructor.

466. Seminar in Population and Social Geography (4)

Investigation of selected topics in social and population geography. Poverty, migration, population growth, suburbanization, and other problems are possible topics of discussion.

Prerequisites: Geography 340; 350 or consent of instructor.

470. Climatology (4) (Formerly Geography 370)

Lecture 3 hours; laboratory, 3 hours.

A study of the primary factors which regulate climate. Emphasis will be placed upon developing examples that illustrate the interaction of the different physical processes which control the various climatic elements: air temperature, atmospheric moisture, precipitation, wind, etc. In addition, a small scale field measurement program will give the student an opportunity to gain experience in gathering, processing and analyzing raw data.

Prerequisite: Geography 201; 302; 310 or consent of instructor.

477. Current Topics in Geography (1)

A series of lectures designed to acquaint the student with the interests of professional geographers in the 1970's.

Regional Geography Seminars

400. Seminar in the Regional Geography of North America (4)

Offerings will vary and will focus upon special topics of interest, such as problems of population growth and distribution, resources and economic development, and regionalism in the continent.

410. Seminar in Cultures and Environments of Latin America (4)

An examination of the human and physical features of Latin America with particular emphasis placed on man's impact on the environment, the problems of economic development, and the urbanization process.

418. Field Experience—Northern Mexico (3)

This course provides the student an opportunity to do field work in an alternate cultural setting. The field experience consists of two stages: (1) observation of physical and cultural features in the northern and central sections of the peninsula; and (2) team studies of towns and villages involving interviewing, data collection and mapping. A series of seminars conducted on campus allows the student to complete his studies.

Prerequisite: Consent of Instructor.

420. Seminar in the Regional Geography of Europe (4)

Offerings will vary and will focus upon special topics of interest, including the physical, cultural, historical, and economic relationships of Europe and its regions.

430. Seminar in the Regional Geography of Asia (4)

Offerings will vary and will focus upon special topics of interest, such as population, problems of land use, and problems of economic and political development.

440. Seminar in the Geography of the Pacific (4)

Offerings will vary and will focus upon special topics of interest, such as the origin and movement of culture groups and problems of economic and political development.

460. Seminar in Area Studies (4)

This course will provide offerings in area studies—for example: China and South East Asia, arid lands and underdeveloped lands.

Senior Seminars

490A. Seminar in the Development of Geographic Thought from Ancient to Modern Times (4)

Prerequisite: Senior year Geography Majors; open to others with permission of instructor.

490B. Seminar in Research and Applied Geography (4)

Prerequisite: Senior year Geography Majors; open to others with permission of instructor.

491AB. Geography Internship Program (3–5)

Students in the intern program will be given the opportunity to gain practical experience using geographical skills by working in a variety of county and city agencies in the California State College, Sonoma service area. Credit is given for a bi-weekly seminar and two hours per unit work per week as arranged with the intern coordinator.

495. Special Studies (1–4)



GEOLOGY

(Division of Natural Sciences)

Thomas Anderson, Chairman of Department

Rolfe Erickson, Walter Vennum, G. Davidson Woodard, William Wright

The Department of Geology offers the student several major programs from which to choose depending on his particular interests and goals in the general field of geology. Programs are available which lead to both the B. A. and B. S. degree. The B. S. degree and the Pre-Professional B. A. degree curricula are based around a core of geology courses. The Liberal Arts B. A. degree is centered around a small group of geology courses which are combined with groups of geology elective courses to complete the degree program. Another option leading to a B.A. degree is the single subject Ryan Act Credential Program. This program should be considered by students wishing to pursue a career in earth science teaching at the junior high and high school level. Students interested in pursuing a program with an emphasis in environmental geology are urged to consider the Special Major. Because of the selectivity involved in choosing a program, students should consult with the departmental advisor concerning their course load each semester.

GEOLOGY CORE COURSES

Geology 303—Principles of Geology.....	4 units
Geology 304—Principles of Geology Field	1 unit
Geology 305—Mineralogy—Optics	4 units
Geology 307—Igneous and Metamorphic Petrology	4 units
Geology 308—Igneous and Metamorphic Field.....	1 unit
Geology 311—Stratigraphy and Sedimentation	4 units
Geology 312—Stratigraphy and Sedimentation Field	1 unit
Geology 317—Structural Geology	4 units
Geology 318—Structural Geology Field.....	1 unit
	<hr/> 24 units

GEOLOGY MAJOR FOR THE B. S. DEGREE

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

Major Courses.....	45 units
General Education	40 units
Supporting Courses	18 units
Electives.....	21 units
	<hr/> 124 units

Required Geology Courses

Geology Core Courses	24 units
Geology 320—Field Geology	3 units
*Geology 325—Adv. Field Geology	4 units
Geology 413—Paleontology	4 units
Geology 414—Paleontology Field	1 unit
Geology 450—Senior Seminar	3 units
Upper Division Geology Electives	6 units
	<hr/> 45 units

Required Supporting Courses

Chemistry 115 AB—General Chemistry (6 in G. E.)	4 units
Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and Physics 214, 216—Introduction to Physics II (lecture and laboratory) (4)	8 units

*The Department of Geology at California State College, Sonoma presently cooperates with other northern California state colleges in offering the summer field course. Also many other colleges and universities in the west offer summer field courses and it is recommended that students consult with their geology advisor regarding selection of one of these programs.

Mathematics 162—Calculus with Applications I	3 units
Mathematics 212—Calculus with Applications II	3 units
	<hr/> 18 units

GEOLOGY MAJOR FOR THE B. A. DEGREE

The geology program leading to a B. A. degree is designed to give the student three different plans which should be chosen only after consultation with the departmental advisor.

Pre-Professional Plan

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career.

Major Courses.....	45 units
General Education	40 units
Supporting Courses	15 units
Electives.....	24 units
	<hr/> 124 units

Required Geology Courses

Geology Core Courses	24 units
Geology 320—Field Geology	3 units
Geology 325—Adv. Field Geology	4 units
Geology 413—Paleontology	4 units
Geology 414—Paleontology Field	1 unit
Geology 450—Senior Seminar	3 units
Upper Division Geology Electives	6 units
	<hr/> 45 units

Required Supporting Courses

Chemistry 115 AB—General Chemistry (6 in G. E.)	4 units
Physics 210 AB—General Physics	8 units
Mathematics 162—Calculus with Applications.....	3 units
	<hr/> 15 units

Liberal Arts Geology Plan

This plan is intended for students who wish to study geology as a general interest. It is intended to be a terminal degree in geology and is *not* for students intending to pursue graduate study in geology. Students interested in careers as Earth Science teachers should consider this option and plan to take the recommended supporting courses as indicated below. Persons training for work as a geologic technician should also consider this option.

Major Courses.....	33 units
General Education	40 units
Supporting Courses	6 units
Electives.....	45 units
	<hr/> 124 units

Required Geology Courses

Geology 300—Regional Field Geology.....	3 units
Geology 303—Principles of Geology.....	4 units
Geology 304—Principles of Geology Field	1 unit
Geology 309—Mineralogy—Petrology	4 units
Geology 326—Stratigraphy & Earth History	4 units
Geology 317—Structural Geology	4 units
Geology 318—Structural Geology Field.....	1 unit
Upper Division Geology Electives	12 units
	<hr/> 33 units

Required Supporting Courses

Mathematics 107 or equivalent	4 units
Courses in Physics <i>and</i> Chemistry including a laboratory (6 in G. E.)	2 units
	<hr/> 6 units

RYAN ACT

Geology Single Subject Credential Program

Core Courses:

Astronomy 200	3 units
Biology 215	4 units
Chemistry 115AB	10 units
Geography 310	4 units
Geology 303, 304	5 units
Physics 210AB	8 units
Mathematics 107	4 units
	<hr/> 38 units
<i>G.E. Remainder:</i>	26 units

Major:

The Liberal Arts degree in Geology *plus* a 12-unit concentration in another field such as physics (4 more) or Mathematics 16 units besides 303, 304, and elective units included below

(8 more)	2-8 units
<i>Education Courses:</i>	24 units
<i>Electives:</i>	18-12 units
	<hr/> 124 units

For elective units the student is strongly urged to take advanced courses in geology, mathematics, etc., oriented toward developing strength in another field. He or she is also urged to take the calculus physics sequence and a year of calculus if they plan to teach physics in high school.

MINOR IN GEOLOGY

Completion of a minimum of 20 units in geology courses will constitute a minor in geology. Students should consult with an advisor in the Department of Geology regarding required courses.

GEOLOGY

102. General Geology (3)

Lecture, 2 hours; laboratory, 3 hours.

A course to satisfy the General Education requirement in physical science. An introduction to the principles of physical and historical geology and their application to an understanding of our landscape and natural environment. Topics of local interest to Sonoma County and the Bay Area will be emphasized. Specific content will vary depending on individual instructor. Numerous field trips will be taken. Not intended for geology majors.

120. Regional Field Geology (3)

Lecture, 1 hour; 10-day field trip.

A study of rocks and minerals as they are found in the earth as well as the history of their present distribution in the western United States. The field aspects of geology will be emphasized. A 10-day field trip will be taken during spring vacation to study geology in classical localities such as Death Valley and Grand Canyon National Parks. Not intended for geology majors.

Prerequisites: Geology 102 or equivalent; concurrent enrollment acceptable.

202. Rocks, Time and Evolution (3)

Lecture, 2 hours plus one discussion-demonstration section per week.

An introduction to the chronologic sequence of life throughout the earth's geologic past emphasizing the applications of the study of fossils in understanding the historical development of the earth's crust. The course is designed for general educational interest and is not intended for majors in geology.

233. Geology of Mountains (2)

Lecture, 2 hours; one required weekend field trip.

The study of physical processes that act to form mountain ranges. Discussion of rock types, structures and surface features of mountain ranges with special reference to the Sierra Nevada and Coast Ranges. The origin of mountain ranges according to the geosynclinal and plate tectonic theories. This course is not intended for majors in geology.

Prerequisites: Geology 102 or consent of instructor.

300. Advanced Regional Field Geology (3)

Lecture, 1 hour; 10-day field trip.

Advanced study of the field aspects of geology in the western United States. A 10-day field trip will be taken during spring vacation to study geology in classical localities such as Yosemite and Grand Canyon National Parks. Intended for geology majors.

Prerequisites: Geology 303 and consent of instructor.

302. Marine Geology (3)

Lecture, 3 hours.

Origin and morphology of the ocean basins; marine environments; factors controlling the distribution and deposition of marine sediments.

Prerequisite: Geology 102, or consent of instructor.

303. Principles of Geology (4)

Lecture, 3 hours; laboratory, 3 hours.

Advanced treatment of the principles, methods, and tools of geology emphasizing the materials which constitute the earth and the processes which act or have acted upon them in the present and the geologic past. Required of *all* prospective geology majors; recommended for those strongly interested in science.

304. Principles of Geology Field Course (1)

Field studies done in conjunction with Geology 303. Required weekend field trips.

Prerequisite: must be taken concurrently with Geology 303.

305. Mineralogy—Optics (4)

Lecture, 2 hours; laboratory, 6 hours.

Introduction to crystallography and crystal chemistry; origin and properties of the common silicate and ore minerals; laboratory exercises will utilize crystal models, stereonets, and emphasize hand specimen identification of minerals. Introduction to the petrographic microscope and its application to the study of minerals.

Prerequisite: Geology 303 or Geology 102; Chemistry 115A and Mathematics 107 or equivalents. Concurrent enrollment acceptable for Geology and Chemistry only.

306. Environmental Geology (3)

Lecture, 3 hours.

Study of geological principles and processes as they relate to our natural environment emphasizing the impact of man on the geological environment. Major topics will include earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; shoreline processes and coastal development; engineering geology and construction of highways and dams; development of natural resources, conservation, and ecology. Specific content will vary from year to year depending on individual instructor.

Prerequisite: Geology 102 or consent of instructor.

307. Igneous and Metamorphic Petrology (4)

Lecture, 2 hours; laboratory, 6 hours.

A study of the origin, nature, classification and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures, and structures of the more common rock types. Laboratory work will emphasize both hand specimen and microscopic petrography.

Prerequisite: Geology 305 or equivalent.

308. Igneous and Metamorphic Petrology Field Course (1)

Field studies done in conjunction with Geology 307. Required weekend field trips.

Prerequisite: Geology 307.

309. Mineralogy and Petrology (4)

Lecture, 2 hours; laboratory, 6 hours.

A one-semester course in hand-specimen identification of rocks, minerals, and ores. A basic course for students in the liberal arts geology major or non-majors interested in a basic knowledge of the subject. Not equivalent to Mineralogy 305AB or to advanced petrology courses.

Prerequisite: Geology 102 or Geology 303.

311. Stratigraphy and Sedimentation (4)

Lecture, 2 hours; laboratory, 6 hours.

The origin, classification and physical stratigraphy of sedimentary rocks. Modern techniques of studying sediments and sedimentary rocks including extensive use of the petrographic microscope.

Prerequisite: Geology 307, Chemistry 115AB.

312. Stratigraphy and Sedimentation Field Course (1)

Field studies done in conjunction with Geology 311. Required weekend field trips.

Prerequisite: must be taken concurrently with Geology 311.

317. Structural Geology (4)

Lecture, 3 hours; laboratory, 3 hours.

Introduction to theoretical and experimental rock deformation; description and genesis of folds, faults and related minor structures; interior structure of the earth and plate tectonics. Laboratory study of structural problems using geological maps.

Prerequisites: Geology 303, Math 107 or equivalent.

318. Structural Geology Field Course (1)

Field studies done in conjunction with Geology 317. Required weekend field trips.

Prerequisite: must be taken concurrently with Geology 317.

320. Field Geology (3)

Lecture-laboratory, 1-3 hours. Weekend field trips and terminal field project (8-10 days during Easter break required.)

Principles of geologic mapping, structural geology, stratigraphy, interpretation of geologic maps, use of surveying instruments, preparation of field reports.

Prerequisite: Geology 307 or equivalent.

323. Hydrology (3)

Lecture, 3 hours.

Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric water, soil water, runoff, and groundwater flow as related to water supply and use. Applications to problems of flood control, water management, and water pollution, with special emphasis on California.

Prerequisites: Geology 303 or consent of instructor. Physics 114 or Physics 210A recommended.

326. Stratigraphy and Earth History (4)

Lecture, 3 hours; laboratory, 3 hours.

The principles of historical geology will be discussed with special emphasis given to the application of these principles to the geologic development of North America. The geologic history of California will be treated in detail. The use of sedimentary rocks, fossils, and structural and tectonic principles will be discussed, especially as they relate to our understanding of historical geology. Laboratory work will include a study of sedimentary rocks and their properties, fossils and their occurrence and distribution, the construction and interpretation of various types of geologic maps, and detailed studies of selected maps representative of the various geologic provinces of North America.

Prerequisites: Geology 303 or consent of instructor.

360. Geomorphology (4)

Lecture 3 hours; laboratory 3 hours.

Detailed study of the earth's landforms; emphasis upon geologic structures, erosional and depositional processes and interrelationships with soils, vegetation and hydrology. Use of topographic maps, geologic maps and cross sections and aerial photos in the interpretation of landforms. Field trips and field reports.

Prerequisites: Geography 201, 202, Geology 303, or consent of instructor.

380. Map and Air Photo Interpretation (4)

Lecture, 2 hours; laboratory, 6 hours.

Fundamentals of topographic maps and aerial photographs with emphasis on interpretation of physical and cultural elements of the landscape; includes use of maps and aerial photographs in the field.

Prerequisite: Geography 201, Geology 102, or consent of instructor.

395. Community Involvement Project (1-4)

C.I.P. involves students in community problems such as tutoring, aiding in school science classes and advisement of county agencies. A total of 6 units of C.I.P. credit may be applied toward a degree. May be taken by petition only and does not fulfill any requirements of the geology major.

400. History of Physical Science (2)

Lecture, 2 hours.

A survey of the historical development of the physical sciences. This course is the same as Physics 390 and Chemistry 400.

Prerequisites: Upper class standing and consent of the instructor.

401. Geotectonics (3)

Lecture, 3 hours.

A synthesis of geophysics, structural geology, stratigraphy, and petrology as applied to the history of formation and distribution of large-scale geologic features of the earth. Specific problems to be considered will include continental drift, sea-floor spreading and the origin of mountain ranges.

Prerequisites: Geology 317, or consent of instructor.

406. X-ray Analysis of Geologic Materials (2)

Lecture 1 hour; laboratory, 3 hours.

Introduction to the use of x-ray diffraction techniques in the geological sciences.

Prerequisite: Consent of instructor.

410. Geophysics (3)

Lecture, 3 hours.

The principles of physics as they are related to the earth. Physical basis for the methods of geophysical investigation: seismology, gravity and magnetism. Application of geophysical methods to geological problems such as oil exploration and continental drift.

Prerequisites: Geology 102, or 303, Math 162, or consent of instructor.

413. Paleontology (4)

Lecture, 3 hours; laboratory and/or field, 3 hours.

An introduction to the morphology, taxonomy and evolution of invertebrate and vertebrate faunas and of fossil plants.

Prerequisite: Geology 102 or 303 or consent of instructor.

414. Paleontology Field Course (1)

Field studies done in conjunction with Geology 413. Required weekend field trips.

Prerequisite: Must be taken concurrently with Geology 413 by geology majors.

422. Geochemistry (3)

Lecture, 3 hours.

Introductory cosmochemistry and origin of the elements; the earth as a chemical system, chemistry of processes at the surface of the earth; mineral crystal chemistry; introduction to geochronology and stable isotope variations in nature; thermodynamics and its geological application; geochemical prospecting.

Prerequisite: Geology 303, Chemistry 115 or 125, or consent of instructor.

445. Geology of the United States (3)

Lecture, 3 hours.

The stratigraphic and structural development of the North American continent. Theories concerning the origin of continents and their tectonic elements. Special emphasis on California.

Prerequisite: Geology 303, or consent of instructor.

450. Senior Seminar in Geology (3)

Critical study of problems in current geological research; course content will vary from year to year. Extensive reading in, and discussion of articles from major professional journals. One or more papers on selected topics.

Prerequisite: Senior status in Geology.

475. Advanced Structural Geology Seminar (1-3)

Lecture-discussion, 1-3 hours.

Individual presentation and discussion of specific problems in structural geology. The literature of structural geology as well as field investigations by the class will be used as a basis for discussion.

Prerequisites: Geology 317, or consent of instructor.

495. Special Studies (1-4)

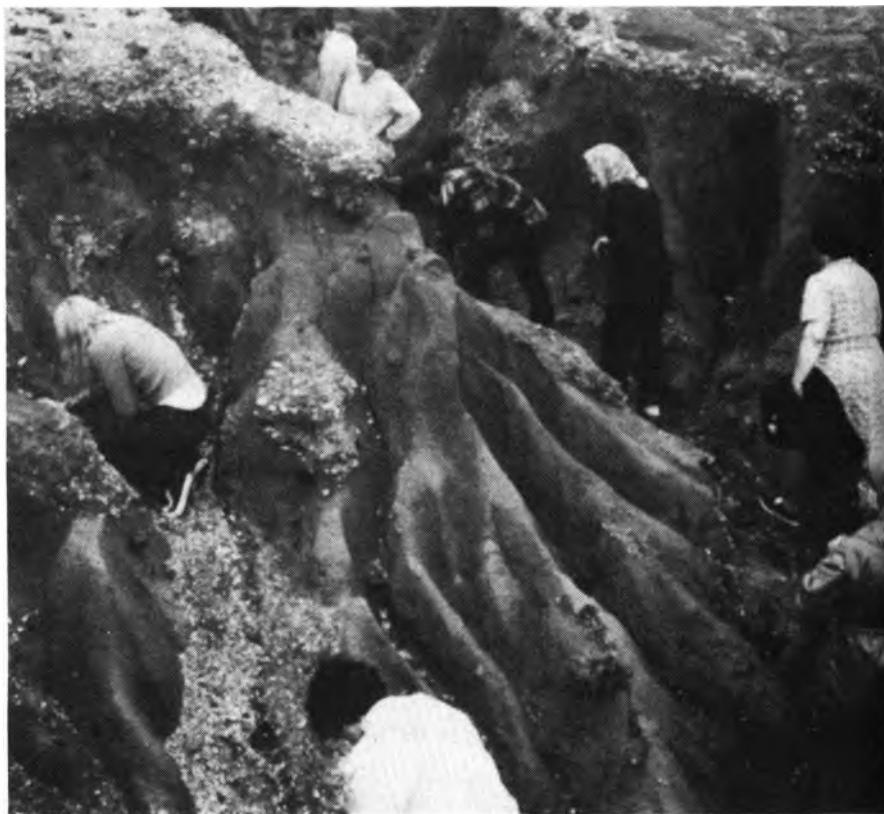
Individual study under guidance of an advisor of an advanced field, laboratory or literature problem.

Prerequisites: Approval of advisor, and Division Chairman.

496. Selected Topics in Geology (3)

An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter.

Prerequisite: Adequate preparation for topic under consideration.



HEALTH SCIENCES

(Division of Psychology, Health Sciences and Physical Education)

Robert Sorani, Department Chairman

C. Douglas Earl, James Gale, Robert Lynde, G. Edward Rudloff *

Ella Trussell, Martha Yates

(Course titles followed by I are offered in the fall semester;
those followed by II in the spring.)

305. Care and Prevention of Injuries (2) I and II

Lecture, laboratory.

A study of the types of injuries which occur in athletic participation. Prevention, care and rehabilitation of injuries through selection and use of equipment, and properly applied techniques of training and conditioning.

Prerequisite: Biology 220.

310. Kinesiology (4) I and II

Lecture, laboratory.

The analysis of human movement. Consideration of functional anatomy, basic mechanics of leverage, vectors, and projectiles as they relate to performance in sports and dance activities.

Prerequisite: Biology 220.

315. Physiology of Exercise (4) I and II

Lecture, laboratory.

Study of the acute and chronic effects of activity on the human organism. Laboratory and field experiences in the measurement of work capacity, cardio-respiratory function and skeletal muscle physiology. An analysis of the physiological factors related to teaching and coaching.

Prerequisite: Biology 224.

450. Methods of Sex Education (3)

An emphasis will be upon an analysis of personal attitudes pertaining to human sexuality as they relate to our roles as educators, a study of reproductive biology, including discussions of abortion, V.D., contraception, etc., and an introduction to methods of curriculum development.

495. Special Studies (1-4)

* On leave 1974-75.



HISTORY

(Division of Social Sciences)

Robert Brown, Department Chairman

Theodore Grivas, Dennis Harris, LeVell Holmes, Donald Johnson, Robert Karlsrud, Albert Laferriere, Han-Sheng Lin, Daniel Markwyn, Peter Mellini, William Poe, Glenn Price, Stephen Watrous, Alice Wexler, D. Anthony White.

The History major program is designed both to provide the basis for an excellent liberal arts education and to meet the variable needs of individual students. It is the intent of the program to enable students, in consultation with departmental faculty, to design an education in the discipline of history which meets their needs and interests.

In addition to preparation for teaching and graduate work within the discipline, history programs can provide excellent backgrounds for many post-baccalaureate programs, including law schools, library science, archival research, and government careers.

Students planning on graduate work or a teaching career are advised to diversify their studies rather than concentrate upon any single geographic area or national state. Students going on for extensive graduate study are encouraged to include foreign language courses in their program. Credential candidates should consider securing classroom experience in a community involvement program.

The History Department participates in the California State College, Sonoma, CLEP credit by examination program. For further information on CLEP course equivalents in History, refer to page 34.

HISTORY MAJOR REQUIREMENTS FOR THE B.A. DEGREE

Each student plans his/her major program in consultation with a departmental advisor. The requirements are:

A. History 100 (Approaches to History)	2 units
B. History 390 or 391 (The Study of History)	4 units
C. Senior Seminar in History	4 units
D. Additional courses in History	24 units
(At least 24 of these 34 units must be in upper division courses)	34 units
E. Courses supportive of the student's major program, in other disciplines or in history, chosen in consultation with a departmental advisor.....	10 units
TOTAL	44 units
F. General Education Courses.....	40 units
G. Minor and/or Elective and/or Foreign Language and/or Credential courses	40 units
TOTAL	124 units

HISTORY MINOR REQUIREMENTS

The History minor consists of any 20-unit pattern in history courses chosen in consultation with a departmental faculty advisor. Students planning a history minor for teaching purposes are urged to complete the entire lower division basic survey sequence covering both World and United States history and a course in "The Study of History."

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts program in history is designed to provide students with the opportunity of carrying on advanced, comprehensive, and specialized studies in United States, European, Latin American, Asian, and/or African history. The wide variety of course offerings and the option of either writing a thesis or of taking field examinations affords the flexibility required to meet the needs of those students who regard the M.A. as a terminal degree and those preparing to go on for doctoral work. Each student granted classified standing (that is, formally admitted to candidacy for the M.A. Degree in History) will be assigned a thesis or field examination committee chairman who must review and approve the specific pattern of study.

Requirements for Admission to Candidacy

1. A Bachelor's Degree in History from an accredited institution. Students with majors in other fields may be considered on the basis of their GRE scores, academic records, and letters of recommendation.
2. An over-all and major field grade point average of 3.0 or better for all college work attempted as evidenced by the transcripts furnished.
3. Completion of the Graduate Record Examination (Aptitude Tests: Verbal and Quantitative) and the Advanced Graduate Record Examination (History) with scores acceptable to the Departmental Graduate Studies Committee.
4. Three letters of recommendation testifying to the student's ability, character, and potential for graduate study in history.
5. Completion and acceptance of separate applications for admission to the California State College Graduate School (Office of Admissions and Records) and to the Department of History Graduate Studies Committee.
6. Favorable recommendation for admission to candidacy by the Departmental Graduate Studies Committee after a review of the complete file.

Requirements for the M.A. Degree in History

1. Formal admission to candidacy for the Master of Arts Degree in History.
2. A grade point average of 3.0 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chairman and the Departmental Graduate Studies Committee, a maximum of six units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. A least 15 units of the study pattern must be taken after admission to candidacy and at least 24 units of the pattern must be completed in residence at California State College, Sonoma. All History courses are to be taken for grade.
3. All requirements for the M.A. Degree in History, including any conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within five years from the time of admission to candidacy.
4. With the approval of the student's committee chairman and the Departmental Graduate Studies Committee, the satisfactory completion of one of the following two options:

A. Master's Thesis Option (<i>chosen in consultation with committee chairman</i>):	
History Courses at the "400" level.....	12 units
History Graduate Seminars at the "500" level	12 units
Master's Degree Thesis Research (History 599)	6 units
Master's Degree Thesis	0 units

<i>Total Units Required for the M.A. in History.....</i>	30 units
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B. Field Examination Option (<i>chosen in consultation with committee chairman</i>):	
History Courses at the "400" level.....	15 units
History Graduate Seminars at the "500" level	12 units
Field Examination Reading and Research (History 598)	3 units
Written and Oral Field Examinations.....	0 units

<i>Total Units Required for the M.A. in History.....</i>	30 units
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LOWER DIVISION HISTORY COURSES

100. Approaches to History (2)

Required of all majors during their first year in the department, these small classes emphasize the interpretation of evidence and the development of historical explanations through the study of a selected topic. (Staff)

201. Foundations of World Civilization to 1650 (4)

A general survey of the growth and development of western and non-western civilization from prehistoric times to the modern era. Suggested for all history majors. (Staff)

202. Development of the Modern World Since 1600 (4)

A comparative survey of western and non-western societies from early modern times to the present day. Suggested for all history majors. (Staff)

251. From Founding to Ferment: U.S. to 1865 (4)

A general survey of the major developments in United States history from the discovery and colonization of the New World through the Civil War. Satisfies the State Code requirements in history and government. (Staff)

252. From the Civil War to Civil Rights: U.S. Since 1865 (4)

A general survey of the major developments in United States history from the end of the Civil War to the present day. Satisfies the State Code requirements in history and government. (Staff)

295. Community Involvement Project (1-2)

History oriented community service projects developed by students after consultation with a member of the History faculty and approved by the department. May be taken for one or two units as determined by the departmental faculty sponsor. Applies only as general elective credit towards graduation. (Staff)

UPPER DIVISION HISTORY COURSES

301. Prehistoric Man in the Old World (3-4)

A survey of the experiences of prehistoric man in the old world from the Paleolithic period through Celtic and Germanic Europe. The course will emphasize factors of cultural variability, change, and continuity in response to physical and cultural environments. (Poe)

302. Ancient Europe 2500 B.C.-A.D. 750 (3-4)

A survey of the cultures of Europe from the Bronze Age through the Germanic expansion into Western Europe. The course will emphasize the development of the Celtic and Germanic cultures of Europe and their contacts with the Mediterranean and Eurasia. (Poe)

305. From Renaissance to Revolution: Europe, 1450-1789 (3-4)

A survey of European society and culture from the late Middle Ages to the French Revolution. Topics include the Renaissance and Reformation, rise of the nation state, the Age of Discovery and Expansion, the Scientific Revolution and the Enlightenment, and the relationship between eastern and western Europe. (Brown, Laferriere, Watrous)

306. Modern Europe Since 1789 (3-4)

A survey of European history from the French Revolution to the present. Topics include an examination of the influences of the French Revolution and the Industrial Revolution on modern Europe, revolution, autocracy, liberalism, socialism, imperialism, and contemporary trends. (Brown, Laferriere, Mellini)

313. Classical Studies in History (1-4)

An in-depth study and analysis of selected classical materials which have had an historic impact on the shaping and development of human thought and culture. Consult the class schedule for the specific topic selected by the instructor. May also be applied as a General Education elective credit in the classical studies area. (Staff)

325. The Ecology of Early Societies (3-4)

A study of the arts by which the environment is made to serve the life of various early societies. A particular emphasis will be placed upon the implications for cultural change contained in societal decisions with regard to environmental relations. Several societies will be chosen for intensive study of their mechanisms of adaptation and manipulation. (Poe)

330. Africa to 1850 (3-4)

A survey of the history of the African continent from prehistoric times to the Arab conquest and the advent of European explorations. Emphasis on the development of African and Arab civilizations prior to the European intrusion. (Holmes)

331. Resistance and Protest: Colonial and Independent Africa (3-4)

A study of European and African military and cultural conflicts of the 19th and 20th centuries. Major stress will be placed on African leaders who have been in the forefront of indigenous resistances to European encroachments, and those European leaders who transcended the ethnocentrism of their period. (Holmes)

335. East Asia to 1800 (3-4)

A survey of the historical development of East Asian peoples and nations from prehistoric times to the end of the eighteenth century. Emphasis upon the political, social, economic, and cultural growth of oriental civilization. (Lin)

336. East Asia (3-4)

A survey of historical developments in East Asia from the opening of the nineteenth century to the present with emphasis on twentieth century changes in China, Japan, Korea, and Southeast Asia. Topics include war and peace in East Asia, population growth and poverty, modernization and industrialization, and the impact of the occident in East Asia. (Lin)

339. Introduction to Latin American History (3-4)

A one-semester survey of Latin American society and culture from pre-Columbian times to the present. Includes pre-Columbian Indian cultures, conquest and colonization, slavery, religion, wars of independence, race relations, nationalism, industrialization, urbanization, relations with the United States, women, and contemporary revolutions. Fiction, music, painting, and folklore will be used as well as more traditional historical sources. (Wexler, White)

340. Colonial Latin America to 1825 (3-4)

A survey of early Latin American history from pre-Columbian times through the Wars of Independence with emphasis on the Spanish and Portuguese colonization experience and the blending of Indian, African, and Iberian cultures to create distinct political, social, and economic patterns. (Wexler, White)

341. Latin Americans Since Independence (3-4)

Latin Americans and their history since the close of the colonial period to the present with emphasis on major political movements, economic and social conditions, cultural values, literary and artistic achievements and relations with the United States. (Wexler, White)

342. Slavery in Latin America (3-4)

Origins, growth, and abolition of slavery in Latin America, with emphasis on Cuba, Brazil and Haiti. Themes include African backgrounds, the slave trade, slavery on coffee, sugar and tobacco plantations, urban slavery, women in a slave society, psychology of slaves and masters, white racism, race mixture, slave resistance and revolt, and abolitionist movements. (Wexler)

343. Latin American Biography (3-4)

A study of Latin American History through its outstanding men and women. The course will include individuals such as Montezuma, Cortes, Pizarro, Sor Juana Ines de la Cruz, Bolivar, Manuela Saenz, Toussaint L'Ouverture, Hidalgo, Santa Anna, Dom Pedro II, Machado de Assis, Porfirio Diaz, Marti Zapata, Vasconcelos, Rivera, Vargas, Peron, Evita, Gabriela Mistral, Castro, Che Guevara and Allende. (White)

348. Creative History: Writing Historical Fiction (3-4)

A class project involving the researching for and writing of historical fiction on people or events during a specific historical event or period. After reading and discussing novels on the period or society involved, anthropological studies on the culture and historical accounts of the event or period, the class will write and assemble an anthology of short stories on the subject. (White)

348A. Creative History: Mexico in Revolt, 1810 (3-4)**348B. Creative History: Revolutionary Mexico, 1910 (3-4)****348C. Creative History: The Spanish Civil War, 1936-1939 (3-4)****349. Major Historical Problems (1-4)**

Studies of particular themes, issues and individuals that are of special interest to historical powers. These courses are designed for the general student, as well as majors. (Staff)

349A. Gandhi Reevaluated (3-4) (Mellini)**349B. The Renaissance Personality (1-2) (Watrous)****349C. Women's History Media Project (2) (Wexler)**

349D. **The Study of Revolution** (3-4) (White)

349E. **Comparative Communism: Russia and China** (2) (Watrous/Lin)

349P. **Photographic Techniques in History** (1) (Mellini)

349Q. **The Techniques of Historic Preservation** (2)

This course will be concerned with the systematic collection of available historical sources and the techniques of historical preservation that are needed by historians. The course will include, in a work-shop format, lectures by experts and practical activities used for these techniques. (Mellini)

350. **Peace and Change Workshop** (2)

Peace and Change is a journal of peace research and publishes articles on war and peace, racism and nationalism, militarism, sexual policies and youth in revolutionary times. It is sponsored by the AHA's Conference on Peace Research in History and published at CSC Sonoma. This workshop will deal with the creative and technical aspects involved in the production of a major peace journal. (Brown/Lin)

353. **Sunni Ali Ber to W.E.B. Du Bois** (5)

A course in Afro-American history from 468 to the beginning of the 20th Century and the writings of W.E.B. Du Bois. (This course is cross-listed with Afro-American Ethnic Studies course 345). (Blakeney)

354. **NAACP to Black Power** (4)

A course in contemporary American history that traces the development of Black historical consciousness from the founding of the NAACP to the contemporary Black power movements. (Cross-listed with Afro-American Ethnic Studies course 346). (Blakeney)

390. **The Study of History: European** (4)

An examination of the various philosophies and methodologies which have shaped historiography. The concentration is on Europe, but with some attention to historiography in Asia and in the Near East. Consideration is given to the techniques of historical research and writing as well as to the critical evaluation of the major historians of the past. (Brown, Laferriere, Mellini)

391. **The Study of History—American** (4)

An examination of the various philosophies and methodologies which have shaped American historiography. Consideration is given to the relationship between the historian and the climate of opinion, to varying interpretations of historical events, to the place of history as a literary art, and to the techniques of historical research and writing. (Markwyn, Price)

391A. **Methods in Local History** (2-4)

This course studies historical methods and their application in the field of local history. Attention will be given to methods of collecting, preserving, cataloging and interpreting evidence and to the role of the college in the studying of regional history. (Markwyn)

393. **Archaeological Theory and Methodology** (2)

A survey of the application of archaeological methods in historical research. (Poe)

394. **Quantitative Methods in Historical Research** (2)

A survey of quantitative analyses of archaeological and historical data including computer applications. (Poe)

395. **Community Involvement Project** (1-2)

History oriented community service projects developed by students after consultation with a member of the History faculty and approved by the department. May be taken for one or two units as determined by the departmental faculty sponsor. Applies only as general elective credit towards graduation. (Staff)

396. **Psychohistory** (3-4)

The application of psychological tools to historical research. Psychoanalytic theories of Sigmund Freud and Erik Erikson will be stressed. The issues of slavery, family history, national character and inter-American relations in nineteenth century United States and Latin America will be explored from a psychological perspective. (Wexler)

400. Greece and the Aegean, 2500 B.C.-133 B.C. (3-4)

Historical developments in the eastern Mediterranean region from the establishment of the Minoan civilization on Crete through the Roman intervention and the end of Greek independence with an emphasis on the role of cultural interchange in the growth and shaping of Greek civilization. (Poe)

401A. The Roman Republic (3-4)

A history of the Roman people from their definition of themselves as a people to the crisis of the Republic which leads to a concentration of power in Octavian. The course will concentrate upon internal political developments in Rome and Roman expansion into the Mediterranean. (Poe)

401B. The Roman Empire (3-4)

A continuation of the history of the Roman Republic (401A), beginning with Octavian's reign (27 B.C.) to Rome's decline in the west (476 A.D.). The course will emphasize the social, political, cultural and economic development of the Roman Empire, and its long-range impact on the world. (Poe)

402. The Middle Ages, 476-1450 The Age of Chivalry (3-4)

"Mediterranean" history from the fall of Rome through the decline of the Holy Roman Empire. Coverage includes the cultural, religious, social, political, intellectual, and economic life of the Middle Ages; the Crusades; and the relationship of Western Europe to the Byzantine and Moslem world. (Laferriere)

403. Renaissance and Reformation, 1450-1650 (3-4)

A study of Western European history covering the flowering of Italian art and literature, its expansion and influence, the religious conflict, the loss of European unity, the rise of nation states, the Age of Discovery, and related political, social, economic, and intellectual developments of the period. (Laferriere)

404. Europe: The Age of Absolutism and Enlightenment, 1650-1789 (3-4)

European history from the mid-seventeenth century to the outbreak of the French Revolution. Major topics include the rise of modern science, mercantilism and European expansion, enlightened despotism, and the decline of the old regime. (Brown)

405. Europe: The Age of Dominance, 1789-1914 (3-4)

A detailed study of European history from the French Revolution to the Great War. Emphasizes European political, social, economic, and ideological movements of the nineteenth century and their impact on the world. (Brown, Laferriere)

406. Europe: The Age of Totalitarianism, 1914-Present (3-4)

An examination of European history from the Great War to the Cold War. Emphasis upon the world impact of fascism, communism, and other important political, social, economic, and ideological movements in twentieth century Europe. (Laferriere)

407. War and Peace in 20th Century (3-4)

Through history, literature and film this course will examine the meaning of war and peace as a theme of 20th century civilization. Topics to include: national and class war, the League of Nations, the death camps, militarism and pacifism. (Brown)

408A. Cosmology and Change in the 17th Century (3-4)

A course in the intellectual history of Europe which examines the conflict between the growing secular European world and the declining medieval view of society. Major topics include the growth of science, rationalism and capitalism and their conflict with the finite hierarchical world of Aristotle and Dante. (Staff)

408B. Morals and Politics in the Enlightenment (3-4)

A theme course in European intellectual history in the 18th century. The course will concentrate on the reshaping of the European outlook on the world, particularly in regard to the family and its role in society in the 18th century. (Staff)

409. Hellenistic Thought 336 B.C.-A.D. 337 (3-4)

A social and philosophical history of the East Mediterranean during the Hellenistic and Roman eras. (Poe)

410. European Cultural and Intellectual History (3-4)

Selected studies in the intellectual developments and main currents of thought in modern Europe. Consult the class schedule for the specific topic selected by the instructor. (Watrous)

411A. History of Spain (3-4)

A study of the evolution of the Spanish people from the first Iberians to the present, with particular emphasis on the Spanish Civil War. Also includes Roman, Visigothic, and Muslim Spain; the Reconquest; Spanish Inquisition; Golden Age; the War of Independence, and national characteristics and cultural values. (White)

411B. The Spanish Republic and Civil War, 1931-1939 (3-4)

A study of the second republic in Spain and the issues and developments, domestic and foreign, leading to the Spanish Civil War. Discussion will focus on the Spanish roots of the conflict, the ideological divisions, the international repercussions, the role of the volunteers, the republic in exile, Spain under Franco and the literary and artistic response to the war. (White)

412. Origins of Modern France to 1870: The Revolutionary Epoch (3-4)

A study of the dramatic transformation of the old regime by the French Revolution to the emergence of the French Republic in 1870. Major topics include the coming of the French Revolution, Robespierre, Napoleon and his legacy, Restoration and Revolution, and the transition from Empire to Republic. (Brown, Laferriere)

413. Modern France Since 1870 (3-4)

A study of French history from the beginnings of the Third Republic to the present day with emphasis on the major changes in the French nation and its culture. Topics include the triumph of French liberalism, France and the world wars, the collapse of 1940, and the problems of contemporary France. (Brown, Laferriere)

414. Origins of Modern Germany: to 1850 (3-4)

The shaping of Germany from the time of Charlemagne and the Holy Roman Empire through the revolutions of 1848 and the unification movements. Focus includes the Reformation and Thirty Years War, the rise of Prussia and the Hapsburg-Hohenzollern rivalry, the Napoleonic age, and the cultural and national awakening. (Watrous)

415. Modern Germany Since 1848 (3-4)

A survey of German history from the rise of Brandenburg Prussia to the Bonn Republic with an emphasis on Germany's pivotal role in international affairs and cultural and political developments of the late nineteenth and first half of the twentieth century. (Laferriere)

418. Origins of Modern Russia: to 1856 (3-4)

From the roots of Russian history in the Kievan, Mongol and Muscovite periods to the rise of Imperial Russia under Peter the Great up to the Crimean War. Topics include the nature of Russian society, culture and government and Russia's relations with the West. (Watrous)

419. Modern Russia and the Soviet Union: Since 1856 (3-4)

The transformation of Russia through reform, industrialization, war, and revolution. Focus includes Populism and Marxism, the Revolution of 1905, the transition to a Soviet state in 1917, and the Soviet Union under Lenin, Stalin, and their successors. (Watrous)

420. Tudor and Stuart England, 1485-1714 (3-4)

A study of English history from the end of the Wars of the Roses through the reign of the Stuarts. Includes late Renaissance England, the development of the Tudor national state, the Elizabethan Age, the English Civil War, and the Glorious Revolution. (Brown)

421A. Great Britain, 1714-1867 Age of Aristocracy (3-4)

A study of the historical development of modern Britain from the Glorious Revolution to the consolidation of liberalism. Major topics include: the British oligarchic system, Britain during the American and French revolutions, the Industrial Revolution, the Decade of Reform, and the emergence of Victorian England. (Brown, Mellini)

421B. Victorian Britain: History and Literature, 1840-1914 (3-4)

Also listed as English 412. An interdisciplinary course on 19th century England that concentrates on the Victorian era, through its history and literature. Begins with the "Romantics" and ends with the advent of war in 1914. (Mellini)

422. Great Britain Since 1867: Age of Churchill (3-4)

Themes and topics in modern British history from the Reform Bill of 1867 through the European Common Market negotiations. (Mellini)

423. British Empire to 1914 (3-4)

A survey of the origins and development of the British Empire and of the imperial idea to 1914. (Mellini)

424. Varieties of Imperialism (3-4)

An exploration of imperialism in theory and practice in the last three centuries, comparing the rise and fall of the major modern empires in Europe, Africa, the Middle East, India and Asia. (Staff)

425. The Ancient Near East to 539 B.C. (3-4)

A study of the cultures of Southwest Asia and the eastern Mediterranean region from the earliest traces of human occupation in the area to the establishment of the Achaemenid Persian Empire in 539 B.C. (Poe)

426. The Persian and Hellenistic World, 539 B.C.-A.D. 641 (3-4)

Near Eastern history from the founding of the Achaemenid Persian Empire to the Islamic conquest of the Sassanian Persian Empire with emphasis on the cultural interchange and intellectual life of the Hellenistic period. (Poe)

427. Byzantium, Islam, and the West, 325-1453 (3-4)

A history of the eastern Mediterranean region from the bifurcation of the Roman Empire through the Crusades and the fall of Constantinople. (Poe)

429. Middle East and North Africa Since 1453 (3-4)

Major themes in Middle Eastern and North African history such as the advance and retreat of European colonialism, the development of the Islamic states, and recent adjustments in Islamic society. (Mellini)

430. History of Southern Africa (3-4)

An in-depth study of the history of the southern half of the African continent with emphasis on the Republic of South Africa, Mozambique, Zambia, and Madagascar from the seventeenth through the twentieth centuries. (Holmes)

431. History of West Africa (3-4)

A detailed study of the history of western Africa with emphasis on the Bantu peoples, the Arab and European intrusions, and the effect of the interrelationship of these groups and their institutions on the political, social, economic, and cultural development of the region. (Holmes)

432. History of Central and East Africa (3-4)

A regional history of central and eastern Africa with particular emphasis on the nature, extent, and influence of the cultural contacts and interrelationships between east Africa and the Arab states of Persia and India. (Holmes)

435. Twentieth Century China (3-4)

A detailed survey of China's twentieth century transformation with emphasis on the rise and effect of the People's Republic on political, social, economic, and cultural institutions. (Lin)

436. History of Chinese Thought (3-4)

An historical examination of Chinese thought from earliest times to the present day. Emphasis will be given to the impact of Confucianism, Taoism, Buddhism, and other great ideas on China's socio-political structure, economic system, and intellectual life. Close attention will be given to the sinicization of alien ideas. (Lin)

438. History of Japan (3-4)

A study of the development of Japan from earliest times to the present day. Particular emphasis will be given to Japan's modern transformation, especially in the twentieth century. (Lin)

439. History of Modern India Since 1512 (3-4)

The transformation of India from the Mughal rise and decline through the establishment of the British hegemony to the era of political independence. (Mellini)

440. Pre-Columbian and Colonial Mexico (3-4)

A history of the Mexican people from early Indian groups to Mexican independence in 1821. Includes Maya and Aztec cultures, the Spanish conquest, New Spain, the colonial church, cultural developments, the fate of the Indian, the evolution of a mestizo culture, the role of women, and the Hidalgo-Morelos revolt of 1810. (White)

441. Modern Mexico (3-4)

The evolution of the Mexican nation from independence to the present with a major emphasis on the Revolution of 1910. Includes the study of Mexico's colonial legacy, Mexican Catholicism, *machismo* and women, political and economic development, artistic and literary expression, and personalities such as Santa Anna, Juárez, Díaz, Madero, Zapata, Villa, Cárdenas, Rivera, Orozco, etc. (White)

442. History of Brazil (3-4)

The study of the Brazilian people from their Indian, African and European origins to the present. Includes the Portuguese colony, the Empire, Old Republic, Age of Vargas, the New Republic and military rule since 1964. Emphasis is placed on slavery and race relations, Brazilian nationalism, literary and artistic figures, women, cultural values and foreign relations. (White)

443. History of Argentina (3-4)

Includes colonial origins, the gaucho as fact and fiction; the struggle between Buenos Aires and the provinces, the impact of immigration, urbanization and industrialization on politics, women, the family, and culture. (Wexler)

444. Twentieth Century Latin America (3-4)

A study of the major political, social, economic and cultural developments in Latin America Since 1900. Includes political movements and their leaders, problems of economic development, literary and artistic expressions, the Catholic Church, students and education, the role of females, cultural values, and relations with the United States. (Wexler, White)

445. Inter-American Relations (3-4)

A study of the political, economic, and cultural relations between the nations of the Western Hemisphere from the American Revolutionary era to the present. Topics include U.S. policy and involvement in Latin America, Latin American reactions to U.S. policy and dominance, international conflicts within Latin America, the Pan-American movement and the Organization of American States, and recent attempts to politically and economically integrate Latin America. (Wexler, White)

446. Latin American Search for Identity (3-4)

An exploration of modern efforts to define a unique and authentic Latin American consciousness, as expressed in the essay, fiction, art and politics. (Wexler)

447. Women in History (3-4)

An examination of the role of women in historical perspective with emphasis on the history of the family, labor, contraception, popular images of women, and the feminist movement. (Wexler)

447A. Women in Latin America (3-4)

The changing situation of women in Latin America from pre-Columbian societies to the present. Themes include the European Conquest, slavery, race mixture, religion, modernization and revolution as these have shaped female experience, as well as biographical studies of outstanding Latin American women. (Wexler)

447B. Women in the United States (3-4)

The impact of Puritanism, slavery, industrialization, urbanization, immigration, war medical advance and psychoanalysis on women, and the ways women have responded to these changes. Includes biographical study of significant American feminists. (Wexler)

447C. History of Marriage (3-4)

A survey of marriage in European society from the middle ages through the 18th century. The course will analyze attitudes toward marriage, emphasizing democratic patterns of marriage and its social and economic importance within European society. Extensive use of new techniques in social history will be developed in the course. (Staff)

447D. History of Marriage in Modern Society (3-4)

A continuation of 447C which traces the development of European family life into the modern period. (Staff)

447E. Emma Goldman (3-4)

A course in the biography of a leading American socialist in the 20th century which will develop her life and thought. (Wexler)

448A. Warfare: Neolithic to Napoleonic (3-4)

An historical study of arms and armies from earliest times to the late eighteenth century, concerned mainly with Persia, Greece, Rome and Medieval period. Coverage includes battle tactics, campaign strategies, weaponry and the role of the military within society. (Laferriere)

448B. Warfare—Napoleonic to Nuclear (3-4)

An historical survey of arms and armies in the modern world since the late eighteenth century. Coverage includes battle tactics, campaign strategies, and the role of the military within the society. (Laferriere)

449. Historical Themes and Issues (1-4)

Topical studies in historical themes, issues and for areas extending beyond the scope of conventional political, geographic, and/or chronological subdivisions. Consult the class schedule for the specific topic selected by the instructor. (Staff)

449A. Early American History and Literature (1-4) (Markwyn)

449B. 19th Century English Literature and History (3-4) (Mellini)

449C. Religion and Society in American History (3-4) (Markwyn)

449D. History of Death (3-4) (Price)

449E. Communist Movements in Asia (3-4) (Lin)

449F. Families and Feminists in 19th Century America (3-4) (Wexler)

449G. Emotionalism in American Life (3-4) (Karlsrud)

449H. Russian Culture and Social Thought (3-4) (Watrous)

449K. Marx and Class Conflict (3-4)

A course that will examine the theories and philosophy of Karl Marx in relationship to the place of the family in society. (Staff)

449L. Prisons, Asylums and Schools: The Era of Total Institutions (3-4)

This course will be concerned with the development of total institutions in Europe and America from the rise of bourgeois civilization until our own time. A variety of custodial institutions will be examined with regard to their creation, expansion and social justification. (Staff)

449M. Advertising in Modern America (3-4)

A course in advertising techniques as they have developed in American history. Particular emphasis will be placed on the relationship between such techniques and fundamental American values. (Karlsrud)

450. Colonial America, 1607-1763 (3-4)

A study of the colonial origins of American society from the Old World background of the sixteenth century to the end of the Seven Years' War. (Markwyn)

451. Revolutionary America, 1750-1789 (3-4)

A study of the movement towards independence, the Revolutionary War, the Confederation period, and the drafting and ratification of the Federal Constitution with emphasis upon the transformation of the English colonies into a new American nation. (Markwyn)

452. The Early American Republic, 1789–1815 (3–4)

A study of the United States from the establishment of the Federal government through the War of 1812, with emphasis upon ideological, social and economic changes. (Markwyn)

453. American Expansion and Reform, 1815–1850 (3–4)

Expansion and sectional change, economic sectionalism and national politics, the rise of Jacksonian democracy, and social and political reform in United States history from the Peace of Ghent to the Compromise of 1850. (Price)

454. Civil War and Reconstruction, 1850–1877 (3–4)

A detailed examination of the background and causes of the Civil War, the problems of the war years, and the struggles of the Reconstruction Era. (Price)

455. Emergence of Modern America, 1877–1900 (3–4)

A study of the major political, social, economic, diplomatic, and intellectual developments in late nineteenth century America. The rise of the United States as a world industrial power, settlement of the Great Plains, the Populist Revolt, and American Imperialism. (Harris)

456. The Progressive Era, 1900–1929 (3–4)

A study of America's great Age of Reform. The rise of urban progressivism in the 1890's; the progressivism of Roosevelt, Taft, and Wilson; the First World War and its aftermath; prosperity and complacency in the 1920's. (Johnson)

457. The Great Depression and the New Deal, 1929–1945 (3–4)

A close analysis of the Great Depression years with the emphasis on Roosevelt and the New Deal. The background and results of the market crash of 1929; Hoover's response to the depression; the various "phases" of the New Deal; the Supreme Court crisis of 1937; and America's involvement in the Second World War. (Grivas, Johnson)

458. Contemporary America, 1945–Present (3–4)

A study of the United States and its emergence as a world leader since the Second World War. Problems and policies of America's political leaders from Truman to Nixon with an emphasis on foreign affairs, the achievements of a liberal Supreme Court, the economics of automation, and the revolution in civil rights and civil liberties. (Grivas, Johnson)

460. American Cultural and Intellectual History to 1815 (3–4)

Studies American thought and culture during the periods of colonization, revolution, and nascent Republicanism. Emphasis will be given to religion, literature, art, political theory, and attitudes toward liberty and order. (Markwyn)

Prerequisite: History 251 or consent of instructor.

461. American Cultural and Intellectual History, 1815–1865 (3–4)

Studies American thought and culture from the days of the early Republic until the end of the Civil War. Emphasis will be given to Romanticism, transcendentalism, urbanism, nationalist expansionism, reform movements, and their effect upon American intellectual and cultural life. (Price)

Prerequisite: History 251 or consent of instructor.

462. American Cultural and Intellectual History Since 1865 (3–4)

An analysis of the development of the national character in an age of industrialization, urbanization, and international involvement. Major emphasis upon the political and social implications of naturalism (including social and reform Darwinism), pragmatism and relativism, and the quest for neo-orthodoxy since World War II. (Harris)

Prerequisites: History 252 and completion of the General Education "Humanities" requirement or consent of the instructor.

466. American Foreign Relations (3–4)

An examination of American diplomatic history and practice from the Revolutionary era to the present time. Coverage includes consideration of humanitarian, economic, and strategic imperialism; isolationism and collective security; and the concept and implications of total war, undeclared war, and "cold" war. Features in-depth studies of the development of new principles and policies in major diplomatic actions. (Harris, Price)

467. History of American Working Classes (3-4)

A study of labor and laboring classes in an industrializing and urbanizing America with particular emphasis on the working people themselves—union and non-union, employed and unemployed—and the conditions in which they lived. (Karlsrud)

468. History of Black America (3-4)

An in-depth study of the history of the Negro in America from the African slave trade of the fifteenth century to the present. A significant departure from traditional surveys of American history in terms of content, perspective, and approach. (Holmes)

469. The City in History (3-4)

A study of cities beginning with their origins and their significance in the rise of civilization in the ancient world. The character of cities in the classical and medieval world is given some emphasis, but the major emphasis is upon the development of an urban culture in the United States from colonial times to the present. Themes include comparative studies of European and American cities, the "intellectual history of the city," and the idea of the city in western civilization and in the American mind. (Price)

470. The Atlantic Frontier, 1000-1850 (3-4)

A study of the origins and development of the Westward Movement from its European beginnings through the exploration and settlement of the Mississippi River Valley. Emphasis upon exploration, discovery, expansion, and the influence of the frontier on national policy and character. (Grivas)

471. The American West (3-4)

A regional history of the Trans-Mississippi West. Coverage includes an analysis and evaluation of the major political, social, and economic events relating to the western United States. (Grivas)

472. California: Amazons to Argonauts (3-4)

Colonization and expansion of New Spain. The development of political, social, and economic institutions of Mexican California. The American conquest and the early decades of California as a State in the Union. (Grivas)

473. California Since the Gold Rush (4)

An analysis and evaluation of the major issues in California history from the late nineteenth century to the present with emphasis on the political, social, and economic currents of twentieth century California. (Grivas)

474. Seminar: Concepts and Methodologies of the Social Sciences (4)

An analysis of the methodological, structural and conceptual bases of the social sciences through the study of social science curricula. Required by the departments of Anthropology, Economics, Geography, History, Political Science and Sociology as part of the academic preparation of those students contemplating a career in secondary social science education. Academic prerequisite to enrollment in Education 522E (Fisher) and Education 422E (Ryan). (Harris)

475. History of the American South (3-4)

An examination of the political, social, and economic life in the American South from settlement times to the present with emphasis upon the development of the South as a unique section and sub-culture in American society. (Johnson)

476. The American Constitution and the Bill of Rights 1787-1791 (3-4)

This course studies the period 1787 to 1791 in an effort to understand the ideal and material background of the Philadelphia Convention and the intent of the men who established the documents which have formed the basis of the American Republic. (Markwyn)

SENIOR SEMINARS IN HISTORY

480. Senior Seminar: Ancient History (4)

Directed studies in Ancient history from prehistoric times through the Roman period. Consult the class schedule for the specific topic selected by the instructor. (Poe)

481. Senior Seminar: Medieval Europe (4)

Directed studies in European history from the Roman period through the Middle Ages. Consult the class schedule for the specific topic selected by the instructor. (Laferriere)

482. Senior Seminar: Early Modern Europe (4)

Directed studies in European history from 1450 to 1789. Consult the class schedule for the specific topic selected by the instructor. (Brown, Laferriere, Mellini)

483. Senior Seminar: Modern Europe (4)

Directed studies in European history from 1789 to 1914. Consult the class schedule for the specific topic selected by the instructor. (Brown, Laferriere, Mellini)

484. Senior Seminar: Contemporary Europe (4)

Directed studies in European history from 1914 to the present. Consult the class schedule for the specific topic selected by the instructor. (Brown, Laferriere, Mellini, Watrous)

485. Senior Seminar: Russia and Eastern Europe (4)

Directed studies in Russian and eastern European history. Consult the class schedule for the specific topic selected by the instructor. (Watrous)

486. Senior Seminar: Middle Eastern and North African History (4)

Directed studies in Middle Eastern and North African history. Consult the class schedule for the specific topic selected by the instructor. (Mellini)

487. Senior Seminar: African History (4)

Directed Studies in African history. Consult the class schedule for the specific topic selected by the instructor. (Holmes)

488. Senior Seminar: Asian History (4)

Directed studies in Asian history. Consult the class schedule for the specific topic selected by the instructor. (Lin, Holmes)

489. Senior Seminar: Latin American History (4)

Directed studies in Latin American history. Consult the class schedule for the specific topic selected by the instructor. (Wexler, White)

490. Senior Seminar: Colonial America (4)

Directed studies in American history from the discovery and colonization of the New World to 1763. Consult the class schedule for the specific topic selected by the instructor. (Markwyn)

490A. The Atlantic Frontier (4)

A seminar that will emphasize various aspects of the exploration, discovery, expansion and influence of the Atlantic Frontier in American history. (Grivas)

491. Senior Seminar: Revolutionary and Republican America (4)

Directed studies in United States History from 1750 to 1815. Consult the class schedule for the specific topic selected by the instructor. (Markwyn)

492. Senior Seminar: Nineteenth Century America (4)

Directed studies in United States history from 1815 to 1900. Consult the class schedule for the specific topic selected by the instructor. (Johnson, Karlsrud, Markwyn, Price, Harris)

493. Senior Seminar: Twentieth Century America (4)

Directed studies in twentieth century United States history. Consult the class schedule for the specific topic selected by the instructor. (Grivas, Johnson, Karlsrud, Harris)

494. Senior Seminar: The American West (4)

Directed studies in the Westward Movement, the Trans-Mississippi West, and California history. Consult the class schedule for the specific topic selected by the instructor. (Grivas)

495. Special Studies (1-4)

Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Open from one to four units as determined by the departmental faculty sponsor. (Note: For additional information see the comments on Special Studies in the "Regulations and Procedures" section of this catalog.) (Staff)

496A. Senior Seminar: Women and History (4)

Directed studies in women's history. Consult the class schedule for the specific topic selected by the instructor. (Wexler)

497. Senior Seminar: Historical Themes and Issues (4)

Directed studies in historical themes and issues extending beyond the scope of conventional political, geographic, and/or chronological subdivisions. Consult the class schedule for the specific topic selected by the instructor. (Staff)

497A. Psychoanalysis and History (4) (Wexler)

GRADUATE STUDIES IN HISTORY

574. Graduate Seminar: Concepts and Methodologies of the Social Sciences (4)

Directed studies in the methodological, structural and conceptual bases of the social sciences through the study of social science curricula. (Harris)

580. Graduate Seminar: Ancient History (4)

Advanced studies and/or research projects in Ancient history from prehistoric times through the Roman period. (Poe)

581. Graduate Seminar: Medieval Europe (4)

Advanced studies and/or research projects in European history from the Roman period through the Middle Ages. (Laferriere)

582. Graduate Seminar: Early Modern Europe (4)

Advanced studies and/or research projects in European history from 1450 to 1789. (Brown, Laferriere, Mellini)

583. Graduate Seminar: Modern Europe (4)

Advanced studies and/or research projects in European history from 1789 to 1914. (Brown, Laferriere, Mellini)

584. Graduate Seminar: Contemporary Europe (4)

Advanced studies and/or research projects in European history from 1914 to the present. (Brown, Laferriere, Mellini, Watrous)

585. Graduate Seminar: Russia and Eastern Europe (4)

Advanced studies and/or research projects in Russian and eastern European history. (Watrous)

586. Graduate Seminar: Middle Eastern and North African History (4)

Advanced studies and/or research projects in Middle Eastern and North African history. (Mellini)

587. Graduate Seminar: African History (4)

Advanced studies and/or research projects in African history. (Holmes)

588. Graduate Seminar: Asian History (4)

Advanced studies and/or research projects in Asian history. (Lin, Holmes)

589. Graduate Seminar: Latin American History (4)

Advanced studies and/or research projects in Latin American History. (Wexler, White)

590. Graduate Seminar: Colonial America (4)

Advanced studies and/or research projects in American history to 1763. (Markwyn)

590A. Graduate Seminar: The Atlantic Frontier (4)

A seminar that will emphasize various aspects of the exploration, discovery, expansion and influence of the Atlantic Frontier in American history. (Grivas)

591. Graduate Seminar: Revolutionary and Republican America (4)

Advanced studies and/or research projects in United States history from 1763 to 1815. (Markwyn)

592. Graduate Seminar: Nineteenth Century America (4)

Advanced studies and/or research projects in United States history from 1815 to 1900. (Johnson, Karlsrud, Markwyn, Price, Harris)

593. Graduate Seminar: Twentieth Century America (4)

Advanced studies and/or research projects in twentieth century United States History. (Grivas, Johnson, Karlsrud, Harris)

594. Graduate Seminar: The American West (4)

Advanced studies and/or research projects in the Westward Movement, the Trans-Mississippi West, and California history. (Grivas)

595. Special Studies (1-4)

Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Open only to graduate students from one to four units as determined by departmental faculty sponsor and by the graduate adviser. (Staff)

596. Graduate Seminar: Research and Teaching Assistance (1-2)

Directed participation and experience in developing teaching methods, course organization, and research techniques. Open only to advanced graduate students with consent of instructor and graduate co-ordinator. (Watrous)

596A. Graduate Seminar: Women and History (4)

Directed studies in women's history. Consult the class schedule for the specific topic selected by the instructor. (Wexler)

597. Graduate Seminar: Historical Themes and Issues (4)

Advanced studies and/or research projects in historical themes and issues extending beyond the scope of conventional political, geographic, and/or chronological subdivisions. (Staff)

597A. Psychoanalysis and History (4) (Wexler)

598. Field Examination Reading and Research (3)

Directed reading and research activities. Open only to graduate students with classified standing in History who have selected the Field Examination Option for the M.A. Degree. Preferably taken for credit during the semester in which the Field Examinations are scheduled. (Watrous)

599. Master's Degree Thesis Research (6)

Extensive individual research and writing project under the direction of the student's Thesis Committee Chairman. Open only to graduate students with classified standing in History who have selected the Thesis Option for the M.A. Degree. Preferably taken for credit during the semester in which the M.A. Thesis is scheduled for submission in final form. (Watrous)

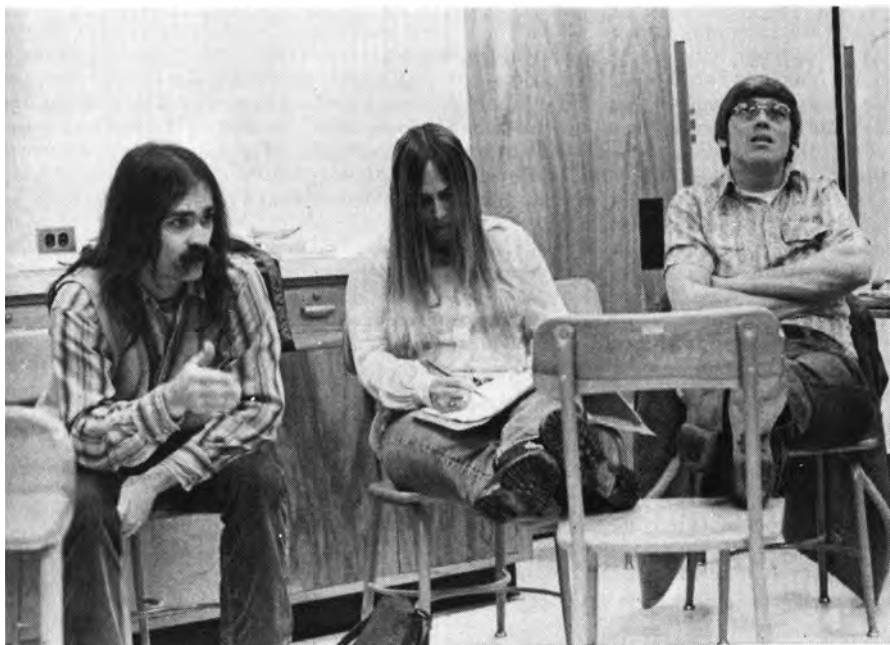


HUMANITIES

(Division of Humanities)

201, 202. Introduction to Humanistic Studies (6-6)

An integrated examination of art, literature, philosophy and the performing arts. Fulfills General Education requirements in the Humanities and in English Composition. Six units each semester.



MANAGEMENT

(Division of Social Sciences)

Margaret Vaughn, Chairman of Department

Martha Dixon, Jeffrey Douth, Wyman Hicks, George Johnson, Paul Juhl, John Liddell, Wallace Lowry, Joseph Magda, Stanley Piascik, William Reynolds, John C. Rohrman, Jr., Alberto Sierra, Delmar Valleau, Margaret Vaughn, Byron Walters.

The Management Major is flexible. The student majoring in Management, in consultation with his advisor, will develop an individualized program of study within the field of Management and related disciplines. This program of study will identify the student's course requirements and will be the basis of understanding between the Department and the student. The flexibility in this procedure allows this understanding to be amended by the mutual consent of the student and his advisor at any time prior to graduation. The successful completion of the planned program will fulfill the Department of Management's requirements for graduation. This type of individualized program assumes a close working relationship between the student major and his faculty advisor. Support courses must have a relationship to existing management courses and have approval of advisor so as to broaden educational background and/or to help specialize in select areas. Such courses may include management courses. It is the responsibility of the student major to maintain contact with his advisor and to secure the advisor's consent before changes are made in his program.

The Management Major requires 55 units consisting of the following:

A. All Management Majors are required to take

Mathematics 117 or 118	3 units
Economics 201	4 units
or their equivalent.	

These courses (or equivalent) are to be completed by the end of the student's junior year.

B. The Management Major will also take at least 36 units in the field of Management, of which up to 8 units may be taken in Economics courses.

C. 12 units of supporting courses, not considered part of the student's General Education requirements, completes the major.

The requirements for the B.A. Degree in Management, therefore, would appear as follows:

Management Major for the B.A. Degree

General Education	40 units
Major	
Mathematics 117 or 118.....	3 units
Economics 201	4 units
Management	
and/or Economics (Note B above)	36 units
Supporting Courses	12 units
Total for the Major	55 units
Other Electives	29 units
Total required for the B.A. Degree	124 units

The student major, as well as non-major, who wishes to seek admission to graduate programs leading to an MBA degree will work with his advisor to develop a program which includes such common body of knowledge features as the following: Management functions and operations; economic, social and legal environments; quantitative methods; information systems; organization theories; behavioral studies; and administrative processes and policies.

Concentrations may be developed by advisement including, but not restricted to accounting, finance, marketing, human relations, (industrial relations), organization theory, community development and multinational management.

A minor in Management shall consist of twenty units in management approved by an advisor in the Department of Management.

The student is reminded that 40 upper division units are required within the 124 units necessary for the B.A. Degree. There are, however, no such minimum requirements within the 55 units for the Management Major.

The Management Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Management, refer to page 38.

Increasing evening offerings will provide students widened flexibility for completing requirements of the major.

MANAGEMENT

216. Use of Computers (4)

Lecture and Laboratory.

A thorough treatment of the Fortran compiler language and its use in solving a variety of problems. Course work includes solving, then programming and processing, business oriented problems. Flowchart and decision table techniques, binary and hexadecimal arithmetic procedures.

217. Introduction to COBOL (3)

Lecture. A first course in programming using COBOL. Introductory concepts of computer systems and systems design as applied to Business Data Processing. Programming projects, including at least one from the student's field of interest.

218. Computers for Ordinary People (4) (Formerly Management 318)

People can get lots of help from computers without knowing "programming languages" or techniques.

225. Law and Society (4)

An analysis of the nature and functions of law in relation to social problems, private versus legal arrangements, legislation of morality, and the concepts of legal rights and responsibilities in a democratic society.

230. Accounting and Managerial Decisions (4)

Lecture and Laboratory. Fundamentals of the accounting process. This course is designed to provide a foundation for further work in any area of management. Lecture with student participation. Lab period devoted to use in forms, practice of processes, preparation of financial statement. Computation exercises (interest, discounts, depreciation) by various methods.

315. Statistics for the Social Sciences (4)

Lecture and Laboratory.

Basic training in statistical analysis techniques. Application of statistical procedures in the social and behavioral sciences. Elementary probability, random variables, probability distributions, measures of central tendency and dispersion, sampling, statistical inference, estimation, hypothesis testing. Correlation, regression, analysis of variance, time series analysis, quality control testing, statistical decision theory.

Prerequisite: Mathematics 117 or 118.

316. Computer Management (4)

Lecture and Laboratory.

An introduction to material which will be useful in the design of information systems for planning and control in organizations. Study of tools available to the systems analyst in applying this knowledge. Assignments will include exercises in computerized accounting, business statistics, and business management.

Prerequisite: Mgmt. 216, and Mgmt. 230, or equivalent preparation.

317. Frontiers of Computer Science (1-4)

Current issues in computer science. May be repeated for credit.

318. Analysis of People-Systems (4) (Formerly Management 218)

Ordinary people can use Systems Analysis to understand and improve ordinary organizations: communes, child care centers, businesses, etc. Systems Analysis is a clear, simple way to study changes in almost anything.

A study of what to expect computers to do, how to get them to do it, how to explain a problem to a computer.

Students present ordinary, real problems to real computers using ordinary language.

319. Information Systems Design for Management (4)

Techniques required to make intelligent use of computers in designing and implementing Data Processing Applications. Searching, sorting and data structures. Human engineering aspects of system design. Programming projects, at least one at the student's own choosing.

Prerequisite: Ability to program a symbolic language, preferably COBOL.

325. Personal Rights and Environmental Law (3)

Introduction to common substantive legal theories utilized to support and base personal causes of action for pollution of the environment. Selected cases will be assigned to familiarize students with various common law theories; i.e., nuisance, trespass, negligence and public trust doctrine.

327. Law and Justice (3)

Select cases and materials of litigation illustrating the trend of the law in areas of criminal justice and procedure. Issues pertaining to personal liberties and fair procedure, search and seizure, and invasion of privacy.

Prerequisite: Management 225.

328. Survey of Legal Rights and Remedies (3)

Analysis of cases and materials of the various torts that make up the body of the substantive law of torts. Procedural aspects of litigation will also be discussed. Particular aspects of actionable wrong will include negligence, conspiracy, willful misconduct and other intentional torts and defenses.

330A-330B. Intermediate Accounting (4-4)

Accounting theory emphasized. Reasons given for the various treatments presented: the "why" along with the "how" of accounting procedures. Upon completion, the student should be well prepared for the theory and practice sections of the Uniform CPA Examination and Advanced courses in Accounting.

Prerequisites: Management 230 and Math 117 or Math 118, or consent of instructor.

332. Managerial Accounting (4)

Lecture and Laboratory.

A study of problems in finance and managerial accounting with emphasis given to the interpretation of accounting data as it applies to the decision-making process.

Prerequisite: Management 230.

340. Manpower Administration (4)

Investment in human capital; i.e., rate-of-return analysis in assessment of the economic rationale for giving or getting training. Specific vs. general skill value. Private, Social and the firm's returns. Technologic complementarities. Supply, demand and discrimination interruptions in value assessment. Lecture and discussion. Algebra and graphs.

340A. Personnel Management and Administration (3)

Introduction to personnel practices in industrial fields; includes interviewing, selection, training and counseling of employees. Job analysis, safety programs, and rating methods will be discussed.

341. Human Relations and the Labor Movement (4)

Study of the development of the organized labor movement from the Knights of Labor to Caesar Chavez. Analysis of human relations and social questions and the related economic, legal and political aspects of this development.

342. Human Relations in Management (4)

Human relations as management's modern concern in a consumer democracy. Prevalent "theories" of motivation surveyed, applied by assignment to the student's own everyday life. Introductory course for non-majors as well as majors. Student presentations to the class expected. Class field trips on occasion to local facilities.

343. Women and the American Economy (3)

Female labor force participation is explored over the recent past. Social forms are included as instrumental variables: marriage, children, consumerism, education, sex-linked reference groups, and technologic progress. Half lecture, half discussion. Student appropriation of direction of the class is encouraged.

344. Managerial Psychology (1-4)

Topics may vary semester to semester, according to respective instructor's interest. An introductory course. Half lecture, half discussion. May be repeated for credit. (Consult department's roster.)

350. Management Theory and Organizational Behavior (4)

A study of the managerial functions of planning, organizing, directing, controlling and staffing. Applications of management principles.

351. Managing the Small Business (4)

Problems of legal form to be adopted; how to raise funds; how to test, penetrate, and expand the market; how to control cost and process information; and how to deal with people, are considered in the context of the small business and its environment.

360. Marketing Environment (4)

A comprehensive overview of the marketing system within a dynamic environment of economic, sociological, psychological, and political forces. Emphasis is placed upon critical evaluation of the role of marketing in contemporary society.

365. Executive Decision Games (4)

Class will break into small groups to simulate business corporate executives meeting and dealing with real world decision making in areas such as marketing, finance, and policy. Computer simulation models may be involved. Credit/no credit only. No prerequisite.

367. Seminar in Interaction and Change (4)

Theories of group processes and leadership; methods of studying group behavior; principles for understanding group functioning; the dynamics of planned change. Small groups will be used as basis for increasing self-understanding and understanding others in one-to-one and group interaction.

370. Introduction to Managerial Finance (4)

Lecture and Laboratory.

Consideration, at an introductory level, of the management of the company finance function. Alternate forms of the business enterprise: emphasis on the corporation; financial analysis and reporting, raising capital, financial budgeting and management, the banking system, the securities markets, and elements of international finance.

Prerequisite: Management 230.

371. Financial Institutions (4)

A study of the role of banking and monetary institutions and financial intermediaries in serving the needs of government, business, and individuals, with a survey of how these sources of credit are used.

373. Real Estate Finance (4) (Formerly Management 473)

Quantitative analysis of the mechanics of real estate finance. Procedures and techniques in financing various types of urban and rural real estate including transactions in commercial, apartment, residential, and other real estate. Examination of trends in the supply of, and demand for, real estate financing in relation to economic developments.

Prerequisite: Management 230.

374. Real Estate Practices (4) (Formerly Management 474)

Economic, financial, and legal principles of real estate; review of real estate transactions; contract, agency, and property interests; real estate valuation, investments, and management; land descriptions, statutory regulations of licensing; estate planning and conservation.

375. Money and Banking (4)

Lecture and Laboratory.

The Federal Reserve System, the Treasury, and banking and financial institutions will be studied. Special attention will be given to their role in determining interest rates and the supply of loanable funds. Study of factors and interactions leading to inflation or recession; growth or stagnation. Alternative goals and policy measures.

Prerequisites: Econ. 201 and Math. 117 or 118.

376. Real Estate Appraisal (4) (Formerly Management 476)

Emphasized theoretical concepts of value, techniques and methods which are used to determine value, and those forces which influence changes in value of property.

381. Management Research Methods and Reports (2-4)

Develops an awareness of the uses and limitations of scientific methodology in the social sciences, with particular reference to contemporary business, social, and governmental problems. Problem analysis and research planning will be emphasized.

391. Theory of Business Behavior (4)

A consideration of economic and organizational analyses that are applicable to the problems of a profit oriented organization within the contemporary economic system.

Prerequisite: Economics 201.

392. Planet Management (4)

Managers of institutions, public and private, must consider the potential impact upon the environment of the actions they propose for their institutions. Will pollution, overcrowding, unseemly ugliness, and the like result? Study of the social and economic costs and consequences of such considerations.

393. Managing Health Systems (4)

An overview of health systems in the U.S. Exploring some historical sequences in the development of existing systems. Strengths and weakness of existing systems. Proposed systemic and programatic changes suggested for improving the delivery of health services. Lectures and video-tapes from outside authorities presented.

Prerequisite: Upper-division standing.

394. Seminar in Managing the Urban Environment (4)

Defining the various systems at work in determining the characteristics of the urban environment. Analyzing these systems to propose revolutionary changes for improvement in the "urban condition". Devising a counter plan to Moynihan's "benign neglect". Lectures and discussions.

Prerequisites: Multidisciplinary background advisable; upper division standing, or consent of instructor.

401. The Minority Entrepreneur (3-4)

Research in and discussion of developments which may gain for minority peoples a larger share in ownership and management of America's economic resources. Offered as a 2 unit class or a 4 unit seminar. May be repeated for credit.

Prerequisite for the 4 unit seminar: consent of instructor.

415. Quantitative Analysis for Economics and Management (4)

Lecture and Laboratory.

An introduction to the use of models, simulation, and other quantitative methods in managerial decision making. Applications in accounting, finance, economics, and general management theory.

Prerequisite: Management 315 or Economics 315, and Math. 117 or 118.

416. Seminar on the Computer and Society (4)

Individual studies of advanced applications and experiments with computers to investigate the reasons for the widespread suspicion of computers in our society, and the reluctance to accept their handling of tasks for which they are technically efficient as a socially desirable trend. No previous knowledge of computers is required.

421. Legal Aspects of Real Estate (4)

Case studies as they apply to fixtures, emblements, methods of ownership, easements, deeds, title examination and recording priorities, with particular attention to California-Code application.

Prerequisite: Management 426, or consent of instructor.

425. The Legal Environment of Management (4)

A study of the legal framework within which management decisions are made. The course will consider areas of government regulations of competition, employment, and labor-management relations; and factors in selection of particular forms of business organization.

426. Business Law and Human Behavior (4)

An analysis of the legal process emphasizing the nature and function of law, legal reasoning and the operation of law particularly as it pertains to business transactions, including problems arising out of agency, partnership, contracts, corporation, real property, and sales with emphasis on the Uniform Commercial Code.

427. Land Use Law (4)

The study of law related to land use, zoning, nuisance, eminent domain, private arrangements and other select subjects. It is intended to give the student an appreciation of the legal problems related to urban and rural land use and the methods of managing uses of land.

430. Advanced Accounting (4)

Lecture and Laboratory.

Designed for the student who has completed introductory and intermediate studies. This course covers specialized areas of accounting such as fund accounting and consolidations. These subject areas should round out the accounting knowledge required by the beginning career accountant.

Prerequisite: Management 330A, 330B, or consent of instructor.

433. Tax Law (4)

Lecture and laboratory.

Determination of taxable income, sources of law, rates and returns, personal and corporation taxes and tax planning. Subject matter to reflect the most recent tax law changes.

Prerequisite: Mgmt. 230, or consent of instructor.

434. Auditing (4)

Lecture and laboratory.

Concepts and procedures for verification of financial records together with the ethical, legal, and other professional aspects of auditing.

Prerequisite: Mgmt. 330A, B, or 332, or consent of instructor.

435. Cost Accounting for Management (4)

Lecture and Laboratory.

To introduce practical applications for the accountant's roll in the decision process. Contribution margin analysis, job order and process costing, standard costing, transfer pricing, profit planning, capital budgeting, inventory control, and others will be expanded.

440. Seminar in Manpower Policy (4)

Current personnel issues and behavioral labor-market theories applied to these. Human capital theory applied. Career progression, salary progression, performance and aptitude instruments, all evaluated from a managerial viewpoint. Last two-thirds of course is field work with local businesses. Student presentations required. Limited enrollment.

441. Seminar in Labor Law (4)

Case-method study of court decision and NLRB rulings governing labor law. Topics include government agencies dealing with labor, collective bargaining, management-union contract clauses, arbitration and mediation, strikes and boycotts.

Prerequisite: Management 426 or consent of instructor.

442. Behavioral Science in Management (4)

Lecture mainly. Social foundations of so-called "bureaucratic" forms in organizations. Executive and operative positions are included. Social analysis of human relations in programmed jobs and non-programmed jobs will detect sources of alienation and/or freedom at work. (Offered in conjunction with Management 381 for discussion and individualized research.)

444. Seminar in Human Relations (4)

Selected topics in research and development of innovative approaches to personnel utilization in a highly mobile society like late 20th-century U.S. industry/community. Class presentations expected of each student. Half lecture, half discussion.

450. Seminar in Advanced Management Theory (4)

An eclectic and interdisciplinary approach to the study of management theory and organizational behavior. Topics studied include behavioral science, human relations, the process school, management philosophy and policy, direction and leadership, decision theory, orga-

nization theory, comparative management, and other current issues in the management sciences.

Prerequisite: Mgmt. 230, Econ. 201, Math. 117 or 118, or consent of instructor.

451. Management Theory with Practical Applications (4)

Theory and practice of decision making in planning and control.

452. Seminar in The Management of Change (4)

Creativity and intuition contribute to the discovery of new ideas, but translating new ideas into action—causing change to happen—requires much more. A study of the criteria by which proposals for change are evaluated, and the institutional mechanisms for both resisting and supporting change.

May be repeated once for credit.

Prerequisite: Consent of instructor.

455AB. Management of the Planning Process (4-4)

A. Management of Urban and Regional Planning

B. Management of Organizational Planning

The planning process from the perspective of managers of public and private institutions. Systems analysis, psychological, philosophical considerations. Student engages in a real life planning project (not simulation or case problem) selected by student with approval of instructor.

460. Marketing Management (4)

Decision-making in marketing through analysis, planning, implementation and control of marketing programs. Students make decisions in specific case applications concerning policies and practices of individual organizations.

Prerequisite: Management 360, or consent of the instructor.

461. Consumer Protection Law (4)

An analytical study of consumer protection legislation, with emphasis on anti-trust laws, the Federal Trade Commission, the Food and Drug Administration, and other current issues in laws relating to marketing generally, and consumer protection in particular.

462. Seminar in Marketing Research (4)

A review, with practical application, of the construction and analysis of marketing information to facilitate decision-making. Discussion of the use and abuse of proper research technique, including ethical considerations.

Prerequisite: Management 360, or consent of instructor.

463. Introduction to International Business (4)

A survey of the theoretical and institutional aspects of international trade and investment. The course will address topics of international trade theory, the international money market, balance of payment, the phenomena of multi-national, international finance, and management of international enterprises.

Prerequisite: Econ. 201 or consent of instructor.

464. International Finance (4)

Environment within which multi-national firms operate. The international monetary system, multi-national business and national sovereignty, external and internal sources of funds, import and export financing, taxation, the investment decision, cost of capital, uncertainty and risk in foreign exchange, and accounting and control.

Prerequisite: Econ. 201, Management 463, or consent of instructor.

465. Advanced Simulation of Executive Decision Making (4)

Includes subject matter of Management 365 at an advanced level, plus reading and discussion of the literature in the field.

Prerequisites: Management 230, 315, 360, and 370, and Economics 201, or consent of the instructor.

470. Managerial Finance (4)

Lecture and Laboratory.

Theory of managerial decision making in its financial and economic context. Topics include the decision making environment; financial planning, budgeting, and control; long term investment decisions and capital budgeting techniques; working capital management;

the cost of capital, valuation, and rates of return; choosing between alternative sources of funds.

Prerequisite: Management 370.

471. Public Finance (4)

Use of fiscal policy to achieve economic growth, full employment, and other policy goals. Real costs of public debt and limits on its expansion. Study of equitability and effects of taxation in an economy oriented towards growth. Comparative study of public finance and attendant administrative problems in various types of economies in the world.

472. Investments (4)

A study of security characteristics and valuation; sources, selection, strategies, timing of investments, theory of portfolio management.

475. Real Estate Investments (4)

Lecture and discussion on various methods of acquiring, participating in, and evaluating real estate investments including both commercial and agricultural properties.

481. Seminar in the Conduct of Inquiry (4)

Consideration, by advanced, eager students, of sophisticated techniques for analyzing and solving problems, especially under conditions of uncertainty. The role of inquiry in man's decision processes.

Prerequisite: Management 381 or consent of instructor.

482. Research in Management (1-2)

May be repeated for credit.

491. Seminar in Management Theory and Policy (4)

Group discussion of managerial policy. Readings and discussions in management theory. Study of social responsibility and the managerial process in a pluralistic society.

Prerequisite: Management 350 or consent of instructor.

492. Social and Economic Foundations of the Enterprise System (4)

An analysis of the economic and social forces that have brought about the contemporary economic system in the Western World. Thus, the essential economic features of the ancient, scholastic, classical and modern world will be contrasted and compared with reference to the present. In addition, the problems of the contemporary system will be discussed and analyzed.

495. Special Studies (1-4)

Student-designed and instructor-guided projects, to be arranged individually. May be repeated for credit. (See the limits under "Graduation Requirements.")

496. Internship in Management (1-4)

Field experience in Business or Government. Enrollment by prior arrangement only. May be repeated for credit.

498. Multinational Corporation Development and the Third World: Latin America (4)

World economic integration effected by the multinational corporations of rich countries; international relations (both positive and negative) affected by their management. Stress is on the colonial heritage of Latin America. Evolution of managerial preferences for and against free trade; the multinational corporation's unique role and the Third World's unique business weapons. Check department for possible cross-listing.

540. Seminar in Labor Markets (4)

550. Seminar in Organization and Simulation Theory (4)

A study of theories and models of formal organizations, including models of management processes.

560. Seminar in Marketing Analysis (4)

566. Seminar in Public Interest: Management and Economic Issues (4)

570. Seminar in International Finance (4)

246 / Management

595. Special Studies in Management (1-4)

Prerequisite: Graduate standing and consent of the instructor.

599A-B. Master's Degree Directed Research (3-3)

MATHEMATICS

(Division of Natural Sciences)

William Barnier, Chairman of Department

Donald Duncan, Clement Falbo, Norman Feldman, Shanna Freedman, Robert Johnson, Frederick Luttman, Thomas Nelson, Charles Phillips, Jean Stanek, Thomas Volk, Sommai Vongsuri

A basic curriculum suitable for continuation toward advanced degrees in mathematics as well as an approved major for teaching credentials.

The Mathematics Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Mathematics, refer to page 38.

MATHEMATICS MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major	44 units
Electives	40 units
Total	124 units

MATHEMATICS MAJOR COURSE REQUIREMENTS FOR THE B.A. DEGREE

110—Calculus I (3 units in G.E., 2 units in major)	2 units
210—Calculus II	5 units
220—Logic and Proof	3 units
310—Calculus III	4 units
320—Modern Algebra I	3 units
322—Linear Algebra	3 units
340—Real Analysis I	3 units
*Electives in Mathematics (15 of which must be upper division. Any lower division math elective must be approved by the mathematics advisor.)	21 units
Total	44 units

MATHEMATICS WITH AN OPTION IN APPLIED MATHEMATICS AND COMPUTER SCIENCE FOR THE B.S. DEGREE

General Education	40 units
Major	45 units
Electives	39 units
	124 units

MAJOR COURSE REQUIREMENTS

120—Machine Programming	3 units	
162—Calculus with Applications I (3 units in G.E.)	—	
212—Calculus with Applications II	3 units	
220—Logic and Proof	3 units	
262—Calculus with Applications III	3 units	
312—Calculus with Applications IV	3 units	
322—Linear Algebra	3 units	
330—Applied Differential Equations I	3 units	
331—Applied Differential Equations II	3 units	
340—Real Analysis I	3 units	
345—Probability	3 units	
350—Introduction to Computer Science	3 units	
352—Numerical Analysis	3 units	
430—Partial Differential Equations	}	3 units
or		
480—Integral Transforms		

* Not to include 300, 312 and no more than 3 units of 395.

450—Systems Programming	3 units
460—Complex Variables	3 units
	<hr/> 45 units

MATHEMATICS WITH AN OPTION IN STATISTICS
FOR THE B.S. DEGREE

General Education	40 units
Major	44 units
Electives	40 units
	<hr/> 124 units

MAJOR COURSE REQUIREMENTS

120—Machine Programming	3 units
110—Calculus I (2 units in G.E.)	3 units
210—Calculus II	5 units
220—Logic and Proof	3 units
310—Calculus III	4 units
322—Linear Algebra	3 units
340—Real Analysis I	3 units
345—Probability	3 units
360—Design of Experiments	3 units
365—Statistical Inference	3 units
Electives selected from Math. 440, 465, 466, 467, 515, 560, 565	11 units
	<hr/> 44 units

GRADING POLICY IN THE MATHEMATICS DEPARTMENT

Non-majors

All mathematics courses are available in the C/NC grading mode to non-mathematics majors.

All Students

Mathematics 295, 395 and 119 are available only in the C/NC grading mode.

Mathematics Majors

A mathematics major must take all of his/her mathematics courses in the traditional grading mode with the following exceptions: Mathematics 295, 395, 119 and any course taken as “credit by challenge examination” (see the catalog section in Regulations and Procedures).

MINOR IN MATHEMATICS—20 UNITS

Approval of the Department of Mathematics should be obtained by the junior year at the latest in order to properly plan the minor. The 20 units must include calculus and a course in statistics. At least 6 units must be upper division.

MATHEMATICS

Lower Division

107. Algebra and Trigonometry (4)

Intermediate algebra and trigonometry.

Student cannot get credit for both Mathematics 107 and Mathematics 108. Satisfies General Education requirement for mathematics.

Prerequisite: One year of high school algebra or consent of the instructor.

108. Analytic Geometry and Trigonometry (3)

Analytic Geometry: distance formula, slope, circle, ellipse, parabola, tangent lines.

Trigonometry: right triangles, trigonometric functions, identities, applications.

This course assumes more background in algebra than Mathematics 107 and is primarily designed as a precalculus course. Students may not get credit for both Mathematics 107 and Mathematics 108. Satisfies General Education requirement for mathematics.

Prerequisite: Two years of high school algebra or consent of instructor.

110. Calculus I (5)

Functions, limits and continuity (informally). Introduction to differentiation including Chain Rule, Mean Value Theorem, implicit differentiation. Introduction to integration including Fundamental Theorem, and some techniques. Satisfies General Education requirement for mathematics.

Prerequisite: Mathematics 107 or 108 or consent of instructor.

114. Mathematical Elements for Freshman Science Courses (3)

This course is designed to prepare students for the basic algebraic and analytic computations in beginning chemistry, biology, geology, descriptive astronomy and descriptive physics.

Topics include an introduction to mathematical symbolism, basic rules of algebra, applications of algebra, graphs and their equations, linear analysis, exponents, logarithms, quadratic formula, and slide rule. Satisfies General Education requirement for mathematics; also prepares students with weak background in algebra for either Mathematics 107 or 108.

Prerequisite: None.

115. Explorations in Mathematics (3)

A general education course designed to give cultural depth in the mathematics required for a liberal education. This course is designed to give the student an insight into the inner workings of a mathematician's thoughts as each instructor develops his own material for the course.

Satisfies General Education requirement for mathematics.

Prerequisite: None.

117. Mathematics for the Social Sciences (3)

Applications to problems from management, sociology, psychology. Topics include a review of algebraic expressions, inequalities, business mathematics, sets and functional representation, systems of linear equations and inequalities, and linear programming.

Satisfies General Education requirement for math; also prepares students with weak background in algebra for either Math 107 or Math 108.

Prerequisite: None.

118. Mathematics for the Social Sciences (3) II

A continuation of Mathematics 117. Topics include vectors and matrices, mathematics of finance, probability distribution functions, some calculus, and statistics.

Satisfies General Education requirement for math.

Prerequisite: Math. 117 or equivalent, or consent of instructor.

119. Recreational Mathematics (2)

Does not satisfy the general education requirement in mathematics. Mathematical games, puzzles, and devices, such as chess, Go, Life (a game of symmetries), mathematical reasoning applied to "Soma Cubes," "Think-a-dot," "Instant Insanity," etc. Other problems from the discipline of recreational mathematics. Readings from Scientific American and similar journals.

Prerequisite: One semester of college mathematics or logic or consent of instructor.

120. Machine Programming (3)

Programming high speed electronic computers. The programming languages BASIC, FORTRAN and ALGOL will be covered.

Satisfies General Education requirement for math.

Prerequisite: Math. 107 or Math. 108 or Math. 115 or consent of instructor.

150. Elementary Decision Theory (3)

Probability, utility, descriptive statistics, Bayes strategies, models, estimation, hypotheses testing, confidence intervals, regret functions.

Prerequisite: Math. 107 or Math. 108 or consent of instructor.

162. Calculus with Applications I (3)

Curves and slopes, elementary derivatives and applications, plane analytic geometry, trigonometric functions, complex numbers, DeMoivre's theorem, elementary integration.

Prerequisite: Math. 107 or Math. 108 or consent of instructor.

165. Elementary Statistics I (3)

Discrete probability theory, sampling, conditional probability, random variables, special distributions, law of large numbers, central limit theorem, estimation, and tests of hypothesis.

Prerequisite: Math. 107 or Math. 108 or equivalent or consent of instructor.

166. Elementary Statistics II (3)

Comparing two populations, criteria for a good estimator, tests of significance, the concept of power, some non-parametric tests, analysis of variance, linear regression and correlation, and elementary experimental design.

Prerequisite: Math. 165 or consent of instructor.

185. Selected Topics in Mathematics (1-5)

Subject matter to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript.

Prerequisite: Consent of instructor.

210. Calculus II (5)

More on integration including areas and volumes, arc length, work, improper integrals and more techniques. More on differentiation. Sequences and series with Taylor's Series.

Prerequisite: Math. 110 or equivalent or consent of instructor.

212. Calculus with Applications II (3)

Methods and applications of integration, arc length, theorem of Pappus, transcendental functions, improper integrals, conic sections, polar coordinates.

Prerequisite: Math. 162 or consent of instructor.

220. Logic and Proof (3)

About the first three-fourths of this course will be concerned with topics relevant to logic and proof such as: basic tautologies, quantifiers, applications of logic to algebra and calculus, counter-examples, basic set theory, functions, relations, and mathematical induction. To illustrate a specific application of logic in some depth, the last part of the course will concentrate on the elementary concepts of an axiomatic structure such as ordered fields or topology.

Prerequisite: Math. 110 or 212 or equivalent or consent of instructor. It is suggested that mathematics majors take this course concurrently with Math. 210 or 262 and before Math. 317 or 312. Transfer students should take Math. 220 during their first semester here.

240. Calculus III (3)

Vector analysis, partial differentiation, derivative, gradient, curl, divergence, multiple integrals, theorems of Gauss, Green and Stokes.

Prerequisite: Math. 210 or equivalent or consent of instructor.

262. Calculus with Applications III (3)

Vector functions and their derivatives, velocity and acceleration, linear equations and determinants, polar and cylindrical coordinates, partial differentiation, gradient, chain rule, exact differentials.

Prerequisite: Math. 212 or consent of instructor.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

Upper Division

300. Theory of Arithmetic (3)

The new math topics of elementary schools. Theory of the structure of arithmetic and algebra of the real number system. Essentially: Changing number bases, study of sets, and laws of arithmetic. Numbers and operations, systems of numeration, geometry, measurement, sets, logic.

Prerequisite: One semester of college mathematics or consent of instructor.

306. Number Theory (3) I

Mathematical induction, Euclidean algorithm, congruences, fundamental theorem of arithmetic, perfect numbers, number theoretic functions, prime number theorem.

Prerequisite: Math. 110 or Math. 162 or consent of instructor.

308. College Geometry (3) II

The Hilbert postulates. Isometrics in the Euclidean Plane. Non-Euclidean geometries; construction of geometries from fields.

Prerequisite: Math. 107 or its equivalent or consent of instructor.

*** 309. Projective Geometry (3) I**

A brief survey of the historical development of projective geometry; the axiomatic foundations; the classical theorems of Desargues and Pappus; coordinates in projective planes; projectivities.

Prerequisite: Math. 220 or consent of the instructor.

310. Calculus III (4)

Partial differentiation, vectors, directional derivative, line integrals. A more formal treatment of limits.

Prerequisite: Math. 210 or equivalent or consent of instructor.

312. Calculus with Applications IV (3)

Multiple integrals and applications, spherical coordinates, line integrals, Green's theorem, Stokes' theorem, divergence theorem, infinite series, power series expansion of functions, tests for convergence, Taylor's theorem, elementary complex variable, power series of functions of a complex variable, elementary differential equations.

Prerequisite: Math. 262 or consent of instructor.

320. Modern Algebra I (3)

Group theory: permutation groups, cyclic groups, homomorphisms, quotient groups. Elementary theory of rings, integral domains, and fields.

Prerequisite: Math. 220 or consent of instructor. This course and Math. 220 may be taken concurrently with consent of the instructor.

322. Linear Algebra (3)

Topics will include vector spaces, linear transformations, matrices, linear equations, determinants, and Cayley-Hamilton Theorem.

Prerequisites: Math. 220 and one year of calculus or consent of instructor.

328. Foundations of Mathematics (3)

Sets, infinite unions and intersections, index sets, functions, partially ordered and totally ordered sets, axiom of choice, other topics.

Prerequisite: Math. 220, 317 or 312, and 320 or consent of instructor.

330. Applied Differential Equations (3)

Existence and uniqueness theorems for linear differential equations. Complete solution to linear equations with constant coefficients. Method of solving equations with variable coefficients. Iterative methods for nonlinear equations. Phase plane solutions. Applications.

Prerequisite: Math. 210 or 212 or consent of instructor.

331. Applied Differential Equations II (3)

Continuation of Mathematics 330. Laplace transform method. Power series method. Equations of hypergeometric type. Orthogonal sets, Fourier series and simple boundary value problems.

Prerequisite: Math. 330 or consent of instructor.

340. Real Analysis I (3)

Topics will include real numbers, topology of real numbers, continuity and derivative, Riemann integral, sequences and series, and sequences and series of functions.

Prerequisites: Math. 220 and Math. 317 or 312, or consent of instructor. This course and Math. 220 may be taken concurrently with consent of instructor.

345. Probability Theory (3)

Combinatorial probability, random variables, probability densities, distribution functions, characteristic functions, law of large numbers, and central limit theorem.

Prerequisite: Math. 220 and Math. 317 or 312, or consent of instructor.

350. Introduction to Computer Science (3)

Boolean algebra, logic design, machine language, computer organization.

Prerequisite: Math. 120 or Chem. 381 or Mgmt. 216, or consent of instructor.

352. Numerical Analysis (3)

Selected numerical and iterative processes for solving equations. Topics may include: Finite difference and Lagrangian interpolation formulas.

Prerequisites: Math. 310 or 262, and Math. 120 or equivalent, Math. 330, or consent of instructor.

360. Design of Experiments (3)

Principles used; comparison of designs; interpretation of results.

Prerequisite: Math. 165 or consent of instructor.

365. Statistical Inference (3)

A course in mathematical statistics, concerned with developing the concepts of statistics by use of the calculus. Topics include: Theory of sampling, problem of estimation, tests of significance, confidence limits, the t, F, and chi-square distributions, analysis of variance and covariance, applications.

Prerequisites: Math. 210 or 212, and Math. 345 or consent of instructor.

395. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

406. Combinatorics (3)

Permutations and combinations, generating functions, principle of inclusion and exclusion, Polya's Theory of counting, block designs. Topics from Elementary Graph Theory including path problems, coloring problems, transport networks and matching theory.

Prerequisite: One year of calculus.

*** 408. Advanced Geometry (3) I**

Classification of isometries and similarities in Euclidean 3-space; discrete groups of isometries; crystallographic point groups; affine spaces; affine coordinates; affine symmetries and their analytic representation.

Prerequisite: Math. 320 and Math. 322 or consent of instructor.

410. History of Mathematics (3)

Mathematics from ancient times to the present. The student learns how to solve problems of the past using only the tools of the past.

Prerequisite: One semester of college mathematics or consent of instructor.

418. General Topology (3)

Definition of topology, closed sets, relativizations, base and subbases of topology. Compact topological spaces, separation axioms, normal spaces, regular spaces, metric spaces, continuous mappings, product spaces, function spaces.

Prerequisites: Math. 340 or consent of instructor.

420. Modern Algebra II (3)

A continuation of Math 320. Topics include: Rings and ideals, fields, Galois Theory.

Prerequisite: Math. 320 or consent of instructor.

428. Topics in Foundations of Mathematics (3)

Topics will be selected from axiomatic set theory and mathematical logic, possibly including: a construction of the reals; axiom of choice; completeness theorems; Peano's postulates; consistency.

Prerequisite: Math. 320 or consent of instructor.

430. Partial Differential Equations (3)

Classification of second order equations, method of characteristics for quasi-linear first order equations, boundary value problems for elliptic and parabolic equations, difference methods. Fourier transforms.

Prerequisites: Math 317 or 312, and Math. 330 or consent of instructor.

*** 438. Differential Geometry (3) I**

Study of geometry in Euclidean space by means of calculus. Curves and surfaces in 3-space, Frenet formula, Gaussian curvature. Euclidean motions. Intrinsic Geometry of curves and surfaces, isometrics, geodesics, Gauss Bonnet Theorem.

Prerequisite: Math. 317 or 312, and Math. 322 or consent of instructor.

440. Real Analysis II (3)

Topics in analysis.

Prerequisite: Math. 340 or consent of the instructor. This course is a continuation of Math. 340.

450. Systems Programming (3) II

Theory and construction of monitors, simulators, assemblers, and compilers.

Prerequisite: Math. 120 and Math. 350 or consent of instructor.

*** 455. Computability and Unsolvability (3)**

Turing machines, recursive functions, equivalence of Turing computability and recursiveness.

Prerequisite: Math. 320 or consent of instructor.

460. Introduction to Complex Variables (3) II

The complex field, functions, limits, continuity, complex differentiation and the Cauchy-Riemann equations, complex integration, residues, conformal mappings.

Prerequisite: Math. 340 or equivalent or consent of the instructor.

465. Decision Theory (3)

Structure of statistical decision problems; principles of choice; Bayes rules; sufficiency; invariance; sequential analysis; estimation.

Prerequisite: Math. 365 or consent of instructor.

466. Sampling Methods and Theory (3)

The basic sampling models and methods, generalization of basic models and applications, analytic surveys.

Prerequisite: Math. 166 or consent of instructor.

467. Non-parametric Methods in Statistics (3)

Tests of randomness, symmetry, random blocks, independence and the theory underlying them.

Prerequisite: Math. 166 or consent of instructor.

480. Integral Transforms (3) I

Laplace transforms and their inverses, applications to differential and integral equations, Fourier transforms. Other topics from current literature.

Prerequisites: Math. 460 and Math. 331 or consent of instructor.

495. Special Studies (1-4)

496. Pro-Seminar in Mathematics (1-3)

A mutual exploration of selected current issues in mathematics by members of the mathematics staff and mathematics majors. Non-majors may enroll by permission of the instructors.

Prerequisite: Upper division standing.

The following requirements are prescribed for the degree of Master of Arts in Mathematics:

1. Conference with the departmental graduate coordinator upon arrival. A graduate student is urged to meet with the departmental graduate coordinator at his earliest convenience, before registration if possible, at which time he will be informed in detail about the graduate program, and the steps he must take in order to complete his M.A. degree requirements.
2. Formal admission to candidacy for the M.A. degree is Mathematics. It is suggested that a student become formally classified by filing Form A (Classified Status) when his committee of three full-time mathematics faculty members is selected, preferably toward the end of his first semester, or at the beginning of his second semester at C.S.C.S.

He should then confer with his committee to choose one of the three M.A. degree options and work out a study program. Once his study program is approved by his committee, he should immediately file Form B (Study Program) for formal admission to candidacy for the M.A. degree. Thereafter, he should check with the chairman of his committee periodically, regarding completion of his M.A. degree requirements.

3. Selection of Study Program Option.

Completion of 30 units of approved graduate work at the "400" level and the "500" level courses with a minimum of 24 units in mathematics and a 3.0 G.P.A. or better in level work applied to the degree. The student must choose one of the following options:

A. *Master's Thesis Option*

Mathematic courses at the "500" level including one each in topology, analysis and algebra	12 units
Math courses at the "400" level or the "500" level (or other approved non-mathematical electives not to exceed 6 units)*	12 units
Master's Degree Thesis (Mathematics 599)	6 units
Thesis seminar presentation	0 units

Total units required 30 units

A thesis advisor and two additional members must be selected from the full-time mathematics faculty to serve on the committee with the thesis advisor as chairman. The student must have the completed thesis accepted by the advisor and approved by the committee. The thesis (7 copies) must conform to certain typing and format requirements before acceptance by the College Library for binding. In addition the student must present a formal seminar based on the thesis to the students and faculty of the Mathematics Department.

B. *Project Option*

Mathematics courses at the "500" level, including one each in topology, analysis and algebra	12 units
Mathematics courses at the "400" level or the "500" level (or other approved non-mathematical electives not to exceed 6 units)*	15 units
Mathematics Project (Mathematics 595)	3 units
Project Seminar Presentation	0 units

Total units required 30 units

A project advisor and two additional members must be selected from the full-time mathematics faculty to serve on the committee with the project advisor as chairman. Acceptance and completion of a project requires the student to investigate and articulate the principle inherent in a specific area of mathematics.

C. *Examination Option*

Mathematics courses at the "500" level, including one each in topology, analysis and algebra	15 units
Mathematics courses at the "400" level or the "500" level (or other approved non-mathematical electives not to exceed 6 units)	15 units
Examination (Oral or Written)	0 units

Total units required 30 units

An advisor together with two additional members must be chosen from the full-time mathematics faculty to serve on the examination committee with the advisor as chairman. The examination will be oral or written as mutually agreed upon by the student and his committee and will cover the material in the student's study program with special emphasis on analysis algebra and topology at the "500" level.

Graduate Courses

515. Advanced Probability Theory (3)

Order statistics, time series and spectral analysis.

Prerequisite: Math. 345 or consent of instructor.

* No courses in a student's undergraduate program may be repeated for graduate credit.

518. Algebraic Topology (3)

Two-dimensional manifolds, properties of compact, connected manifolds. The concept of the fundamental group of a topology. Covering spaces.

Prerequisites: Math. 418 and Math. 320 or consent of instructor.

520. Nonlinear Differential Equations (3)

Approximation methods for solving nonlinear differential equations. Iterative techniques. Theory of convergence. Difference equations.

Prerequisite: Math 430 or consent of instructor.

525. Numerical Analysis (3)

Selected topics in numerical analysis which are of present day interest to the applied mathematician.

Prerequisite: Math. 330, 331, and 352 or equivalent or consent of instructor.

535. Ordinary Differential Equations (3)

Linear systems, existence theorems regular and irregular singular points. Topics from regular and singular boundary value problems. Qualitative behavior of solutions. Perturbation methods, stability theory.

Prerequisites: Math. 430 and Math. 438 or consent of instructor.

540. Functional Analysis I (3)

Topics studied are: abstract linear spaces, linear operators, topological spaces, including Hausdorff. Normed linear spaces, especially Banach and Hilbert. Minkowski functionals, differential and integral equations, L^2 kernels.

Prerequisites: Math 440 or 570 and Math 418 or consent of instructor.

541. Functional Analysis II (3)

A second course continuing with general theorems on linear operators. Spectral analysis; including Ascoli's theorem, operational calculus, and spectral mapping theorem. Integration and linear functionals.

Prerequisite: Math. 540 or consent of instructor.

550. Abstract Algebra—Group Theory (3)

The Jordan-Holder-Schreier theorem. Galois theory, ideal theory, multilinear algebra.

Prerequisites: Math. 320 and Math. 328 or consent of instructor.

551. Abstract Algebra—Algebraic Number Theory (3)

A continuation of Mathematics 550, with emphasis on algebraic number fields and their applications to the Galois theory.

Prerequisite: Math. 550 or equivalent or consent of instructor.

560. Operations Research (3)

Unconstrained and constrained optimization, linear programming, queues and inventories.

Prerequisite: Math. 322, 345, or consent of instructor.

565. Stochastic Processes and Their Applications (3)

Theory and applications of processes, including stationary and non-stationary processes.

Prerequisite: Math. 345 or consent of instructor.

Recommended corequisite: Math. 515.

568. Special Topics in Topology (3)

Topics of current interest in topology.

Prerequisite: Math. 418 or equivalent or consent of instructor.

570. Real Variables (3)

A sophisticated approach to real analysis, includes rigorous treatment of real numbers, limits, integration, convergence, various special functions.

Prerequisite: Math. 340 or consent of instructor.

585. Seminar in (Title and number of units to be chosen by instructor) (1-4)

Subject matter to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript.

Prerequisite: Consent of instructor.

595. Special Studies in Mathematics (1-4)

599. Thesis (6)

Prerequisite: See Master's Degree requirements.



MUSIC

(Division of Humanities)

Accredited as an Associate Member of the National Association of Schools of Music.

Joann E. Feldman, Chairman of Department

Ellen Amsterdam, Lawrence Anderson, Margaret Broughton, Sherlyn Chew, Albert Cognata, Anne Crowden, Dale Cutler, Margaret Donovan-Jeffry, Jon Hendricks, Arthur Hills, Ralph Hotz, William Johnson, Sally Kell, Ned Meredith, Danny Montoro, Don O'Brien, Walter Oster, Margaretta Redwine, Gardner Rust, George Sakellariou, David Sloss, Larry Snyder, Jean Stevens, Augustus Vidal.

The student majoring in music refines his musical sensitivity against the background of a liberal education. The Music Department offers a four-year program for music majors designed to give the student comprehensive preparation in theory, history and performance. The Department emphasizes extensive ear-training, the development of perceptive listening skills, familiarity with a broad range of Western and non-Western musical styles, fluency in handling the materials of traditional music theory, and continuous and varied experience in performance. The Department encourages students to develop advanced proficiency in their performing specialties, but at the same time the Department expects all music majors to pursue a broadly diversified program of class study designed to equip them as "complete" musicians.

MUSIC MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major	43 units
Electives.....	41 units
Total	124 units

(A minor is not required for the B.A. in Music)

Music majors are strongly advised to take at least half of their elective units in fields other than music, and to include among those electives some in foreign languages.

ACCEPTANCE TO THE MUSIC MAJOR

Admission to the College does not guarantee acceptance to the music major. All prospective music majors are accepted on probationary status during their first semester in residence. During this semester they must demonstrate motivation and proficiency appropriate to their prior experience as musicians and must also show satisfactory progress in music classes. Every student must consult his advisor before continuing as a music major beyond the probationary semester.

PROFICIENCY EXPECTATIONS

All entering music majors will be given a placement test to determine at what level they should enter the program. Students who do not demonstrate fluent reading of treble and bass clef, ability to sing at sight a simple tune, knowledge of basic intervals, understanding of simple meter and rhythm, and familiarity with major and minor scales, will be asked to take Music 105 as a prerequisite to Music 110 and 120.

Entering students must either pass a Piano Proficiency Test or begin immediately to develop technique sufficient to pass it. Students with no previous keyboard experience should expect to take four semesters of Basic Piano (Music 101, 102, 103, and 104), beginning in the first semester of work as a music major. All students in the four-year program will be expected to pass the Piano Proficiency Test before beginning upper division work as music majors.

An Aural Skills Test, checking the student's accuracy in hearing intervals, scales, rhythms, and simple chord progressions, will be given as part of the final examination in Music 310/320. All students will be expected to pass this test before going on to upper division work in music.

TRANSFER STUDENTS

All transfer students wishing to enter as music majors in the junior year will be given the Aural Skills Test as soon as they arrive at California State College, Sonoma. Students who do not pass this test will be advised to take lower division courses as necessary before beginning upper division work in music.

Transfer students will also be expected to take the Piano Proficiency Test during the first week of residence, and will be advised to take Basic Piano classes if necessary. Normally, upper division work in music at California State College, Sonoma assumes keyboard facility sufficient to pass the Piano Proficiency Test. No student may graduate in music without having passed it.

LOWER DIVISION PROGRAM

The core of the lower division program for music majors is a sequence of four courses in Musicianship. The Musicianship sequence is a comprehensive approach to ear-training in its broadest sense. It includes, but is not limited to, sight-singing, dictation, conventional harmony, and historic and stylistic considerations as they relate to the development of aural and written skills. The basic proposition is that a literate musician should hear what he sees and see what he hears. To that end, materials and solfège techniques from a variety of musical cultures will be used, so that the student learns to understand "rules" only as attempts to define particular musical styles.

UPPER DIVISION PROGRAM

The core of the upper division program is a series of courses designed to integrate the traditional studies of music history with form and analysis. The upper division core requirement consists of Music 300, 301, and one of the following two courses: Music 302; Music 303.

Every music major will be expected to complete a Senior Project of one or two units, depending on its scope. The Senior Project generally will be undertaken during the last semester of residence, although unusually large Projects may be extended over the last two semesters. The Senior Project may take the form of directed research leading to a lecture-demonstration, a senior recital, an extended composition, or the preparation of a performing edition, etc. In any case, the Senior Project must include some practical demonstration of the student's musical understanding.

During the junior and senior years, each music major must take sufficient additional upper division units in music to total forty-three. These units may be chosen from various courses such as those in specific periods, genres, or composers; advanced theory, form and analysis, or conducting; composition; orchestration; jazz arranging; non-Western music; performance practice; or studio instruction. Music 105, performing ensembles, and Basic Piano classes may not be included among these units.

THE PERFORMANCE REQUIREMENT

The Music Department maintains a busy schedule of ensemble activities, including Orchestra, Chorus, Madrigal Singers, Chamber Music, Wind Ensemble (Concert Band), Opera Workshop, Jazz Workshop, Concert Jazz Ensemble, Piano Ensemble, and workshops in non-Western music.

All music majors must participate in ensembles during at least six semesters of undergraduate work. At least two semesters of this requirement must be met in vocal ensembles. At least two semesters of this work must be done at California State College, Sonoma.

Students enrolled in Studio Instruction must agree to perform in an appropriate ensemble unless excused by their studio instructor.

ADVISING

Each music major is expected to consult an advisor in the Music Department before beginning work as a music major. The student is also asked to see his advisor immediately after completing his first semester of work in Musicianship, in order to discuss the student's prospects for further work in music.

Apart from the core courses required of all music majors, the student chooses classes that best serve his own interests. Students with highly developed interests in specialized areas (such as composition, electronic music, ethnomusicology, etc.) are encouraged to consult an advisor about the possibility of arranging individually tailored programs of study. All music

majors are urged to seek help from their assigned advisors each semester; the advisor's signature will constitute departmental approval of the student's schedule each semester.

Students planning to do graduate work in music are strongly urged to take fourteen units in French or German.

MUSIC MAJOR COURSE REQUIREMENTS

Lower Division

Music 110—Musicianship II	3 units
Music 120—Musicianship II Lab	2 units
Music 111—Musicianship III.....	3 units
Music 121—Musicianship III Lab	2 units
Music 210—Musicianship IV.....	3 units
Music 220—Musicianship IV Lab	2 units
Music 310—Musicianship V	3 units
Music 320—Musicianship V Lab	2 units
Music 200—Listening Skills I	3 units

Upper Division

Music 300—Listening Skills II	4 units
Music 301—History and Analysis—Common Practice Period.....	5 units
One course to be selected from the following two:	
Music 302—History and Analysis—Early Western Music	4 units
Music 303—History and Analysis—Twentieth Century Music	4 units
Music 306—Keyboard Skills Workshop	1 unit
Music 490—Senior project	1 unit
(Music 490 may be taken for two units with approval of advisor, in which case the number of additional units required is reduced by one.)	
Additional Upper Division Music courses	5 units
Total	43 units

TEACHING CREDENTIAL MUSIC MAJOR

Under the Ryan Act, music majors interested in obtaining a Single-Subject Credential in music may apply to the Education Department for admission to the credential program during the junior year. Admission to the credential program in music will require a recommendation from the Music Department. Students requesting such a recommendation should have a major performing instrument (or voice), and should plan to take the following courses in addition to the core requirements for music majors:

Music 315, Orchestration	3 units
Music 400, Curriculum of the Elementary School	3 units
Music 430, Conducting.....	2 units
Music 115/415, Beginning Voice Technique.....	1 unit
Music 122/422, Class Instruction in Strings.....	1 unit
Music 123/423, Class Instruction in Woodwinds	1 unit
Music 124/424, Class instruction in Brass	1 unit
Music 129/429, Class instruction in Percussion	1 unit

The student should consult advisors in the Music Department and the Education Department about additional requirements for the credential as soon as possible.

MINOR IN MUSIC

To complete a minor in music, a student must take Music 250 (Introduction to Music Literature) and 17 additional units, 6 of them upper division, in consultation with a Music Department advisor. Students contemplating minoring in music should consult the Music Department at the earliest possible date for approval and advising.

An appropriate music minor program should include some study in music history and in music theory. At least six units in music must be taken at California State College, Sonoma. In addition, all music minors are expected to be in at least one performing ensemble for a minimum of two semesters of residence at California State College, Sonoma.

CENTER FOR PERFORMING ARTS

Interdisciplinary courses involving the areas of music, dance and drama are offered by the Center for Performing Arts. Students interested in interdisciplinary work in the performing arts should see the catalog listings under that heading.

MUSIC

101. Basic Piano I (1)

A beginning course in the development of fundamental keyboard skills. Emphasis on functional keyboard harmony and improvisation.

102. Basic Piano II (1)

Prerequisite: Music 101 or consent of instructor.

103. Basic Piano III (1)

Prerequisite: Music 102 or consent of instructor.

104. Basic Piano IV (1)

Prerequisite: Music 103 or consent of instructor.

105. Musicianship I: Fundamentals (4)

A basic course in reading notes, ear training, dictation, sight-singing, etc. This course is intended for students not yet qualified to begin Musicianship II.

107. Piano Accompanying (1-2)

Instruction in the skills of accompanying singers, instrumentalists and ensembles. Students will be expected to spend additional hours gaining practical experience accompanying ensembles and vocal classes. May be repeated for credit to a maximum of six units.

Prerequisite: Consent of instructor.

110. Musicianship II: Theory (3)

Diatonic harmony and contrapuntal techniques. Must be taken concurrently with Music 120.

Prerequisite: Music 105, or equivalent, and placement test.

111. Musicianship III: Theory (3)

Continuation of Musicianship II. Must be taken concurrently with Music 121.

Prerequisites: Music 110 and 120, or equivalents, and placement test.

112. Class Instruction in Organ (1)

A beginning course in organ playing. Piano proficiency at the level of Book III of the Bartok *Mikrokosmos* and consent of the instructor are prerequisites. Also offered for upper division credit as Music 412.

113. Class Instruction in Guitar (1)

Introductory instruction in guitar techniques including use of basic chords in various types of song accompaniment. All notes in the first position will be studied along with solo and ensemble pieces for guitar. Also offered for upper division credit as Music 413.

Prerequisite: Consent of instructor.

114. Class Instruction in Recorder (1)

Group work in beginning recorder techniques. Also offered for upper division credit as Music 414.

Prerequisite: Consent of Instructor.

115. Beginning Voice Technique (1)

Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertoire and interpretation. May be repeated for credit. Also offered for upper division credit as Music 415.

Prerequisite: Consent of instructor.

120. Musicianship II Laboratory: Ear-Training (2)

Sight-singing, dictation and keyboard harmony. Must be taken concurrently with Music 110.

Prerequisite: Music 105, or equivalent, and placement test.

121. Musicianship III Laboratory: Ear-Training (2)

Continuation of Musicianship II Lab. Must be taken concurrently with Music 111.

Prerequisites: Music 110 and 120, or equivalents, and placement test.

122. Class Instruction in Strings (1)

Also offered for upper division credit as Music 422. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

123. Class Instruction in Woodwinds (1)

Also offered for upper division credit as Music 423. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

124. Class Instruction in Brass (1)

Also offered for upper division credit as Music 424.

Prerequisite: Consent of instructor.

128. Intermediate Voice Technique (1)

Continuation of Music 115. Also offered for upper division credit as Music 428.

Prerequisite: Music 115 or consent of instructor.

129. Class Instruction in Percussion (1)

Also offered for upper division credit as Music 429.

Prerequisite: Consent of instructor.

133. Studio Instruction—Strings (1-2)

Private instruction on one instrument for advanced students. Also offered for upper division credit as Music 433. May be repeated for credit.

Prerequisite: Audition.

134. Studio Instruction—Woodwinds (1-2)

Private instruction on one instrument for advanced students. Also offered for upper division credit as Music 434. May be repeated for credit.

Prerequisite: Audition.

137. Studio Instruction—Brass (1-2)

Private instruction on one instrument for advanced students. Also offered for upper division credit as Music 437. May be repeated for credit.

Prerequisite: Audition.

138. Studio Instruction—Percussion (1-2)

Private instruction on percussion instruments for advanced students. Also offered for upper division credit as Music 438. May be repeated for credit.

Prerequisite: Audition.

139. Studio Instruction—Keyboard (1-2)

Private instruction on keyboard for advanced students. Also offered for upper division credit as Music 439. May be repeated for credit.

Prerequisite: Audition.

141. Studio Instruction—Voice (1-2)

Private voice instruction for advanced students. Also offered for upper division credit as Music 441. May be repeated for credit.

Prerequisite: Audition.

143. Studio Instruction—Guitar (1-2)

Private guitar instruction for advanced students. Also offered for upper division credit as Music 443. May be repeated for credit.

Prerequisite: Audition.

200. Listening Skills I (3)

Masterworks of Western music treated chronologically. Emphasis is placed on listening and on the larger aspects of analysis.

Prerequisite: Music 110 and 120 or consent of instructor.

210. Musicianship IV: Theory (3)

Chromatic harmony and contrapuntal techniques. Must be taken concurrently with Music 220.

Prerequisites: Music 111 and Music 121, or equivalents, and placement test.

220. Musicianship IV Laboratory: Ear-Training (2)

Advanced sight-singing, dictation and keyboard harmony. Must be taken concurrently with Music 210.

Prerequisites: Music 111 and Music 121, or equivalents, and placement test.

250. Introduction to Music Literature (3)

An introductory course for non-music majors with lectures and demonstrations dealing with materials of music and different styles. Not acceptable for credit toward the music major. Acceptable as three units of the General Education Humanities requirement.

255. Workshop in African Music and Dance (1)

A laboratory devoted to instruction in African drumming, songs, and dances. An opportunity to gain understanding of African music and dance through participation. Also offered for upper division credit as Music 455.

Prerequisite: Consent of instructor.

256. African Music Concert Ensemble (1-3)

The study and presentation of various African music and dance repertoires in traditional African music idioms from a number of selected musical cultures. May be repeated for credit. Also offered for upper division credit as Music 456.

Prerequisite: Music 255 or consent of instructor.

295. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree. Students taking C.I.P. through the Music Department must arrange for supervision by a Music Department advisor. Also offered for upper division credit as Music 395.

300. Listening Skills II (4)

Introduction to non-Western music, using the techniques and approaches developed in Music 200.

Prerequisite: Music 200 and Aural Skills Test, or consent of instructor.

301. History and Analysis of Western Music in the Common Practice Period (5)

A course integrating the history and analysis of music from the early Baroque through the late Romantic periods (1600-1900).

Prerequisite: Aural Skills Test, or consent of instructor.

302. History and Analysis of Early Western Music (4)

A course integrating the history and analysis of music from plainchant through the late Renaissance (900-1600).

Prerequisite: Aural Skills Test, or consent of instructor.

303. History and Analysis of Twentieth Century Music (4)

A course integrating the history and analysis of music from Debussy to the present.

Prerequisite: Aural Skills Test, or consent of instructor.

306. Keyboard Skills Workshop (1)

The study of keyboard harmony, transposition, and improvisation. The course is intended to teach the skills required in the Department's Piano Proficiency Examination. Open to advanced pianists only.

310. Musicianship V: Theory (3)

Continuation of Musicianship IV. Must be taken concurrently with Music 320.

Prerequisites: Music 210 and 220, or equivalents, and placement test.

315. Orchestration (3)

Study of the instruments of the orchestra, with exercises in writing for instrumental groups and scoring for the orchestra as a whole.

Prerequisite: Aural Skills Test, or consent of instructor.

316. Stage Band Composition and Orchestration (2)

Study of the instruments of the stage band, with examples in writing for various instrumental groups and scoring for the band as a whole. Admission by audition.

317. Stage Band Composition and Orchestration (2)

Continuation of Music 316. May be repeated for credit.

Prerequisite: Music 316 or consent of instructor.

319. Jazz in American Society (3)**320. Musicianship V Laboratory: Ear-Training (2)**

Continuation of Musicianship IV Laboratory. Must be taken concurrently with Music 310.

Prerequisites: Music 210 and 220, or equivalents, and placement test.

321. Piano Repertoire (1-2)

The study and interpretation of keyboard music from the Renaissance to the present. Attention is given to ornamentation, style, and techniques; emphasis is placed on performance in class by individual students. May be repeated for credit.

Prerequisite: Completion of Music 104 or equivalent standing.

325. Chorus (1-3)

The study and presentation of choral music from all periods of musical literature. May be repeated for credit.

Prerequisite: Audition.

326. Piano Ensemble (2)

The study and performance of literature for piano ensembles. May be repeated for credit.

Prerequisite: Consent of instructor.

327. Wind Ensemble (2)

The study and presentation of wind ensemble music from all periods of musical literature. May be repeated for credit.

Prerequisite: Consent of instructor.

328. Orchestra (1-3)

The study and presentation of orchestral music from all periods of musical literature. May be repeated for credit. Admission to the Orchestra is by audition.

Prerequisite: Consent of instructor.

329. Chamber Music Workshop (2)

Instruction and coaching in the performance of chamber music. May be repeated for credit.

Prerequisite: Consent of instructor.

330. Opera Workshop (1-3)

A course devoted to the study and performance of the operatic literature. The workshop, designed for singers, accompanists, and others interested in the lyric theater, will place emphasis on total music theater artistry. Admission to the workshop is by audition. May be repeated for credit.

Prerequisite: Consent of instructor.

331. Songwriting (1)

An opportunity for songwriters and prospective songwriters to share musical insights and ideas. Songwriters of interest to the participants will be invited to perform and discuss their work. Some experience in songwriting is desirable. May be repeated for credit.

Prerequisite: Consent of instructor.

332. Contemporary Chamber Music Workshop (1-2)

The study of new techniques of performance, especially improvisation, utilized in recent music. May be repeated for credit.

Prerequisite: Consent of instructor.

333. Instrumental Reading Ensemble (1)

Readings of a wide variety of instrumental and dramatic literature, affording opportunities to instrumentalists, singers and conductors. May be repeated for credit.

Prerequisite: Consent of instructor.

340. Acting and Directing for the Lyric Theater (1-3)

A course designed primarily for singers, actors and stage directors in which emphasis is placed on the study of the interdependence of music and drama in relation to the lyric stage.

Prerequisite: Consent of instructor.

341. Studies in Counterpoint (3)

Advanced study of a particular contrapuntal style. May be repeated for credit with consent of instructor.

Prerequisites: Aural Skills Test or consent of instructor.

342. Studies in Music History (3)

Detailed consideration of a particular historical period. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

343. Studies in Musical Genres (3)

Detailed examination of a particular type of music in various periods. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

344. Studies in Specific Composers (3)

Study of life and works of a specific composer. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

374. Music on the American Scene (3)

A course designed for any student interested in examining and becoming better acquainted with such topics as: rock, jazz since World War II, the academic avante-garde, the ritual crisis in "serious" music today, music and economics, and the American experimental tradition. Students are encouraged to compose and/or perform as part of their study of various facets of the music of today.

Prerequisite: None. Not applicable toward completion of music major requirements.

376. Humanistic Music (1)

The course avoids verbalization. It focuses on the individual's consciousness of sound, and on how that consciousness instinctively expresses itself. Classes range from sessions of silence to sessions of complex improvising together. Open to all levels of performing ability, and recommended for those interested in music therapy.

380. American Music (3)

A survey of the history and development of American music.

Prerequisite: Consent of instructor.

390. Jazz Workshop (1-2)

An instrumental program for the beginning jazz student dealing with the study of jazz improvisation and its various forms. Group playing designed to improve playing skills and build confidence in this field. "Feeder" course for Music 391. May be repeated for credit.

Prerequisite: Consent of instructor.

391. Concert Jazz Ensemble (1-3)

Performance and rehearsal of literature in the contemporary jazz idiom. May be repeated for credit.

Prerequisite: Music 390 or consent of instructor.

392. Jazz Piano (1)

A course designed to study chord playing and jazz improvisation.

Prerequisite: Consent of instructor.

393. Madrigal Singers (2)

Study and performance of chamber choral literature. May be repeated for credit.

Prerequisite: Audition.

395. Community Involvement Project (1-4)

See Music 295.

400. Curriculum of the Elementary School (Music) (3)

Philosophy, method and materials for teaching music in the elementary school. Open to candidates in a teaching credential program, or by consent of instructor.

401. Ensemble Literature and Materials for Band and Orchestra (2)

A comprehensive survey of teaching materials and literature for wind, string, and percussion instruments; repertory and program planning, organization and management of materials and equipment in the public school instrumental program; principles and techniques for building a comprehensive instrumental library. Open to upper division music majors and graduate students only.

402. Choral Literature and Methodology (2)

A study of choral literature with special reference to repertory suitable for the secondary school. Problems of performance, editorial techniques, aims, methods, and organization of vocal music programs for children's voices, adolescent voices, men's and women's glee, and mixed chorus. Students will conduct the works studied. Open to upper division music majors and graduate students only.

403. Principles and Foundation of Music Education as Aesthetic Education (2)

Philosophy and practice of music education in elementary and secondary schools; principles of music learning; physiological and psychological factors influencing motivation, maturation, needs, attitudes, skills, and knowledge. Problems of teacher preparation and placement; critical analysis of the Music Framework for the California Public Schools. Open to upper division music majors and graduate students only.

412. Class Instruction in Organ (1)

See Music 112.

413. Class Instruction in Guitar (1)

See Music 113.

414. Class Instruction in Recorder (1)

See Music 114.

415. Beginning Voice Technique (1)

See Music 115.

422. Class Instruction in Strings (1)

See Music 122. May be repeated for credit with consent of instructor.

423. Class Instruction in Woodwinds (1)

See Music 123. May be repeated for credit with consent of instructor.

424. Class Instruction in Brass (1)

See Music 124.

425. Composition (3)

Individual projects in creative work. May be repeated for credit.

Prerequisite: Consent of instructor.

426. Seminar in Music History (3)

Individual or class projects on particular aspects of music history. The emphasis will be on studies in depth, integrating previous study in history and analysis. May be repeated for credit with consent of instructor.

Prerequisite: Music 301, or consent of instructor.

427. Studies in Musical Analysis (3)

Detailed examination of music from a particular style or period. May be repeated for credit with consent of instructor.

Prerequisite: Aural Skills Test and consent of instructor.

428. Intermediate Voice Technique (1)

See Music 128.

429. Class Instruction in Percussion (1)

See Music 129.

430. Conducting (2)

Prerequisites: Aural Skills Test, Piano Proficiency Test and Music 301, or consent of instructor.

431. Advanced Conducting (2)

Prerequisite: Music 430 or consent of instructor.

432. Score Reading at the Piano (1)

Prerequisite: Piano Proficiency Test or consent of instructor.

433. Studio Instruction—Strings (1–2)

See Music 133.

434. Studio Instruction—Woodwinds (1–2)

See Music 134.

436. Studies in Performance Practice (3)

Research and inquiry into the authentic procedures of musical performance of a period, style or civilization. The specific topic will vary each time the course is offered.

Prerequisite: Consent of instructor.

437. Studio Instruction—Brass (1–2)

See Music 137.

438. Studio Instruction—Percussion (1–2)

See Music 138.

439. Studio Instruction—Keyboard (1–2)

See Music 139.

441. Studio Instruction—Voice (1–2)

See Music 141.

443. Studio Instruction—Guitar (1–2)

See Music 143.

451. Music of India and the Near East (3)

A survey of the music of India, Iran, the Arab and other Near Eastern countries. Included in the course are films and demonstration of instruments.

Prerequisite: Music 200, 250 or consent of instructor.

452. Music of Indonesia and the Far East (3)

A survey of the music of Indonesia, Tibet and countries of the Far East, Southeast Asia, Australia and the islands of the Pacific. Included in the course are films and demonstrations of instruments.

Prerequisite: Music 200, 250 or consent of instructor.

453. Workshop in Near Eastern Music (1–2)

Studies in theory and performance practice of Near Eastern music. An opportunity to gain understanding of Near Eastern music through participation. May be repeated for credit with consent of instructor.

Prerequisite: Music 451 (may be taken concurrently) or consent of instructor.

454. Workshop in Far Eastern Music (1–2)

Studies in theory and performance practice of Far Eastern music. An opportunity to gain understanding of Far Eastern music through participation. May be repeated for credit with consent of instructor.

Prerequisite: Music 452 (may be taken concurrently) or consent of instructor.

455. Workshop in African Music and Dance (1)

A laboratory devoted to instruction in African drumming, songs, and dances. An opportunity to gain understanding of African music and dance through participation. Must be taken concurrently with Music 457 or 458.

Prerequisite: Music 457 or consent of instructor.

456. African Music Concert Ensemble (1–3)

The study and presentation of various African music and dance repertoires in traditional African music idioms from a number of selected musical cultures. May be repeated for credit.

Prerequisite: Music 455 or consent of instructor.

457. African Music (3)

African Music will examine the history, organization, function and the music (melody, text, instruments) of various African musical types: Social Music; Occupational Music; Music for Political Institutions; Music for Religious Institutions; Music for Rites "de passage" (birth, nursery, puberty, circumcision, marriage, death). In addition, the course will examine the mutual influences of contemporary African and Western cultures.

Prerequisite: Music 200 or 250 or consent of instructor.

458. African Music (3)

Continuation of Music 457.

Prerequisite: Music 457 or consent of instructor.

460. Mixed Media Composition (3)

The study of technical and aesthetic principles which underly recent art works coordinating music, art, cinema, dance and drama; and the application of these principles in the creation of original conceptions.

Prerequisite: Consent of instructor.

461. Electronic Music Composition (3)

A study of techniques of the classical studio (tape composition, mixing techniques, concrete sound sources), sound generation using a digital computer and composition using direct sound generation systems. Problems involved in the construction of sound systems will also be considered. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

462. History of Musical Instruments (3)

A study of the evolution of musical instruments, western and/or non-western, from their origins to the present.

463. History of Theory (3)

A comprehensive survey of the important theoretical writings of western music. A consideration of the work of Pythagoras, Schütz, Descartes, Rameau, Reicha, Riemann, Schenker, Babbitt and others whose thoughts seek to explain the nature of western music as it evolves.

Prerequisite: Consent of instructor.

464. Seminar in Musical Aesthetics and Criticism (3)

A course in the reading and writing of criticism. Critical viewpoints will be studied in the light of the aesthetic values they assume, and an attempt will be made to define a role for criticism today. Musical criticism will provide the focus, but students with other artistic interests are encouraged to enroll.

Prerequisite: Consent of instructor.

490. Senior Project (1-2)

A course designed to culminate the work of the music major. Group or individual projects in research, analysis, theory, or performance, bringing together all the skills and proficiencies that have been developed. The work in the project may include a recital on an instrument or voice. A student may accumulate a maximum of two units in Senior Project.

Prerequisite: Music 301 and consent of instructor.

495. Special Studies (1-4)

See Regulations and Procedures.



NURSING

(Division of Natural Sciences)

Mary W. Searight, Chairman of Department

Dorothy Blake, Hannah Dean, Margaret Dombaugh, Laurel Freed, Janice Hitchcock, Vivian Malmstrom, Leonide Martin, Virginia Meyer, M. Elizabeth Monninger, Christine Morton, Rose Murray, Angela Pecherer, Renée Romanko, Mary Jane Sauvé, Barbara Tesser, Sue Thomas, Holly Wilson.

The major in nursing is a two-year upper division program, accredited by the National League for Nursing. Men and women who are candidates for the Bachelor of Science Degree in Nursing must have completed the equivalent of an associate degree in nursing and must have evidence of licensure as a registered nurse. Graduates of diploma programs may be certified by the junior college as having equivalent preparation in nursing, and by completing required lower division general education.

The first year of the nursing program focuses upon community health nursing, through a two-semester, integrated, process-oriented curriculum. The senior year offers an opportunity to select episodic or distributive nursing as an area of concentration.

Communication, decision-making, self awareness, the process of change, and beginning teaching skills are emphasized throughout. A cross-cultural approach to understanding health problems utilized.

The purpose of the nursing major is to prepare a liberally educated professional qualified for certification as a public health nurse and with a sound foundation for pursuing graduate education in nursing.

The program is designed to enable nurses to expand their scope of practice, increase their acceptance of responsibility, and perform with greater independence as practitioners in a wide variety of settings. The program prepares an individual with a liberal arts background and a strong career base which incorporates a generalist orientation and an area of concentration. The program is committed to developing educational experiences for students that will prepare them to meet the present and future nursing needs of society.

Requirements for admission to the nursing major:

1. 60 units of transferable credit as certified by the transferring college
2. Of the above, 30 units of California State University and Colleges general education requirements must be certified by the transfer college
3. Current California licensure as a registered nurse
4. Credit for high school or college chemistry with a grade of "C" or above
5. College credit for human anatomy and physiology with a grade of "C" or above

Admission to the nursing program will be permitted only in the Fall semester. Students will not be admitted in the Spring semester.

The college reserves the right to limit the enrollment of students in the major courses in nursing to available space and clinical facilities. A limited number of part-time students will be admitted to the nursing major. Part-time students take theory courses in the first and second semesters, prior to taking community health nursing in the third and fourth semesters, and are expected to complete the nursing major in eight semesters. Applicants seeking admission as part-time students must follow the same application procedure and meet the same admission criteria as those students applying for full-time study.

Students currently enrolled in the college may petition for change to the nursing major during registration week of the Spring semester. They must meet the same admission criteria as all students who apply for the nursing major.

Philosophy

We believe that man is a bio-psycho-social being. He is an open system, active, ever changing, interacting with his environment. We believe that man has basic needs, which he strives to meet, moving toward his own integrity.

Man, as a social being, interacts with other men in a heterogenous, dynamic society. We believe society is characterized by a variety of cultures and subcultures, each with its own value system. Man's values generally reflect those of his culture, but universal among these are his desire for recognition of his own dignity and the right to his own self-determination.

Professional nursing is an interpersonal process involving client oriented intellectual activities directed toward providing care, cure and coordination of health care in collaboration

with other health professionals. It is an essential social service to man. We believe professional nursing is primarily concerned with the maintenance of humane, individualistic concern for people and their problems.

The goal of professional nursing is to assist man in his striving for health. Professional nursing attends to the health needs of man within the framework of man's goals, motivations and value systems. Professional nursing works with man to strengthen those behaviors and resources which assist in his striving toward optimum functioning in times of wellness, illness, and in the process of dying.

Within this framework, the professional nurse provides, coordinates and assists in continuous, uninterrupted care as individuals and families move on the health-illness continuum. He interacts with the community and health care systems as a collaborator and facilitator in the promotion of a responsive and relevant system of health care delivery.

The faculty believe that education for nursing belongs within the total framework of general education. We further believe that associate degree or equivalent nurse preparation can be an integral part of and does form the foundation upon which professional nursing can be built. Professional preparation extends the knowledge base and the scope of practice through development of a practitioner who utilizes critical thinking in the solution of problems reflecting increasing complexity.

We believe the goal of professional education is to prepare the student to: (1) Organize and utilize the concepts, principles and theories of the related sciences in such a way as to derive meaning for the practice of nursing; (2) Assess each client situation in relation to its placement on the health-illness continuum; (3) Define the multiple variables which operate to produce any given client situation; (4) Utilize the problem solving process to conceive and initiate interventive measures and apply criteria to explain, justify, predict outcomes and evaluate these measures; (5) Recognize and participate in changes within a dynamic society and in health care systems; (6) Pursue the quest for personal and professional growth and development.

The faculty accept the philosophy that each learner has the right to as much education as he is capable of pursuing. We believe there are many different approaches to the same goal and that students may have traveled different routes, distances, and directions. Life experiences, motivation and ability all affect one's timing and attainment of goals.

We further believe that people learn in many different ways and it is the faculty's goal to work toward providing a flexible, individualized curriculum which will build upon previous knowledge and skills and enrich the student's life as a professional member of society.

PROGRESSION, RETENTION, AND DISMISSAL

Grading: Only letter grades will be given for courses constituting the nursing major, with the exception of those courses for which a Cr/NCr grade is specifically indicated. Students must maintain a minimum grade of "C" in courses constituting the nursing major to continue in the nursing program.

In selected situations, as determined by the chairman of the department, a student may repeat a nursing course, at such time as the course is offered. If class enrollment is limited, priority will be given those students in regular progression in the program. If a student is allowed to repeat a course in nursing, a grade of "C" or better must be earned in order to remain in the nursing program. The amount of time that can be lost in any nursing course, for any reason, will be determined by the faculty teaching the course.

Clinical Nursing Courses: If during enrollment in a clinical nursing course, the student's conduct presents a potential harm to the welfare of clients, the faculty will determine, on the basis of documentation, whether the student will be permitted to continue in the major.

Nursing Courses Not Constituting the Major Requirements: In nursing courses not constituting the major requirements, students must meet the standards for minimal performance and progression established by the college. (Please consult catalog section on Rules and Regulations.)

Nursing Major for the B.S. Degree

Major Courses.....	61 units
General Education	40 units
Supporting Courses	8 units
Electives.....	15 units
	<hr/> 124 units

This includes a minimum of 30 units in nursing and 30 units of general education, transferred from the junior college.

Upper Division Nursing Major Course Requirements

Nursing 302—Microteaching for Nurses	1 unit
Nursing 310AB—Community Health Nursing	4 units
Nursing 311AB—Community Health Nursing Practicum	8 units
Nursing 315—Science Principles Applied to Human Phenomena	3 units
Nursing 316—Physical Assessment Lab	1 unit
Nursing 367AB—Interaction and Change.....	4 units
Nursing 421AB—Preceptorship Seminar	2 units
Nursing 423AB—Preceptorship in Episodic Nursing.....	6 units
or	
Nursing 424AB—Preceptorship in Distributive Nursing	2 units
Nursing 433—Current Professional Problems	
	<hr/> 31 units

Nursing Major Supporting Course Requirements

American Ethnic Studies 432—Health and Culture	4 units
Management 455—The Planning Process.....	4 units
	<hr/> 8 units

Selection of other supporting courses and electives should be determined by choice of preceptorship and by prior educational and experiential background. Students are encouraged to work closely with their major advisor in developing background for the preceptorship.

Selection of other supporting courses and electives should be determined by choice of preceptorship and by prior educational and experiential background. Students are encouraged to work closely with their major advisor in developing background for the preceptorship.

NURSING MAJOR CURRICULUM**Junior Year**

** Nursing 302—Microteaching for Nurses	1 unit
* Nursing 310AB—Community Health Nursing	4 units
* Nursing 311AB—Community Health Nursing Practicum.....	8 units
** Nursing 315—Science Principles Applied to Human Phenomena.....	3 units
** Nursing 316—Physical Assessment Lab	1 unit
* Nursing 367AB—Interaction and Change	4 units
** American Ethnic Studies 432—Health and Culture	4 units
Electives	7 units
	<hr/> 32 units

* A section offered in the Fall

B section offered in the Spring

** Offered Fall and Spring semesters

Senior Year

Nursing 421AB—Preceptorship Seminar	2 units
Nursing 423AB—Preceptorship in Episodic Nursing	6 units
or Nursing 424AB—Preceptorship in Distributive Nursing	
Nursing 433—Current Professional Problems	2 units
Management 455—The Planning Process	4 units
Electives.....	18 units
	32 units



NURSING

302. Microteaching for Nurses (1)

Lecture, 1 hour; laboratory, 2 hours.

Theory which identifies the microelements of teaching, is discussed in lecture, and guided practice is provided in a simulated classroom setting. Enrollment is limited.

Prerequisites: Consent of instructor.

310A. Community Health Nursing (2)

Lecture, 1 hour; seminar 1 hour.

Theory and principles applied to the nursing role in promotion of health and prevention of disease. The focus is on the study of the family in the community.

Prerequisites: Consent of instructor. Admission to the nursing major; **CONCURRENT ENROLLMENT IN NURSING 311A REQUIRED.**

310B. Community Health Nursing (2)

Lecture, 1 hour; seminar, 1 hour.

Continuation of theory and principles applied to the nursing role in promotion of health and prevention of disease. The focus of study is on community assessment and planning, health care delivery, and selected community health problems. Involvement in community planning and services as an advocate of clients is stressed.

Prerequisites: Nursing 310A, 311A, 367A; consent of instructor; **CONCURRENT ENROLLMENT IN NURSING 311B REQUIRED.**

311A. Community Health Nursing Practicum (4)

Laboratory, 12 hours

Clinical experience in affiliated community health agencies under the leadership of nursing faculty.

A wide variety of agencies located throughout the service area is utilized.

Prerequisites: Malpractice insurance, current driver's license, and consent of the instructor; **CONCURRENT ENROLLMENT IN NURSING 310A REQUIRED.**

311B. Community Health Nursing Practicum (4)

Laboratory, 12 hours

Clinical experience in affiliated community health agencies under the leadership of nursing faculty.

A wide variety of agencies located throughout the service area is utilized.

Prerequisites: Malpractice insurance, current driver's license, and consent of the instructor; **CONCURRENT ENROLLMENT IN NURSING 310B REQUIRED.**

315. Science Principles Applied to Human Phenomena (3)

Lecture, 2 hours; seminar, 1 hour.

Promotes the integration and application of physiological and pathophysiological concepts to nursing. Focus is upon scientific considerations and physiological interpretation of signs and symptoms.

Prerequisites: High school or college chemistry, and college credit for human anatomy and physiology, with grades of "C" or above. Consent of instructor.

316. Physical Assessment Laboratory (1)

Laboratory, 3 hours.

A self-paced learning lab designed to provide an introduction to the basic concepts and skills of physical assessment.

Prerequisite: Completion of or concurrent enrollment in Nursing 315.

367AB. Interaction and Change (2-2)

Seminar, 2 hours.

Identification and practice of communication skills and theories of group dynamics. Small groups are used as a basis for increasing self-awareness and understanding others in one-to-one and group interaction. Emphasis shifts from experiences in colleague relationship to that of leader of a health related group. Includes peer counseling and supervision.

Prerequisites: Nursing 367A is prerequisite to Nursing 367B. Both require consent of instructor.

395. Community Involvement Project (1-4)

CIP involves students in community problems related to the promotion of health and the prevention of illness. Credit may be given for such activities as volunteer work in health agencies, planning and participating in community health projects. A total of 6 units may be applied toward a degree. May be taken by petition only.

Prerequisites: Admission to the nursing major and consent of instructor and department chairman.

396. Selected Topics in Nursing (1-5)

A single topic or set of related topics not ordinarily covered by the nursing major curriculum. The course may be repeated for credit with a different topic, to a maximum of 12 units.

Prerequisites: Consent of instructor.

421AB. Preceptorship Seminar (1-1)

Seminar, 1 hour.

Seminar on theory relating to change, leadership, organizations, problem-solving and self-actualization. Focuses on factors common to all students in preceptorship study and provides opportunity for exploration of individual student's interests and concerns.

Prerequisites: Nursing 302, 310AB, 311AB, 315, 316, 367AB; consent of instructor; concurrent enrollment in 423AB or 423AB.

423AB. Preceptorship in Episodic Nursing (3-5) (3-5)

Laboratory, hours determined by student's preceptorship.

Students must enroll for a minimum of 3 units each semester.

Student designed contractual study focusing on the curative and restorative aspects of nursing care of patients with diagnosed disease. With faculty assistance, the student initiates a contract which includes goals, learning experiences and evaluation. Clinical work in participating facilities and agencies is under the supervision of a preceptor and faculty advisor.

Prerequisites: Nursing 302, 310AB, 311AB, 315, 316, 367AB; concurrent enrollment in Nursing 421AB or consent of instructor.

424AB. Preceptorship in Distributive Nursing

Laboratory, hours determined by student's preceptorship.

Students must enroll for a minimum of 3 units each semester.

Prerequisites: Nursing 302, 310AB, 311AB, 315, 316, 367AB; concurrent enrollment in Nursing 421AB or consent of instructor.

Option I—Contractual Study (3-5) (3-5)

Student designed study focusing on the prevention of disease and maintenance of health aspects of nursing care with emphasis on continuous care. With faculty assistance, the student initiates a contract which includes goals, learning experiences, and evaluation. Clinical work in participating facilities and agencies is under the supervision of a preceptor and faculty advisor.

Prerequisites: Concurrent enrollment in Nursing 421AB or consent of instructor.

Option II—Family Nurse Practitioner Preceptorship (5-5)

Admission to the Family Nurse Practitioner Option is limited by available clinical facilities. Students apply for the option; selection is made according to established criteria.

First semester: Laboratory experience and clinical practice of physical assessment and other health maintenance skills with faculty supervision. Self-pacing laboratory, inpatient and outpatient facilities are utilized.

Second semester: Preceptorship study. A minimum of 12 hours weekly are spent in primary health care in collaboration with a family practice physician and/or a family nurse practitioner. Students may select additional experiences.

Prerequisites: Admission to the Family Nurse Practitioner Option; concurrent enrollment in Nursing 421AB and 431AB, and consent of instructor.

431AB. Concepts of Nursing Management in Primary Care (3-3)

Lecture/discussion, 3 hours.

Focuses on the Family Nurse Practitioner process as applied to primary care. Health maintenance and issues of role change are emphasized. 431A concentrates on data base collection. 431B emphasizes management of selected acute and chronic health problems throughout the age continuum.

Enrollment is limited to students in the family nurse practitioner preceptorship option.

Prerequisites: Concurrent enrollment in Nursing 421AB and 424AB, Option II.

433. Current Professional Problems (2)

Lecture/discussion, 2 hours.

Focuses on contemporary issues central to the profession of nursing. Analysis, proposals for future direction, and personal advocacy of the selected issues, are emphasized.

Prerequisites: Senior standing in the nursing major.

440. Advanced Communication Skills (2)

Lecture 1 hour; laboratory 3 hours.

A course of study developed to increase the student's sensitivity and practice in communication behavior. The content is derived from various writings about the communication process as it relates to human behavior. The course provides opportunity for the student to practice and analyze these communication skills in the laboratory setting. Focus is on the professional-client relationship.

Prerequisites: Consent of the instructor.

495. Special Studies (1-4)

Individual or group study, under guidance of an advisor, of special problems in nursing.

Prerequisites: Admission to the nursing major and consent of instructor and department chairman.

PHILOSOPHY

(Division of Humanities)

John Smaby, Department Chairman

Harold Alderman, Stanley McDaniel, Edward Mooney, Richard Paul, George Proctor, Philip Temko.

The major in philosophy provides an introduction to different areas of philosophy as well as various specializations. The major consists of 33 units. This must include, a) at least one course in each of the 4 specified areas, b) the Junior Seminar, and c) at least 3 units of philosophy seminar *in addition to the Junior Seminar*. With the exception of the requirements of the general education program, there are no specific course requirements for work done outside the department and a good deal of experimentation is encouraged, though the experimentation might be guided by the work done in philosophy. For example, a student whose primary interest is philosophy of science might develop a minor in one of the sciences, a student interested in aesthetics might develop a minor in one of the arts, etc. For students interested in graduate school a foreign language is recommended. NOTE: "Topics" courses (344, 356, 364, 374), having different subject matters from semester to semester, may be repeated.

Majors are strongly encouraged to work closely with their advisors. (Note: Majors and minors interested in obtaining a teaching credential should inquire about special requirements.)

The minor in philosophy consists of 18 units approved by the department advisor.

At pre-registration time each semester the Philosophy Department publishes a guide sheet indicating which courses will be offered, their prerequisites if any, and something of their content.

A minimum of 124 units is required for the B.A. degree.

100. Introduction to Philosophy (3)

An examination of selected problems and texts within the discipline of philosophy. Topics and approaches vary greatly among the departmental members. May be used for major credit but not required.

101. Introduction to Personal Philosophy (3)

Everyone has a philosophy though he may not be good at talking about it. If we pay attention to his words and observe his actions we shall find his philosophy. Using a variety of techniques, this class leads the student to confront his own personal philosophy and subject it to critical reflection in conjunction with others.

301. Advanced Personal Philosophy (3)

Same basic objective as Philosophy 101 but at a more advanced level. Some experience in self-reflection and self-analysis presupposed.

Value Theory

240. Ethics (3)

An introduction to the philosophical analysis of morals, morality and value. Among several fundamental questions to be examined are the following: "What is a good life?" "Is benevolence self-interest in disguise?" "Can disagreements be resolved by logic?" "Is morality absolute or relative? Objective or subjective?" Readings and discussion.

344. Topics in Value Theory (1-6)

Instructors will develop within a non-seminar context distinctive themes and topics in this area of philosophical concern. May be repeated.

360. Aesthetics (3)

An analysis of the nature of art through a consideration of such problems as the cognitive role of art, art and perception, the artist and his world, among others.

370. Social and Political Philosophy (3)

A critical analysis of theories concerning the good society, the nature and importance of freedom, the relations between the individual and organizations, and right social action.

371. Philosophy in Literature (3)

Reading and discussion of selected novels, plays, and poetry, with an emphasis on discovering underlying philosophical assumptions and ideas.

373. Philosophy of Law (3)

This course covers two basic "meta-legal" issues: (1) Alternative philosophical justifications for the existence, authority, and nature of law and legal institutions, (2) alternative philosophical theories regarding the relationship between law and morality. May include theories of Natural Law, Legal Positivism, Legal Realism. Will also include the application of the above to particular problems within the law which raise philosophical issues, e.g., insanity and legal responsibility, criminal punishment, nature of legal reasoning, law and civil disobedience, etc.

Logic, Epistemology, Methodology

200. Introduction to Logic (3)

An introduction to contemporary deductive (and some inductive) methodology and its application. Students will learn how to translate arguments in ordinary language into symbols, and to deduce conclusions and locate fallacies. Recommended for students of the sciences, computer programming, mathematics, and axiomatic systems in general.

201. Critical Thinking (3)

An examination of the techniques of clear and critical thinking designed to help students avoid fallacious arguments in their own reasoning and to detect them in the reasoning of others.

300. Advanced Logic (3)

Prerequisite: Philosophy 200 or consent of the instructor.

330. Philosophy of Language (3)

A study of classical and current theories about the nature and functions of language, and about truth and meaning. Analysis of the relevance of philosophy of language to other branches of philosophy, to linguistics, psychology, and the social sciences. Analysis of philosophical issues in the language of fiction and poetry.

341. Philosophy of Science (3)

An examination of the central concepts of modern science (causality, explanation, theory, prediction, evidence, experiment, probability, etc.) and of the open philosophical problems and conflicting views to which these concepts give rise. Consideration of the nature of science, with particular attention to the relation between the social and physical sciences, and the problem of the scientific status of the former. Selected readings in recent literature on the subject.

351. Epistemology (3)

A critical examination of the nature and scope of knowledge, with particular emphasis on the concepts of meaning, truth, and validity.

355. Philosophy of Mind (3)

A study of the various philosophical theories of "mind" and its relationship to the "body." Particular attention will be paid to the metaphysical, epistemological, and empirical assumptions and consequences of these theories.

361. Phenomenology (3)

A discussion of the origin of phenomenology in the work of Brentano and Husserl and an examination of key concepts such as intentionality, epoche, world, etc. The distinction between eidetic and existential phenomenology, and a consideration of the *use* of phenomenology in the social sciences.

364. Topics in Logic, Epistemology, Methodology (1-6)

Instructors will develop within a non-seminar context distinctive themes and topics in this area of philosophical concern. May be repeated.

History of Philosophy

310. 19th Century Philosophy (3)

A selective examination of the works of thinkers such as Fichte, Hegel, Marx, Kierkegaard, Nietzsche, Mill, Peirce, James and others. May be repeated.

315. Continental Rationalism (3)

A systematic study of rationalistic metaphysics as exemplified in Descartes, Spinoza, and Leibnitz.

320. 20th Century Philosophy (3)

A selective examination of the work of thinkers such as Husserl, Heidegger, Russell, Whitehead, Wittgenstein, and others. May be repeated.

325. British Empiricists (3)

An examination of British philosophy from Bacon to Hume. Special attention will be given to epistemological and moral philosophy.

326AB. History of Philosophy (3-3)

A survey of the development of Western philosophical thought from its origin to recent periods. Attention is focused on the major characteristics of the ways in which man has understood himself and the world during major "periods" of Western civilization, and on the fundamental concepts, principles, and assumptions that are transmitted from one period to another. Relationships with other aspects of civilization—e.g., science, art, religion, social organization, etc.—may also be examined. The first semester normally covers Ancient and Medieval thought, while the second semester normally begins with the Renaissance period. Either semester may be taken independently of the other.

340AB. Eastern Philosophy (3-3)

An introduction to the major philosophical and religious thought of the East, including Yoga, Hinduism, Jainism, and Buddhism. The second semester may include Tibetan Buddhism, Taoism, and Zen Buddhism. Texts and emphasis may vary from semester to semester.

353. Greek Philosophy (3)

A study of Greek philosophy from the Milesians to the Stoic and Epicurean philosophers. Particular emphasis is on the development of Plato and Aristotle and their influence on later classical philosophy.

356. Topics in History of Philosophy (1-6)

Instructors will develop within a non-seminar context distinctive themes and topics in this area of philosophical concern. May be repeated.

363. Medieval Philosophy (3)

A study of philosophy from Plotinus to Occam with particular emphasis on Augustine and Aquinas. Epistemological, metaphysical, and ethical problems are analyzed and discussed.

375. Kant. (3)

A systematic examination of the *Critique of Pure Reason* and the *Critique of Practical Reason* focusing on the epistemological, metaphysical, and moral problems treated in these works.

Speculative Philosophy

350. Philosophy of Religion (3)

A philosophical study of religion exploring its language, meaning, and possible basis in feeling, intuition, or reason.

352. Metaphysics (3)

A consideration of the nature of metaphysical thought through an examination of both classical and contemporary sources such as Aristotle, Kant, Pepper, Heidegger, Collingwood, Wisdom and others.

362. Marxism (3)

A selected study of one or more 19th or 20th Century Marxists. Special emphasis will be placed on the variety of perspectives within the Marxist tradition and the evolutionary nature of that tradition.

372. Pragmatism (3)

An examination of the pragmatic doctrines of meaning, truth, man, and society as presented in the works of Peirce, James, Dewey, Santayana and Lewis.

374. Topics in Speculative Philosophy (1-6)

Instructors will develop within a non-seminar context distinctive themes and topics in this area of philosophical concern. May be repeated.

380AB. Existential Philosophy (3-3)

A is an examination of the background of existential thought in Kierkegaard and Nietzsche and an examination of basic existential concepts such as being-in-the-world, dread, and attunement. B is an intensive examination of texts selected from the works of Heidegger, Sartre, Camus, Marcel, Jaspers, and others.

Prerequisite: A is the prerequisite for B.

382. Non-Western Speculative Systems (3)

Study of metaphysical attitudes and systems outside the main-stream of European civilization, including India, China, Japan, Tibet, and various primitive non-European societies. (Specific texts will be selected each semester by the instructor.)

392AB. Philosophy of Man (3-3)

An inquiry into the nature of man considering both philosophical and anthropological sources. Approach varies among members of the department.

Prerequisite: A is the prerequisite for B.

Special Courses

354. Department Colloquism (3)

An examination of the goals and methods of philosophy. Approach varies among the departmental members. Required of all junior philosophy majors.

489. Graduate Thesis (6)**495. Special Studies (1-4)****496AB. Senior Thesis (3-3)**

Writing of a paper deemed acceptable by a faculty director and reader. Superior papers nominated for distinction will be defended before the philosophy faculty. Students wishing to be candidates for graduation with distinction are strongly recommended to write a thesis.

Seminars

Open to juniors, seniors, and graduate students. May be taken for either undergraduate or graduate credit.

485. Seminar in Value Theory (1-6)

Instructors will develop within an advanced seminar context themes and topics in this area of philosophical concern. May be repeated.

486. Seminar in Logic and Epistemology (1-6)

Instructors will develop within an advanced seminar context themes and topics in this area of philosophical concern. May be repeated.

487. Seminar in History of Philosophy (1-6)

Instructors will develop within an advanced seminar context themes and topics in this area of philosophical concern. May be repeated.

488. Seminar in Speculative Philosophy (1-6)

Instructors will develop within an advanced seminar context themes and topics in this area of philosophical concern. May be repeated.

PHYSICAL EDUCATION AND HEALTH SCIENCES

(Division of Psychology, Health Sciences and Physical Education)

Robert Sorani, Chairman of Department

David Castleberry, C. Douglas Earl, Kenneth Flynn, Vivian Fritz, James Gale, William Gray, Marcia Hart, Kathryn Klein, Robert Lynde, G. Edward Rudloff, Fredrick Sion, Ella Trussell, Gary Vanderhoef, Martha Yates.

Physical Education, the study of man as an individual engaging in motor activities, expressing his aesthetic values and/or his physical and competitive nature, is concerned with contributing to man's understanding of nature and himself. Subsequent to establishing a "track" within the major, by appropriate choice of electives, students can obtain a major in Physical Education which will satisfy the requirements for several objectives. Variations in the basic curriculum provide suitable preparation for graduate school, teaching credential, adapted physical education—growth and development, and pre-professional curricula for physical therapy or other allied health professions.

PHYSICAL EDUCATION MAJOR FOR THE B.A. DEGREE *

General Education	40 units
Major Requirements	40 units
Electives	44 units
Total	124 units

A. PHYSICAL EDUCATION MAJOR COURSE REQUIREMENTS— ALL MAJORS

Health 310 Kinesiology †	4 units
Health 315 Physiology of Exercise †	4 units
Phys. Ed. 300 ABCD Analysis of Motor Performance **	4-13 units
Phys. Ed. 305 Psychological Factors	4 units
Phys. Ed. 315 Sociology of Sport †	4 units
	20-29 units

B. AREAS OF CONCENTRATION (11-20 UNITS)

An additional 11-20 units are required to complete the major. Several areas of concentration are available to students who wish to advance toward a specific goal in the physical education major. In consultation with, and with the approval of his advisor in the Physical Education Department, a student can choose a pattern of courses to concentrate in the areas of teacher preparation, adaptive physical education—growth and development, pre-therapy, recreation and leisure, or analytical and graduate study.

Guidelines for courses in these areas are available in the Physical Education Department. Students should consult with their advisor as early as possible.

MINOR IN PHYSICAL EDUCATION

Students must obtain departmental approval before enrolling as Physical Education minors. The minor consists of a minimum of 20 units of physical education courses (including work in Biology and Health).

An interdepartmental minor is available to the Physical Education minor who wishes to concentrate in dance. The minor includes 9 units offered in dance by the Division of Humanities.

MASTER OF ARTS IN PHYSICAL EDUCATION

The goal of the Master of Arts degree program in Physical Education is to provide increased understanding of the body of knowledge in physical education which is based on the biological, sociological, and psychological implications of man as he performs in games, sports, and dance.

* Majors working toward a teaching credential must participate in the equivalent of one intercollegiate sport a year.

** Total number of P.E. 300 units required may vary depending upon the student's area of concentration within the major and upon approval of the student's advisor.

† Note prerequisites.

Plan 1 (30 units: Thesis/Creative Project)

Required courses

PE 500	Research Design	3 units
PE 501	Graduate Seminar	3 units
PE 525	Thesis/Project	3 units
Electives	<u>21 units</u>
		-30 units

Plan 2 (30 units: Examination Project)

Required courses

PE 500	Research Design	3 units
PE 501	Graduate Seminar	3 units

Two courses from

PE 505	Advance Motor Learning Seminar	
PE 510	Advance Kinesiology Seminar	
PE 515	Advance Exercise Physiology Seminar	
PE 520	Cultural Factors Seminar	6 units
Electives.....		<u>18 units</u>
		-30 units

For admission to classified status, the candidate must:

1. Have completed an undergraduate major comparable to that offered at California State College, Sonoma, including undergraduate courses in sport sociology, kinesiology, exercise physiology, motor learning, measurement and evaluation.
2. Have maintained a 3.0 (B) GPA in his major and an overall upper division GPA of 2.75 or as an unclassified graduate student received a B or higher in two graduate level courses designated by the department graduate committee.
3. Be accepted for admission by the departmental graduate committee.

Requirements for completion of the M.A.

1. Completion of program (30 units) with a 3.0 GPA.
2. Completion of a thesis/project acceptable to the candidate's committee, and a final presentation of the thesis/project in a seminar open to all faculty and students.
3. Successful participation in an examination administered by the candidate's graduate committee.

HEALTH SCIENCES

(Course titles followed by I are offered in the fall semester; those followed by II in the spring.)

102. First Aid (a) I and II (Formerly Physical Education 102)

Survey of common accidents, injuries, and illnesses with an emphasis on prevention and emergency care. Laboratory experience in learning and applying accepted first aid skills. Successful completion of course can lead to certification.

305. Care and Prevention of Injuries (2) I and II

Lecture, laboratory.

A study of the types of injuries which occur in athletic participation. Prevention, care and rehabilitation of injuries through selection and use of equipment, and properly applied techniques of training and conditioning.

Prerequisite: Biology 220.

310. Kinesiology (4) I and II

Lecture, laboratory.

The analysis of human movement. Consideration of functional anatomy, basic mechanics of leverage, vectors, and projectiles as they relate to performance in sports and dance activities.

Prerequisite: Biology 220.

315. Physiology of Exercise (4) I and II

Lecture, laboratory.

Study of the acute and chronic effects of activity on the human organism. Laboratory and field experiences in the measurement of work capacity, cardio-respiratory function and skeletal muscle physiology. An analysis of the physiological factors related to teaching and coaching.

Prerequisite: Biology 224.

495. Special Studies (1-4)

497. Selected Topics in Health (1-4)

A single topic or set of related topics not ordinarily covered by the health curriculum. The course may be repeated for credit with a different topic.

Prerequisite: Consent of instructor.

PHYSICAL EDUCATION

101. Physical Education Activities (1) I and II

Activities Classes: Classes are conducted in the following activities: archery, badminton, bowling, cycling, fencing, golf, gymnastics, ice skating, judo, wrestling, modern dance, physical fitness, swimming, trampoline, tennis, folk and square dance, sailing, karate, outward bound, horsemanship, jogging, power volleyball, orienteering. Personal Defense for Women, Mystique of Running.

Most sections meet twice weekly, with some sections meeting at specially arranged times according to the nature of the activity. All are open to both men and women.

Students may take, for credit, as many *different* 101 classes as desired. The *same* 101 activity may be repeated once for credit.

103. Senior Life Saving (1) II

Emphasis is on review of holds, breaks and carries along with teaching procedure, sequence of instruction, methodology and evaluation of teaching performance. Successful completion of course can lead to certification.

104. Dimensions of Human Movement (1) I, II

An exploration into the biological principles of physical activity and their relationship to the affective domain of human movement in a variety of movement experiences.

217. Recreational Sports (3)

A course designed to prepare the student for effective planning of varied types of recreation programs. Incorporating fundamental skill techniques in the direction of basic "carry-over" sports activities. Emphasis will be placed on rules, lead-up drills, game courtesy and the mechanics of the organization and administration of a recreation program.

300. Analysis of Motor Performance (1) I and II

Lecture/laboratory

This course is designed to provide the students with an understanding of the mechanics of the neuromuscular skills and the functional application of the activities presented within the course.

301. Philosophy of Physical Education (3) I and II

The philosophic process applied to physical education. Exploration of contemporary values and critical issues in physical education.

Prerequisite: Junior or Senior standing.

302. Sports Officiating (2) I and II

Rules and officiating techniques of selected sports activities for men and women. Students will attempt to become qualified officials. May be repeated for credit with different sports.

303. Sports Officiating Lab (1) I and II

Organized and supervised officiating experiences in actual competitive situations.

Prerequisite: Concurrent enrollment in, or completed PE 302. May be repeated for credit.

305. Psychological Factors of Motor Performance (4) I and II

Lecture, laboratory

Perception, learning, motivations and emotion in relation to motor performance. The psychology of competition and personal adjustment and social behavior as observed in play.

315. Sociological Foundations of Physical Education (4) I and II

Examines and utilizes basic sociological concepts and demonstrates their manifestations in the teaching of Physical Education and sports.

Prerequisite: Physical Education 301.

320. Practicum (1) I and II

A semester of supervised observation and teaching experience in physical education activity programs. May be repeated for credit.

325. Developmental and Adaptive Physical Education (3) I

Lecture, laboratory

A survey of activity programs for the handicapped, examining common injuries and deviations from normal patterns of growth, development, and efficient body function. Emphasis is on program planning, identifying the types of physical activities which would benefit the total person.

Prerequisite: Consent of instructor.

326. Developmental and Adaptive Physical Education II (3) II

Seminar-field study.

This course is designed to provide supervised field experiences in planning and conducting developmental fitness and leisure time recreation programs for the handicapped.

Prerequisite: P.E. 325 or consent of instructor.

330. Measurement and Evaluation (2) I and II

Emphasis in developing a broad concept of evaluation and its place in the total educational scheme; familiarize the student with techniques of measurement and evaluation, as applied to objectives, program and student achievement; study of principles of test selection, construction, administration and interpretation, with some emphasis on descriptive statistics.

336. Community Recreation (3)

A course designed to orient students with the breadth, scope and nature of the professional program in recreation. Study of community recreation programs, analyzing desirable objectives, functions, programs and leadership. Stresses community planning and organization for parks, playgrounds, and recreation programs.

379. Extramural Sports (1-2) I and II

Organized competitive sports, providing instruction, training, and competition. For men, or co-ed. Activities include: volleyball, baseball, cross country, soccer, basketball, swimming, sailing, fencing, gymnastics, golf, tennis, track and field. May be repeated for credit.

380. Varsity Intercollegiate Sports (1-2) I and II

Activities include: I. Cross-country, basketball, gymnastics, wrestling. II. Golf, baseball, tennis, track and field. May be repeated for credit.

389. Varsity Intercollegiate Sports for Women (1-2) I and II

Activities include: field hockey, volleyball, tennis, track and field, cross-country, basketball, gymnastics, and softball. May be repeated for credit.

395. Community Involvement Program (1-3) I and II

Physical education and recreation oriented community service projects developed by the students after consultation with a member of the physical education faculty and approved by the department. May be taken for 1-3 units as determined by the departmental faculty sponsor. Applies only as general elective credit towards graduation.

400. Elementary School Physical Education (3) I and II

Theory and practice in teaching, and directing rhythms, self-testing activities, individual, dual, and team games of the elementary school. Emphasis is on program planning, methods, and evaluation.

410. Human Motor Development (3) I

Survey of the development of perceptual—motor function from birth through adolescence with emphasis on gross motor performance.

430. Field Experience (1-3) I and II

Emphasis is on advanced study in the public school and in specified areas of public health. May be repeated for credit.

283 / Physical Education and Health Sciences

431. Pre-Professional Experience (2)

Observation and assisting in the public school physical education program with attention focused toward such things as class organization and management techniques utilized by various teachers within numerous situations.

495. Special Studies (1-4)

Includes completion of a project designed to meet a highly specialized advanced study need. Project to be selected in conference with the faculty advisor.

Prerequisite: Consent of advisor.

496. Physical Education Seminar (1) I and II

Presentation and discussions of selected current topics in physical education. May be repeated for credit.

Prerequisite: Consent of instructor.

497. Selected Topics in Physical Education (1-4)

A single topic or set of related topics not ordinarily covered by the physical education major curriculum. The course may be repeated for credit with a different topic.

Prerequisite: Consent of instructor.

500. Research Design (3) I

Study of research design and its application to health and physical education. An introduction to statistical analysis of data as a tool for understanding of pertinent literature and development of personal research.

Prerequisite: Physical Education 330.

501. Graduate Seminar (3)

Exploration of various individual research problems in the areas of health and physical education. Emphasis will be on research in areas of interest to the student, which will enable him to develop a deeper insight into research techniques and methodologies. Students will report and discuss current research developments as well as student research problems.

Prerequisite: P.E. 500.

503. Current Issues in Physical Education (3)

A seminar course designed to define and explore in depth current issues in physical education and athletics. The issues selected for study may include topics of current sociological, ethnic, sexist, cultural, curricular or extracurricular import. Presentations of speakers and panelists representing various viewpoints and philosophies will be included in the course format.

505. Advanced Motor Learning Seminar (3)

The course is designed so that the graduate in physical education becomes knowledgeable in the specifics of motor learning. Included in these specifics are factors of neuroanatomy concerning motor performance, theories of learning (both physiological and psychological) and transfer of learning. Independent projects concerning these specifics will afford students the necessity for use of laboratory facilities.

Prerequisite: Undergraduate course in Motor Learning.

510. Advanced Kinesiology Seminar (3)

Consideration of anatomical and mechanical principle of human movement, and analysis of movement by goniometric, photographic, cinematographic, electromyographic and associated techniques.

Prerequisite: Undergraduate course in Kinesiology.

515. Advanced Exercise Physiology Seminar (3)

A course which includes the evaluation of human work capacity, the effects of exercise on cardiorespiratory function and metabolism, and the physiology of muscular contraction. A special emphasis on current literature will be pursued.

Prerequisite: Undergraduate course in physiology of exercise.

520. Cultural Factors Seminar (3)

Advanced research, the development of papers and intragroup discussions based upon an analysis of ancient, medieval and early modern cultures, their sports, games and dance programs with emphasis on causes and effects.

525. Thesis/Creative Project (3)

The master's thesis is based upon laboratory and library research with focus on a project "central" to the student's area of concentration.

530. Applications of Principles to Coaching (3)

A physiological, kinesiological, and psychological understanding of the nature and procedure of competitive sport. While the major thrust of the course will deal with application of principles from three areas listed, a single area may be emphasized during any given semester.

535. Administration (3)

Emphasis on school law and its interpretation, accounting and budgeting, site development and facilities planning, selection of faculty, accountability and philosophies of administration and organization.

595. Special Studies (1-4)

Includes completion of a project to meet a highly specialized advanced study need. Project to be selected in conference with the faculty advisor and approved by the departmental graduate studies committee.

Prerequisites: Consent of instructor and approval of graduate studies committee.

PHYSICS

(Division of Natural Sciences)

(Department of Physics and Astronomy)

Isaac Bass, Chairman of Department

John R. Dunning Jr., Samuel L. Greene, George Johnston,

Duncan E. Poland, Joseph Tenn

PHYSICS MAJOR FOR THE B.S. DEGREE

The B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as atmospheric science, biophysics, environmental science, geophysics, or physical oceanography.

General Education	40 units
Major	41 units
Supporting Courses	23 or 25 units
Electives	20 or 18 units

MAJOR COURSE REQUIREMENTS FOR THE B.S. DEGREE

The student is expected to have completed introductory chemistry, calculus, and introductory physics by the end of his fourth semester.

114, 214, 314—Introduction to Physics (3 units in G.E.)	6 units
116, 216, 316—Introductory Laboratory (1 unit in G.E.)	2 units
320—Analytical Mechanics	3 units
330AB—Electricity and Magnetism	6 units
332—Electronics and Physical Measurements.....	3 units
340—Theory of Light.....	3 units
450—Statistical Physics	3 units
431 or 461—Advanced Laboratory.....	3 units
460AB—Quantum Physics	6 units
* Physics Elective	6 units
	41 units

SUPPORTING COURSES

A. *Mathematics* †

120 and 110 or 162 (3 units in G.E.)	5 or 3 units
210 and 310 or 212, 262 and 312, 330	12 units
	17 or 15 units

B. *Chemistry*

115AB or 125AB (2 units in G.E.)	8 units
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PHYSICS MAJOR FOR THE B.A. DEGREE

The B.A. program in Physics is designed to give the student a good foundation in physics and, at the same time, to allow considerable breadth in selected areas of concentration. It is definitely not intended as a preparation for graduate study in physics. Rather, it will provide the student with an opportunity to obtain an understanding of the natural world which can be of lasting value to him.

Students interested in primary or secondary school teaching, environmental design, management, economics, political science, philosophy, psychology, physical education, music, geophysics, art history, electronics, and other related fields are encouraged to consider this major as an opportunity to acquire an education tailored to their individual needs. The major is also designed for the person who desires to learn about physics without delving deeply into

* Electives to be chosen from Physics 354, 355, 390 and any course numbered in the 400's (except 403–405) or Astronomy 310AB, 320.

† Physics 381 (Programming for Physicists) may be substituted for Mathematics 120. Mathematics 162, 212, 262, and 312 is the recommended calculus sequence for science majors.

is also designed for the person who desires to learn about physics without delving deeply into mathematics.

At an early stage, after entry into the B.A. program, the student must consult with a departmental advisor as to the proper selection of courses to suit his or her aims.

General Education	40 units
Major	27 to 28 units
Supporting Courses	0 to 3 units
Area of Concentration Courses.....	12 units
Electives	45 to 41 units

MAJOR COURSE REQUIREMENTS FOR THE B.A. DEGREE

To complete lower division requirements, the student must take the courses in one of the following Advisory Plans.

Advisory Plan A requires little or no mathematics and would be appropriately followed by non-mathematical upper division Physics and Astronomy courses.

Advisory Plan B requires algebra and trigonometry and would be appropriately followed by those upper division Physics and Astronomy courses where calculus is not used or is used only minimally and with some accompanying explanation of calculus concepts.

Advisory Plan C will provide entry to most upper division Physics and Astronomy courses, including some of those where calculus is routinely used.

Advisory Plans A and B should be chosen by those students who plan careers requiring a good basic knowledge of some science but little knowledge of mathematics. If, in addition to a good foundation in Physics, some acquaintance with the uses of calculus is required, Advisory Plan C should be chosen.

The student should select that advisory plan and those upper division courses which most suit his individual needs. He must consult with a departmental advisor regarding the proper selection.

Advisory Plan A (Non-mathematical Level)

Physics 100—Descriptive Physics (3 units in G.E.)	0 units
<i>One of the following courses:</i>	
Astronomy 100—Descriptive Astronomy.....	3 units
Astronomy 303—Extraterrestrial Intelligence and Interstellar Travel.....	3 units
Astronomy 350—Cosmology	3 units
Total Lower Division Units	3 units
Upper Division Courses in Physics and Astronomy *	24 units
	27 units

Advisory Plan B (Algebra and Trigonometry Level)

Physics 209A and 210A (4 units in G.E.)	0 units
Physics 209B and 210B	4 units
Total Lower Division Units	4 units
Upper Division Courses in Physics and Astronomy *	24 units
	28 units

Supporting Course:

Mathematics 107—Algebra and Trigonometry (3 units in G.E.).....	1 unit
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Advisory Plan C (Calculus Level)

Physics 114—Introduction to Physics I (3 units in G.E.)	0 units
<i>It is strongly recommended that Physics 116 (1 unit of laboratory in G.E.) be taken concurrently.</i>	
Physics 214—Introduction to Physics II	3 units
<i>It is strongly recommended that Physics 216 (1 unit of laboratory) be taken concurrently.</i>	

* The student must confer with a departmental advisor before selecting these upper division courses.

Total Lower Division Units	3-4 units
Upper Division courses in Physics and Astronomy *	24 units
	27 or 28 units

Supporting Courses:

Mathematics 162—Calculus with Applications I (3 units in G.E.)	0 units
Mathematics 212—Calculus with Applications II	3 units
	3 units

RECOMMENDED COURSES IN ENVIRONMENTAL PHYSICS

Students desiring to prepare for careers in environmental science are strongly recommended to include the following courses in their programs of study. The curriculum listed provides a general introduction as well as a genuine opportunity to engage in interdisciplinary work.

Physics 301—The Relation of Physics to Society	3 units
Physics 354—Problems in Environmental Physics	3 units
Physics 355—Environmental Physics Laboratory	1 unit
Physics 481—Applied Nuclear Chemistry and Physics.....	2 units
Physics 482—Applied Nuclear Chem. and Phys. Laboratory	2 units
Physics 491—Environmental Interdisciplinary Seminar	1 unit
Physics 493—Special Problems in Environmental Science	2 to 4 units
	14 to 16 units

Physics 354 may substitute for Physics 320 for the B.S. major electing the *full* 14 units.

MINOR IN PHYSICS

Completion of a minimum of 20 units in physics courses will constitute a minor in physics. Interested students should consult with an advisor in the Department of Physics and Astronomy regarding courses.

SINGLE SUBJECT CREDENTIAL PROGRAM (SECONDARY)

Students who wish to earn the single subject credential in Physical Science under the Ryan Act with a bachelor's degree in physics should take the following courses and should consult with the department advisor about the program sequence.

<i>Basic Core Courses</i>	<i>Units</i>
Astronomy 200.....	3
Biology 215	4
Chemistry 115AB or 125AB	10
Geography 310.....	4
Geology 303, 304	5
Mathematics 162, 212 (or 110, 210)	6 (or 10)
Physics 114, 116, 214, 216	8
	40 (including 12 in G.E.)
<i>Remainder of General Education</i>	28
<i>Major:</i>	
B.A. in Physics with advisory plan C. Upper division courses in Physics and Astronomy to be chosen in consultation with advisor. Must include Physics 314 or Physics 350.	24
Area of concentration—12 units in one other field (e.g., above core plus 2 additional units of Chemistry or 6 Mathematics or 7 Geology, etc.)	2-12
<i>Education Courses</i>	24
<i>Electives</i> †	0-6
	124-128

* The student must confer with a departmental advisor before selecting these upper division courses.
† Astronomy 231 recommended.

100. Descriptive Physics (3) I and II

A descriptive survey of the important principles of physics. This course may be used to fulfill part of the general education requirement in natural science. Not recommended for B.S. students. Registration for credit in this course by Chemistry, Physics or Mathematics majors requires approval of the Physics Department.

102. Laboratory Physics for the People (1)

Laboratory, 3 hours.

Experimental demonstrations, exercises and field trips illustrating the methods by which physicists have learned what they claim to know about the world. Instruction is at the Physics 100 level. Satisfies the laboratory portion of General Education requirements in Natural Sciences.

Prerequisites: Previous or concurrent enrollment in Physics 100 or Astronomy 100 or consent of the instructor.

114. Introduction to Physics I (3) I and II

The first of three basic sequential courses in physics for science and mathematics majors. Introduction to vectors; classical mechanics, including particle dynamics and fluid mechanics; special relativity; mechanical waves; thermophysics.

Prerequisite: Mathematics 110 or 162.

116. Introductory Laboratory Experience (1) I and II

Laboratory, 3 hours.

Demonstrations and participatory experiments are used to increase the student's familiarity with gravitational, electromagnetic and nuclear forces in nature. Applications include biological, geophysical, medical, and environmental phenomena.

Prerequisite: Physics 114; concurrent enrollment in Physics 114 strongly recommended.

209AB. General Physics Laboratory (1-1)

Laboratory, 3 hours.

Laboratory experiments to accompany Physics 210AB and develop the student's ability to perform measurements of physical phenomena and to increase his/her appreciation of the sense of the physical universe gained through experimentation.

Prerequisite: High school algebra, trigonometry and a high school physical science.

210AB. General Physics (3-3)

Lecture, 3 hours.

A basic course in physics for students majoring in biology, geology or preprofessional programs. Fundamentals of Newtonian mechanics, thermophysics, optics; electricity and magnetism, special relativity, and quantum physics. Registration by Mathematics majors requires Physics Department approval.

Prerequisite: High school algebra, trigonometry and a high school physical science.

211. People's Electronics (3)

Lecture, 2 hours; laboratory, 3 hours.

A survey of the electronic principles and practices involved in the appliances of contemporary society. Application of basic concepts and construction techniques to electronic devices such as radios, sound systems, toasters, music synthesizers, and auto ignitions. Laboratory construction and repair of devices personally useful to the student is encouraged.

214. Introduction to Physics II (3) I and II

The continuation of Physics 114. Electrostatics, quasistatic fields and currents, magneto-statics; electromagnetic induction; physical and geometric optics, and quantum physics up to the Bohr theory of the atom.

Prerequisite: Physics 114; concurrent enrollment in Mathematics 210 or 212.

216. Introductory Laboratory (1) I and II

Laboratory, 3 hours.

Selected experiments to increase the student's working physical knowledge of the natural world.

Prerequisite: Physics 114, 116; concurrent enrollment in Physics 214 strongly recommended.

234. Physics of Outdoor Phenomena (2)

Physics of mountain building and river formation. Continental drift and geotectonics; physics of moving fluids. Physical principles of mountaineering techniques. Such other topics as lightning, auroras, weather, etc. will be discussed as time permits. Field trips will be taken to the Sierra Nevada and elsewhere, including a river trip if boats are available.

Prerequisite: A previous college level course in physics.

300. Physics of Music (3) I

Introduction to the physical principles encountered in the study of music; applicable laws of mechanics and acoustics; harmonic analysis; musical scales; sound production in musical instruments; elements of electronic music. Satisfies part of the general education requirement in natural science.

Prerequisites: Physics 100 or Astronomy 100 or consent of instructor.

301. The Relation of Physics to Society (3)

An investigation of the consequences to society of particular physical discoveries and their associated technologies; technical considerations determining their effects on various aspects of social organization and public policy. Satisfies part of the general education requirement in natural science.

Prerequisite: Physics 100 or Astronomy 100 or consent of instructor.

311. Elements of Electronics (3)

Lecture, 2 hours; laboratory, 3 hours.

Same as Chemistry 311. Basic circuit theory; operation of tube and transistor devices; analysis of typical circuits used in power supplies, amplifiers, and electronic instruments; and the uses of operational amplifiers.

Prerequisites: Completion of the general education requirements in mathematics and physical science.

313. Classical Studies (1-3)

An intensive study of a work or a closely-related group of works which has figured importantly in the development of physics or astronomy. This course counts toward the *elective* General Education requirement.

Prerequisite: Completion of the General Education requirement in physical science or consent of instructor.

314. Introduction to Physics III (3) I and II

The continuation of Physics 214. Elementary quantum mechanics: de Broglie waves; the Schrödinger wave equation, with applications to simple, one-dimensional problems and to atomic structure; elementary nuclear physics; introduction to equilibrium statistical mechanics; the partition function; Boltzmann, Bose, and Fermi statistics.

Prerequisite: Physics 214; concurrent enrollment in Mathematics 310 or 262.

316. Introductory Quantum Laboratory (1) II

Laboratory, 3 hours.

Selected experiments to increase the student's appreciation of the quantum nature of the physical world.

Prerequisites: Physics 214, 216; concurrent enrollment in Physics 314 strongly recommended.

320. Analytical Mechanics (3) I

Principles of Newtonian Mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations.

Prerequisite: Physics 114, Mathematics 330 (may be taken concurrently).

323. Hydrology (3)

Lecture, 3 hours.

Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric water, soil water, runoff, and groundwater as related to water supply and use. Applications to problems of flood control, water management and water pollution, with special emphasis on California. Same as Geology 323.

Prerequisites: Geology 303 or consent of instructor. Physics 114 or Physics 210A recommended.

330AB. Electricity and Magnetism (3-3)

Electrostatics; magnetostatics; electric currents, electromagnetic inductions; electric and magnetic fields in matter; Maxwell's equations, retarded potentials, radiation reaction, light emission, simple scattering and antenna theory, properties of waveguides, relativistic formulation of electrodynamics, Fourier decomposition of fields.

Prerequisite: Physics 214, Mathematics 330 (may be taken concurrently).

332. Electronics and Physical Measurements (4) II

Lecture, 3 hours; laboratory, 3 hours.

Fundamental DC and AC circuit theory; principles of transistor and vacuum tube amplifiers, oscillators, and measuring instruments, applications of integrated circuit operational amplifiers and logic modules to physical measurements, optical thermal, and nuclear detectors and instruments.

Prerequisites: Physics 314, 316, or consent of instructor.

333. Precision Machining for Experimental Physics (1)

Laboratory, 3 hours.

Techniques of precision machining as employed in the fabrication of experimental scientific apparatus. Emphasis on the use of the lathe and milling machine; working properties of metals and plastics; conventions of design drawings.

Prerequisite: Advanced standing as a Physics major or consent of instructor.

340. Theory of Light (3) II

The quantum theory of light; coherence, interference, diffraction and polarization; masers, lasers; geometrical optics; spectroscopy.

Prerequisite: Physics 314.

342. Popular Optics (3)

A descriptive, non-mathematical, but analytical treatment of the physical properties of light; the camera, telescope, microscope, and laser; holography; mirages, rainbows, and the blue sky; colors in flowers, gems, and pigments; human and animal vision and visual perception. Satisfies part of the natural science general education requirement.

Prerequisites: Any physical science course or consent of instructor.

350. Descriptive Relativity and Quantum Physics (3)

Lecture, 3 hours.

Relativity and Quantum Physics. Topics such as time dilation; the twin paradox; contraction of lengths; faster-than-light particles. General relativity; Mach's principle; experimental tests of general relativity; black holes; wave-particle duality; Heisenberg uncertainty principle; elementary particles; superconductivity and superfluidity. The presentation is non-mathematical.

Prerequisite: A previous college-level course in physics and astronomy.

354. Problems in Environmental Physics (3) I

Introduction to the physics of gas, liquid, and thermal flows of environmental interest. The causes and nature of the hydrodynamic, diffuse, and radiative processes important in air and water pollution. Applications to the environmental problems of significance in California.

Prerequisite: A one-year course in basic physics; Mathematics 162 is recommended.

355. Environmental Physics Laboratory (1) I

Laboratory, 3 hours.

Techniques for studying problems of environmental interest. Includes mass spectrometric and nuclear methods for investigating trace pollutants.

Prerequisite: Chemistry 115A or 125A, Physics 210B or 214, concurrent enrollment in Physics 354 or consent of instructor.

381. Programming for Physicists (2) I and II (Formerly Physics 281)

Same as Chemistry 381. FORTRAN and BASIC programming with emphasis on applications.

Prerequisite: Physics 114 and Mathematics 190 or 212.

395. Community Involvement Project (1-2)

CIP involves students in basic community problems related to physics and astronomy—performing such tasks as tutoring, reading to the blind, serve to local, county, and state agencies, service as teacher aides to elementary schools, etc. Students receive 1-2 units

depending on the specific task performed. Not more than 4 CIP units will be applicable to the major requirements. May be taken by petition only.

396. Selected Topics in Physics (1-3)

A course of lectures on a single topic or set of related topics not ordinarily covered in the Physics majors curriculum. The course may be repeated for credit with a different topic.

Prerequisite: Consent of instructor.

400. History of Physical Science (2) (Formerly Physics 390)

Same as Chemistry 400 and Geology 400.

Prerequisite: Major in the physical sciences or consent of the instructor.

403. Physics of Structure (3)

The physics and geometry of structures, with emphasis on experimental and recently-invented structures; geodesic domes, zomes, pneumatic, ferro-cement, and wire-supported structures; theories of Fuller, Nervi, and Otto.

Prerequisite: A course in physical science or consent of instructor.

404. Physics of Structure Laboratory (1)

Construction of small- and large-scale models of geodesic domes, zomes, pneumatic, ferro-cement, and wire-supported structures; field trips to visit existing experimental structures.

Prerequisite: A course in physical science or consent of instructor.

405. Physics of Experimental Structures and Devices (2)

The physical principles of geodesic domes, home power plants, waste disposal systems, windmills, house foundations, water systems, and other structures and devices. Emphasis is placed on the mutual interaction of structures and devices in the form of a human habitat.

Prerequisite: A course in physical science or consent of instructor.

411. Laboratory Instruction Practicum (1)

Laboratory, 3 hours.

Presentation of experimental techniques and guidance of student activities in a lower division physics laboratory under the supervision of the instructor in charge of the laboratory. Development and application of instructional experiments in physics. May be repeated for up to 3 units credit with different subject matter in each repetition.

Prerequisites: Advanced junior standing in Physics and consent of instructor.

425. Introduction to Mathematical Physics (3)

Introduction to the theory of transformations in linear spaces, with special emphasis on invariance and extremum principles in physical theory. Topics in tensor analysis, functional analysis, transcendental functions, and calculus of variations.

Prerequisite: Physics 314; Mathematics 330, or consent of instructor.

431. Advanced Electronic Methods Laboratory (2) II

Laboratory, 6 hours.

Analysis and construction of electronic instrument circuits, pulse and CW techniques, time and frequency domain analysis, precision standards, operational amplifiers, integrated circuit devices, phase-sensitive detection, and special projects in thermal, optical, and nuclear measurements.

Prerequisite: Physics 332.

450. Statistical Physics (3) II

The laws of thermodynamics; the partition function; Boltzmann, Bose, and Fermi statistics; elementary transport theory; applications to solid state physics, atmospheric physics, plasma physics, and low temperature physics.

Prerequisite: Physics 314.

451. Plasma Physics (3)

Analysis of phenomena occurring in highly ionized gases using guiding center, fluid, and kinetic theory descriptions. Shielding, plasma oscillations, equilibria, stability, transport properties, and interaction with radiation. Selected applications to astrophysics, space physics, and controlled fusion.

Prerequisite: Physics 330A.

460AB. Quantum Physics (3-3)

The Schrödinger equation; atomic theory; scattering theory; the Dirac equation; axiomatic formulation of quantum mechanics; topics in nuclear physics, elementary particle physics, and field theory.

Prerequisite: Physics 320, 330A; Mathematics 330.

461. Quantum Physics Laboratory (2) II

Laboratory, 6 hours.

Selected experiments to illustrate the empirical foundations of the quantum theory, special project studies of thermal, optical, and nuclear phenomena and an introduction to computer techniques.

Prerequisite: Physics 332.

470AB. Solid State Physics (3-3)

Symmetry groups of crystals; wave propagation in crystal lattices; transport phenomena; theory of metals and semiconductors; cooperative phenomena.

Prerequisite: Physics 314, 330A; 450 is recommended.

472. States of Matter Laboratory (2) I

Lecture, 1 hour; laboratory, 3 hours.

Selected experiments investigating physical properties of matter in its four states: solid, liquid, gas, and plasma. Applications of instrumentation and techniques to geological, biological, medical, chemical, and environmental problems.

Prerequisites: Physics 214 and 216, or Physics 210B, 209B, and Mathematics 162; Chemistry 115B; or consent of instructor.

480. Introduction to Nuclear Physics (3)

Nuclear forces; the deuteron; nuclear spectra and theories of nuclear structure; nuclear reactions; applications.

Prerequisite: Physics 460A.

481. Applied Nuclear Chemistry and Physics (2) II

This course offers working knowledge of nuclear radiations, radioactive sources and nuclear reactors. Interaction of ionizing radiation with matter, physical, chemical and biological effects. Radiochemical dating. Nuclear models. Nuclear reactor theory and neutron activation. Radioactive tracer methods. (Same as Chemistry 481.)

Prerequisites: Physics 210B or 214 and Chemistry 115B; or Chemistry 310 or 375A; or consent of instructor. Mathematics 162 is recommended.

482. Applied Nuclear Chemistry and Physics Laboratory (2) II

Laboratory-lecture, 1 hour; laboratory, 3 hours.

The use and production of radioactive sources. Nuclear reactor problems using a neutron howitzer. Applications to detection of trace elements; nuclear chemical phenomena; radiological safety. State-of-the-art instrumentation and laboratory practices. (Same as Chemistry 482.)

Prerequisite: Physics 481 or Chemistry 481 (concurrent enrollment suggested).

491. Environmental Interdisciplinary Seminar (1)

Interdisciplinary seminars on topics currently of interest in Environmental Science. This course is the same as Biology 491, Chemistry 491, Geology 491.

May be repeated up to 4 units of credit.

Prerequisites: Junior standing; completion of Physics 301, 354, or 481.

493. Special Problems in Environmental Science (2-4)

Individual participation in independent investigations of environmental problems. The major projects will be interdisciplinary in scope involving groups of students and faculty who will participate primarily as biologists, chemists, geologists, physicists, etc. This course is the same as Biology 493, Chemistry 493, Geology 493.

May be repeated for up to 8 units of credit.

Prerequisites: Junior standing; completion of Physics 301, 354 or 481; college-level courses in at least two of the following fields: Biology, Chemistry, Geology.

POLITICAL SCIENCE

(Division of Social Sciences)

Robert Smith, Chairman

Donald Dixon, John Kramer, Kenneth Marcus, William Nighswonger, Cheryl Petersen, Michael Tirado, William Young, David Ziblatt

BACHELOR OF ARTS IN POLITICAL SCIENCE

The B.A. in Political Science is a liberal arts degree designed to develop a broad understanding of the fields within the discipline. The major can also meet the needs of students whose goals after graduation include: (1) graduate or law school, (2) government employment—federal, state or local, (3) careers in human ecology and the urban environment and (4) a general understanding of the American governmental system without a specific vocational goal. It also serves, in combination with other courses in the social sciences, as an academic major for those who contemplate a career in teaching.

Students are encouraged to work closely with their advisor in designing a program of study in Political Science and related disciplines that best suits their needs. Generally, students are expected to take Political Science 202 and 302 no later than their junior year.

POLITICAL SCIENCE MAJOR COURSE REQUIREMENTS

Core Courses:

Poli. Sci. 202 Basic Issues in 20th Cent. American Politics	4 units
Poli. Sci. 302 Approaches to Political Analysis	4 units
A Course in Political Theory	4 units
A Course in International Relations or Comparative Politics	4 units
An Upper Division Course in American Government	4 units
Upper Division Electives in Political Science	16 units
Economics 201 or approved substitute	4 units
	<hr/> 40 units

POLITICAL SCIENCE MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major	40 units
Electives	44 units
Total	<hr/> 124 units

CODE REQUIREMENTS

Political Science 200 (The American Political System) or Political Science 202 (20th Cent. American Politics) fulfill the State Code requirements in U.S. History, U.S. Constitution and California State and Local Government. Upper division courses may also be used to satisfy certain these code requirements upon the approval of the Department Chairman. It is the responsibility of the student to ensure that he has met all 3 Code requirements for graduation. The State Code requirements must not be confused with the G.E. requirement in social science. These are different requirements, although Poli. Sci. 200 or 202 can be credited towards both.

TEACHING CREDENTIAL

Students seeking a teaching credential may elect Political Science as their single subject academic major under The Ryan Act plan and subsequent legislation. State authorized guidelines are not complete for the Political Science major, but students may consult the department for the development of an acceptable program of study.

MINOR IN POLITICAL SCIENCE

Political Science 200 or 202	4 units
Upper division courses	16 units
	<hr/> 20 units

COURSE CHALLENGE BY EXAMINATION

The Political Science Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Political Science refer to page 38.

MASTER OF ARTS IN POLITICAL SCIENCE

Graduate Study in the Department of Political Science is designed to provide a flexible combination of theory and application with an emphasis in American politics. Students with an interest in public administration, policy analysis, the policy-making process, or local political action are able to choose an option to meet their needs. On consultation with his or her advisor, the Master's candidate may substitute other courses for the requirements listed under each option.

M.A. (OPTION I): SOCIAL ACTION

The unique character of Option I is its social action emphasis. It is intended for persons who are genuinely eager for knowledge, who thoroughly enjoy study and the creative manipulation of ideas and concepts but who wish to relate their academic interests to a concrete social action project designed to improve the human condition. The goals of Option I are:

1. Provide students with the opportunity to relate political action and political inquiry.
2. Provide students with the opportunity to work inside large public/private bureaucracies in order to solidify a professional capability for questioning the presuppositions, functions and methods of professional work in large institutional systems.
3. Provide students with the opportunity to define useful and productive work roles outside of large public and private bureaucracies.

COURSE REQUIREMENTS

Political Science 585—Public Policy Analysis.....	4 units
Political Science 587—Research Methods	4 units
Political Science 478—Community Political Organization	4 units
Political Science 539—Field Work	6 units
Social Science Electives	8 units
Social Science 591—Master's Thesis or Creative Project	4 units
TOTAL	30 units

M.A. (OPTION II): POLICY ANALYSIS AND ADMINISTRATION

Option II is designed primarily for those students who are unable to attend school full time during the day and who wish to extend their program over more than three semesters. The unique character of Option II is its policy analysis emphasis. It is intended for persons who are genuinely eager for knowledge, who thoroughly enjoy study and the creative manipulation of ideas and concepts but who are already working full time in public and private bureaucracies and who wish to acquire skills that will allow them to assess and increase the effectiveness of their work. The goals of Option II are:

1. Provide those who already have organizational experience the opportunity to broaden their perspectives through graduate study.
2. Provide the opportunity to acquire useful skills that will allow the student to evaluate the relative effectiveness of different policy alternatives in achieving policy objectives.

COURSE REQUIREMENTS

Political Science 585—Public Policy Analysis.....	4 units
Political Science 587—Research Methods	4 units
Political Science 532—Seminar in Bureaucrats, Technocrats, and Public Policy	4 units
Political Science 533—Seminar in Budgeting and Public Policy.....	4 units
Political Science 534—Management Systems	4 units
Social Science Electives	6 units
Social Science 591—Master's Thesis or Creative Project	4 units
TOTAL	30 units

GRADUATE ADMISSION REQUIREMENTS

- A. A Bachelor's degree with a major in a Social Science discipline from an accredited college or university with a B average and satisfactory GRE aptitude test results.
- B. Recommendation of the Department Graduate Committee.

M.A. GRADUATION REQUIREMENTS

- A. Maintain a grade point average of 3.0 or better.
- B. Satisfactory completion of the agreed upon course of study and the Master's thesis or creative project.

NORTHERN REGIONAL DATA ARCHIVE

The Department of Political Science operates and maintains a unique voting and survey archive. Professional and student surveys, national and international studies, and voting data are stored for student and community use.

Political Science students are encouraged to utilize archive resources, both as part of their normal instruction and for special independent inquiry. In addition, through an ongoing series of training and support grants, students can actively participate in community, voting or public opinion studies.

The data archive offers students direct experience in computer application, survey techniques, and community research.

LOWER DIVISION COURSES

200. The American Political System (4)

An examination of American politics and governmental institutions. Satisfies the Code requirements in U.S. History, American Constitution, and California State and Local Government. Required of majors.

201. Contemporary Political Issues (2-4)

An examination of contemporary issues in American politics. Analysis of current problems from the perspective of the Political Scientist. Newspapers, periodicals, and television coverage of the news will be the prime material in this class.

202. Basic Issues in Twentieth Century American Politics (4)

Leaders and issues in American political life considered in relation to major policies and movements, e.g. Progressivism, Isolationism, the New Deal, Containment. Open to majors and minors in Political Science.

UPPER DIVISION COURSES

Prerequisites: Upper division standing or permission of the instructor is required for admission to the courses listed below. Completion of the Code requirements in U.S. History, American Constitution, and California State and Local Government is also required unless special permission for enrollment is granted by the student's advisor and the instructor in the course.

POLITICAL THEORY

310. Origins of Political Thought to 1500 (4)

A survey of classical conceptions political community, the basis of feudal institutions, the political and social philosophy of medieval Christianity, and the foundations of the modern state in the late Middle Ages.

311. Development of Modern Political Thought Since 1500 (4)

Examination of the major writings from Machiavelli to the present. Emphasis on original sources and development of student opinions on ideas discussed.

312. American Political Thought (4)

An examination of the development of American political ideas as reflected in the work and careers of representative writers and political leaders.

415. Seminar in Modern Political Theory (3-5)

An analysis of selected themes or movements in modern political theory including contemporary theories of the political system, revolutionary theorists, and Socialist theory. A differ-

ent area of emphasis will be offered each year. Consult class schedule for current offering. May be repeated for credit.

416. Marxism and Contemporary Theory (2-4)

Intensive study of the works of one political theorist such as Lippmann, Machiavelli, Marx, Locke, de Tocqueville, Jefferson, and Lasswell. Consult class schedule for current offering. May be repeated for credit.

417. Great Books in Political Science (3)

An exploration of political science literature. Emphasis on reading and analyzing a variety of books within the field, including novels, political science "classics," and some of the more controversial contemporary works.

419. The Political Novel (3)

Offered jointly with the Department of English. An analysis of selected American and European political novels from the nineteenth and twentieth centuries.

AMERICAN GOVERNMENT

320. State, City and County Government (4)

An introductory study of the political structure and process at the state, county and municipal levels with emphasis on urban and regional problems. The changing relationships between the State and Federal governments will be explored. Political decision-making at all three levels will be discussed in depth. Satisfies the State Code requirement in California State and Local Government.

423. Constitutional Law and the Judicial System (6)

Judicial interpretation of the Constitution with emphasis upon separation of powers, presidential powers, federalism, interstate commerce, civil liberties, including freedom of speech, religion and the rights of accused persons and the government's responsibility to protect persons from discrimination. The role of the Courts in the governmental process will be stressed.

425. The American Party System (4) (Formerly Political Science 360)

An examination of the role of political parties in the American political system. The two party pattern, minor parties, campaigns, elections, the nature of the electorate. Proposed reform of the party system.

426. The Legislative Process (4)

An examination of the organization and operation of the American Congress. For comparative purposes, legislatures in selected American states and Western European democracies will be briefly considered.

427. The American Presidency (4)

An examination of the place of the Presidency in the American governmental system. Emphasis will be placed upon the interplay between the President and other elements of the system, particularly the Congress and the Bureaucracy.

428. Seminar in California Politics and Government (3-4)

An analysis of the California political system. Some attention will be given to governmental institutions, but primary emphasis will be upon parties, interest groups, public opinion, ideologies, and leadership.

469. Ethnic Politics (3-4)

Analysis of the political participation of racial and ethnic minorities in American politics. Attention is given to studying such contemporary political movements as the Black Panther party, Raza Unida party, and the American Indian Movement with the perspective of past minority political behavior.

PUBLIC ADMINISTRATION

330. Introduction to Public Administration (3)

An introductory study to the field of public administration with emphasis upon bureaucratic life, leadership, and decision-making.

432. Seminar in Bureaucrats, Technocrats, and Public Policy (4)

An examination of the recruitment, training and professionalization of public employees with emphasis on the role of the bureaucrat in society and the problem of the democratic control of the bureaucracy.

Prerequisite: Political Science 330 or consent of the instructor.

433. Seminar in Budgeting and Public Policy (4)

An examination of the budgeting process in government with emphasis on the conflict between traditional pluralist theory and planning, programming, budgeting (PPB) reforms. Public policy formation and evaluation of results as revealed in the budget will be explored.

434. Management Systems (4)

The design and use of information and control systems for management decision-making. Program monitoring and evaluation of operations, using PERT and other critical path models.

435. Urban Administration (3-4)

Analysis of the general problems of public administrators in the special context of the urban setting, both in large and small cities, and including relations with other governmental agencies, citizens' groups, etc.

436. Organizational Theory (4)

An examination of the theory of organizational structure, dynamics, operation and societal impact. Relevant Sociological, Psychological and related literature will be examined, with particular emphasis on the determinates of political decisionmaking and public policy output.

438. Regional Planning Resources Management (3-4) (Formerly Political Science 477)

An examination of the functional and political dimensions of the planning process in the contemporary urban setting with particular emphasis on the natural resources subject area. Relevant literature concerning the controversy over rational-comprehensive and incremental politics will be explored.

439. Government Intern Seminar (2-5)

Field experience in city, county, state and federal agencies. Enrollment by prior arrangement only. May be repeated once for credit.

INTERNATIONAL RELATIONS

342. International Politics and Foreign Policy (4)

An introductory analysis of the dynamics of the international political system, stressing the roles of supra-national organizations, internal and external factors in foreign policy formulation by nation-states. Review of traditional and contemporary theories of international interaction. Simulations of selected inter-governmental crises by teams of students as decisionmakers, using the Simulation Laboratory.

345. Model United Nations (3-4)

Introduction to the political structure and functions of the United Nations, with emphasis on team participation of the class in preparation for, and representation at the United Nations conference of the Far West in Spring semester. Students play decisionmaker roles which they research for preparation of position papers on agenda items. Fall and Spring semesters may be repeated once for upper division credit but the second year cannot be credited towards the major.

444. United States Foreign Policy (4)

An analysis of the forces, governmental and non-governmental, which influence the formulation of U.S. foreign policy. An examination of the organizational structure charged with the formulation and execution of that policy as well as the content of policy since World War II.

447. Seminar in Cross-National Strategies (4)

An examination of the less formal programs and agencies in foreign policy: economics, propaganda, foreign aid; cultural exchange, intelligence operations, the Peace Corps, and non-governmental organizations. Communist and non-communist strategies and national capabilities will be analyzed and compared.

Prerequisite: Political Science 342 or 444, or consent of the instructor.

COMPARATIVE POLITICS

350. European Politics: Parliamentary Democracies (4)

An analysis of the development of parliamentary democracies in Western Europe with emphasis upon how they originated and what is necessary for their survival. In addition to Britain, France and Germany, several smaller democracies will be studied as well as the political implications of the Common Market.

351. European Politics: Totalitarianism and Authoritarianism (4)

An analysis of the major European totalitarian political systems in the 20th Century with emphasis on Nazi Germany and the Soviet Union. An examination of representative authoritarian systems such as Spain and Greece. A review of the theoretical literature on Communism, facism, authoritarianism and military dictatorship.

452. Asian Politics: China and India (4)

A comparative analysis of two major Asian political systems, with emphasis on the physical, cultural and economic ecology of the political process, and alternate routes used by each to solve comparable problems.

453. Latin American Politics (4)

A study of the dominant forces of the area, such as the military, aristocracy, church, labor and peasant movements, and political parties. Both unique and representative countries of the area will be studied. Particular emphasis on prospects for revolutionary and evolutionary change.

457. Seminar in the Revolutionary Process (3-4)

An analysis of various approaches used in determining the causes of violent revolution with emphasis placed upon the critical evaluation of relevant social science concepts. Case studies of actual revolutions as selected by the students will be used to help evaluate the theoretical approaches.

POLITICAL DYNAMICS AND SOCIAL BEHAVIOR

301. Foundations of Political and Social Knowledge (4)

How do we know well and truly about society, politics, culture? We apply the "scientific method" to the study of inanimate things. Can there actually be such a thing as a "social science"? How should we study politics? How do social scientists, political scientists study social life?

302. Approaches to Political Analysis (4)

How do we bridge the gap between causal connections in the social world and the reality "out there"? Can we avoid being misled by the biases of ourselves and others? An introduction to the logic of the study of political systems and behavior through a directed research project.

460. Seminar in Public Opinion, Propaganda, and Mass Society (3-4)

A detailed examination of current thought as to the nature of public opinion, its formation, and its effect on public policy. Emphasis upon the problems of mass media and mass society, manipulation and propaganda. Field studies or analysis of national or California data may be required. Consult schedule to determine course value and field research requirement, if any, for any particular semester.

461. Politics and the Media (3-4)

The role of the mass media in American political life. Emphasis on television, news magazines, major newspapers, and political columnists, and their interrelationship with American political institutions.

462. Seminar in Elections and Voting Behavior (3-4)

Study of voting behavior in the United States and elsewhere. Examination of the meaning of voting for the citizen and the political system including voting as a ritual, rationality of voting, and effect of prediction on elections. Field research or analysis of local, state or national election data may be required.

465. Seminar in Interest Groups and Political Influence (4)

An examination of the ways in which policy is influenced by interest groups and power structures. Includes discussion of the nature, strategy and resources of key economic, social and ideological groups.

467. Seminar in Campaign Management (3-4)

An intensive examination of the practical problems of managing a political campaign in a local area. Discussion of candidate selection, finance, timing and issue management, voting data analysis. Analysis of a political campaign from the perspective of a volunteer, candidate, voter or impartial observer.

468. The Psychology of Politics (4)

Examination of the literature in the field of political psychology. Analysis of the relationship between personality and political belief systems. Inquiry into the political socialization process and the socio-psychological basis of political movements.

URBAN AND REGIONAL POLITICS

475. Urban Political Systems (4)

Examination of the structure and process of urban and regional governments within the context of state sovereignty. Such aspects of local government as planning, conservation of open space, fire and police administration, public health, and political decision-making will be discussed in depth.

Prerequisite: Political Science 320 or consent of the instructor.

476. Politics in Sonoma County (4)

Examination of dominant political figures, issues, and institutions in Sonoma County. Class structured around guest speakers and student participation in, and direct observation of, politics in the county.

477. Poverty and Environment (3-4)

Examination of the phenomena of poverty and ecological problems with attention to the conflicting interests aroused in society from efforts to solve problems in each area of concern. Special attention is given to the problems of housing and employment as areas of tradeoff between these two competing currents in American politics.

478. Community Political Organization (4)

How does one organize communities and groups within communities for social change? Studies into the organizing process in high, low, and middle income areas, among minorities, varying age groups, and in urban and rural environments.

479. Politics of Survival (3-4)

This course seeks to analyze the current crisis in American politics as a product of the loss of a sense of human community. It will endeavor through class discussion and actual field experimentation to design new scales of human community and forms of political decision making which promote a greater sense of human inter-dependence and mutual responsibility.

INTERDISCIPLINARY COURSES

490. Issues in Public Policy (2-6)

Major problem areas for American life will be the subjects for research and analysis, with more than one theme offered in the same semester when appropriate. Health care, education, consumer problems, regulatory agencies, defense policies, and other themes, including proposals by students, will be offered. Different professors may handle their themes of competence in the same semester, and students may be able to choose what portions of the offerings they would study in a given semester.

491. Seminar in Futurism (4)

Students will examine the growing literature on alternative futures in various fields of social interaction: world, nation, community, and family. Students will study existing models and construct models of their own and critically review them in class.

492. Consumer Organization (4)

Students will learn to build and use a consumer organization at the grassroots level. They will also evaluate systems for handling consumers by commercial or governmental units. Substantive issue areas (such as supermarkets, broadcasting, etc.) will be the context for the organization to monitor and act upon.

RESEARCH AND SPECIAL STUDIES**495. Special Studies in Political Science (1-4)**

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. The student may be expected to produce a report, an analysis of a body of data, an annotated bibliography, a learning game, a computer model, etc. on the basis of which the student will be assigned a grade for the course. Seniors who participate in this course may have their work considered for graduation with honors. This course may be repeated for credit.

GRADUATE COURSES**525. The American Party System (4)**

An examination of the role of political parties in the American political system. The two party pattern, minor parties, campaigns, elections, the nature of the electorate. Proposed reform of the party system.

526. The Legislative Process (4)

An examination of the organization and operation of the American Congress. For comparative purposes, legislatures in selected American states and Western European democracies will be briefly considered.

527. The American Presidency (4)

An examination of the place of the Presidency in the American governmental system. Emphasis will be placed upon the interplay between the President and other elements of the system, particularly the Congress and the Bureaucracy.

528. Seminar in California Politics and Government (3-4)

An analysis of the California political system. Some attention will be given to governmental institutions, but primary emphasis will be upon parties, interest groups, public opinion, ideologies, and leadership.

532. Seminar in Bureaucrats, Technocrats, and Public Policy (4)

An examination of the recruitment, training, and professionalization of public employees with emphasis on the role of the bureaucrat in society and the problem of the democratic control of the bureaucracy.

533. Seminar in Budgeting and Public Policy (4)

An examination of the budgeting process in government with emphasis on the conflict between traditional pluralist theory and planning, programming, budgeting (PPB) reforms. Public policy formation and evaluation of results as revealed in the budget will be explored.

534. Management Systems (4)

The design and use of information and control systems for management decision-making. Program monitoring and evaluation of operations, using PERT and other critical path models.

536. Organizational Theory (4)

An examination of the theory of organizational structure, dynamics, operation and societal impact. Relevant Sociological, Psychological and related literature will be examined, with particular emphasis on the determinates of political decision-making and public policy output.

538. Regional Planning Resources Management (3-4)

An examination of the functional and political dimensions of the planning process in the contemporary urban setting with particular emphasis on the natural resources subject area. Relevant literature concerning the controversy over rational-comprehensive and incremental politics will be explored.

539. Graduate Internship (3-5)

Intensive field experience in a public or private agency. The student must define a current political problem, a strategy for dealing with the problem, and work toward implementing the strategy.

560. Seminar in Public Opinion, Propaganda, and Mass Society (3-4)

A detailed examination of current thought as to the nature of public opinion, its formation, and its effect on public policy. Emphasis upon the problems of mass media and mass society, manipulation and propaganda. Field studies or analysis of national or California data may be required. Consult schedule to determine course value and field research requirement, if any, for any particular semester.

562. Seminar in Elections and Voting Behavior (4)

Study of voting behavior in the United States and elsewhere. Examination of the meaning of voting for the citizen and the political system including voting as a ritual, rationality of voting, and effect of prediction on elections. Field research or analysis of local, state, or national election data may be required. Consult schedule.

565. Seminar in Interest Groups and Political Influence (4)

An examination of the ways in which policy is influenced by interest groups and power structures. Includes discussion of the nature, strategy, and resources of key economic, social, and ideological groups.

585. Public Policy Analysis (3-4)

An introduction to the theory of evaluative research and the methodology of impact effectiveness models. The evaluation of social programs.

586. Seminar in Political Psychology (4)

An examination of current knowledge about the psychological basis of political opinion and its effect on American public policy. Such topics as political learning, personality and political belief, alienation, patterns of leadership, and political aggression and violence will be discussed.

587. Research Methods (4)

Emphasis on the design of field-controlled experiments. Application of cost-effectiveness method.

589. Seminar in Theories of American Politics (4)

Examination of theories that purport to account for the way in which political life is conducted in the United States. Ruling class models, elite models, pluralist models and alternate models of an industrial society will be considered.

590. Issues in Public Policy (2-6)

Major problem areas for American life will be the subjects for research and analysis, with more than one theme offered in the same semester when appropriate. Health care, education, consumer problems, regulatory agencies, defense policies, and other themes, including proposals by students, will be offered. Different professors may handle their themes of competence in the same semester, and students may be able to choose what portions of the offerings they would study in a given semester.

591. Master's Thesis or Creative Project (4)

595. Special Studies in Political Science (1-4)

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. The student may be expected to produce a report on analysis of a body of data, an annotated bibliography, a learning game, a computer model, etc. on the basis of which the student will be assigned a grade for the course. This course may be repeated for credit.

PSYCHOLOGY

(Division of Psychology, Health
Sciences and Physical Education)

Frank R. Siroky, Chairman of Department

Carlos Cordero, Eleanor Criswell, Victor Daniels, Ann Dreyfuss, Duncan Gillies, Barry Godolphin, Stanley Goertzen, Robert Greenway, Laurence Horowitz, George Jackson, Bernd Jager, Janice Kalbaugh, Chuc Kemesu, Bill Kwong, Norma Lyman, George McCabe *, Edith Menrath, Charles Merrill, Paul Molinari, Susan Nichols, Gerryann Olson, Leonard Pearson **, Gerald Redwine, Robert Rueping, Robert Slagle, Gordon Tappan, Benjamin Tong, David Van Nuys, Arthur Warmoth, Donald Wilkinson.

BACHELOR OF ARTS IN PSYCHOLOGY

The Department of Psychology attempts to provide a wide range of educational philosophies and growth possibilities, as well as a variety of approaches to the discipline of Psychology itself. Many faculty members are quite traditional in their approach to Psychology and/or the art of teaching. Others represent distinctively new phases in the development of teaching and/or their approach to discipline of Psychology. No simple statement could describe adequately this breadth and diversity. However, as an educational ideal subscribed to by the general tenor of the department, the following statement can give the prospective student greater insight into the special character of this department and into her/his career here.

Despite its breadth and diversity, this department is noted for its highly humanistic orientation to the art of teaching as well as to the science of psychology. Humanistic psychology focuses on the whole individual. The balanced growth of the entire personality, the integration of experiential and intellectual learning are its hallmarks. Humanistic psychology delights in the discovery of values as well as facts in deeply experiencing as well as rigorously analyzing. Education is viewed as a holistic process in which self-discovery and character growth are deemed as important as traditional factual learning.

With Lewis Mumford we hold that education is a loving, live-long transformation of the human personality in which every aspect of life plays a part. Treating every occasion in life as a means of self-fabrication, and as part of the converting of facts into values, processes into purposes, hopes and plans into consummations and realizations; Education is not merely learning, it is encouragement towards the making and shaping of a man/woman, himself/herself as the most important work of art—of life. Formal education rather than being a process whereby a student "takes" from the institution, is seen as a means whereby a woman or man is given the resources to use effectively the growth possibilities that will come his or her way, thus giving force to the act of living itself.

However, there is a definite concern for, and emphasis upon, the cognitive or intellectual side of man, without which the non-cognitive may well wither. Yet, together both sides truly celebrate the phenomenon of man. And so our styles of teaching are ones which give the learner a chance to integrate what he feels about the subject with what he knows about it. We attempt to create a learning situation and teaching style in which the learner takes the responsibility for what he wants and needs to learn, and the teacher attempts to "facilitate the learning," but, the "learning" itself must necessarily be the task of each individual. This entails a personal engagement in the learning process. Key in our philosophy of education is a trust in, an understanding of, and a skill with persons—a trust in their ability to find what they need to know, an understanding of the meaningful relations that are possible between knowers and knowledge, and a skill with helping people to learn. Together, the trust and the understanding and the skill leave the instructor very much *with* the learner, but not in *control* of him. Our hope is that this approach engenders a situation in which the learner develops his own controls and directions.

The major in psychology is built upon the College General Education program. The number of hours required for such a major may vary from 24 to 32 upper division units in psychology. In consultation with your advisor/mentor, you will develop your own individualized program of study and file this aprogram with the Psychology Department. It is very important that in developing your major you give careful attention to your educational goals. If you plan to go into teaching, for example, you will develop a program quite different from that of a student who plans to undertake graduate work in psychology.

* On leave to California State Colleges External Degrees Program.

** On leave 1974-75

Requirements for a Major

By specific design, the major is very flexible. This is done to enable each student to tailor a program to his or her own educational goals. It imposes a demand that each student meet with his advisor/mentor periodically to review educational development and formulate or re-formulate appropriate goals. The relative paucity of formal course requirements does not mean that we do not have minimal requirements or qualifications for the granting of a B.A. degree; these are outlined below:

1. Twenty-four upper division units in psychology, including Psychology 300, Current Trends in Psychology.
2. Fifteen units of supporting work in departments other than psychology. These supporting units of work will be selected in conjunction with the student's mentor and will relate to the student's goals. These supporting courses will form part of a student's growth plan. This will be upper division work. Courses taken to meet general education requirements will not meet the definition of support courses, however work taken to fulfill a double-major will meet this requirement of supporting course work.
3. The department expects that the woman or man graduating with a B.A. degree in psychology will: be able to demonstrate ability/skills in the disciplined psychological study of man, from one or more of the standpoints or characteristic orientations afforded by this department; give evidence of ability to communicate effectively the insights developed through his/her discoveries, researches, analyses and syntheses developed from a psychological perspective; and give evidence of ability to engage in independent, self-directed psychological studies.

These requirements are in addition to the ones specified by the college for the granting of the B.A. degree and reflect the harnessing of each student's learning and abilities in ways specific to the psychology major. A student's mentor will be the primary coordinator of the certification process; although primary evidence of fulfillment of these requirements will necessarily come from a student's course work, independent studies, etc. Each semester, a three-man committee will examine the portfolios of each prospective graduate and will act as an appellate group, if needed.

Suggested Curricular Patterns

A program specific to the educational plans of each student will be prepared between a student and his/her mentor. This plan will be updated periodically. As a preliminary guide to the education afforded by the major, we can outline some suggested patterns as follows:

Graduate Work in Psychology: Generally requires a proficiency in at least one foreign language, statistics and research design, physiology, history and theoretical systems, and experimental psychology (pro-seminar).

Elementary/Secondary Teaching: Courses designed to deepen your own self-understanding and that of others, your ability to relate to and communicate with other people would probably be beneficial. In addition, courses in developmental psychology, psychology of the learning process, and similar work could be of value. Because of a recent change in state certification requirements, it is imperative that a prospective teacher candidate talk with an advisor prior to enrolling as a psychology major.

Community Human Relations and Applied Psychology: A variety of courses in psychological approaches to contemporary problems, work designed to develop an awareness of man's potential to lead a more fully human existence, as well as work designed to enhance self-understanding and skills, and in understanding and communicating with others would be desirable. Courses in various psychological methodologies (Psychol. 304, 343, 392, 403, 312 or 311) may be of value. Work in other disciplines, especially philosophy, sociology, anthropology, political science, history may be highly beneficial.

And if you do not intend to enter professional work in psychology at all, you may wish to take fewer psychology classes and more electives in other departments in order to pursue a broad liberal arts education. Still other kinds of programs of study can be worked out to meet whatever kinds of unique needs and interests you may have, subject to the limitations of the available curriculum.

MASTER OF ARTS IN PSYCHOLOGY

The Master of Arts Degree in Humanistic Psychology is a one-year program beginning in September for an annually varying number of faculty and students.

The program offers courses of graduate study which emphasize insight into human phenomena through an examination of man as he lives and experiences his world. The goal is learning which has relevance to basic human existence.

The program grows not only out of the interests and personalities of the faculty members who are primarily involved, but also out of the needs and interests of the students. The directions the program takes each year are an outgrowth of the interaction among all the participants. In our view, the people are the program.

The program has in general been more educational in focus than professional, more experiential than didactic. Typically, each individual student determines the degree and kind of involvement with others which will facilitate his pursuit of his own questions. He will be encouraged to pursue his own interests in psychology and will develop a thesis or creative project.

Persons interested in training to be counselors should explore the Master of Arts in Counseling program.

ADMISSION REQUIREMENTS

- A. B.A. degree with a major in Psychology at California State College, Sonoma or equivalent.
- B. Undergraduate grade point average of at least 3.0.
- C. Transfer students should be recipients of favorable recommendations by faculty members of other colleges or other persons who know the applicant well and who understand the purposes and content of the program.
- D. Admission will be limited to full-time students and will take place only in the fall semester.

Application Deadline for Fall 1975 is November 30, 1974. Applicants will be notified by April 1, 1975 whether they have been accepted in the Psychology Master of Arts Program.

To apply for entry into the program, prospective applicants should write directly to the office of the Dean of Admissions.

All inquiries concerning the Master of Arts in the Psychology Program should be addressed to:

Director
Masters Program in Humanistic Psychology
California State College, Sonoma
Rohnert Park, California 94928

DEGREE REQUIREMENTS (Also see general College Requirements)

To complete the program, the candidate must:

- A. Maintain a graduate grade point average of at least 3.0.
- B. Complete thirty-four units of approved graduate study.
- C. Complete a thesis acceptable to the candidate's committee.
- D. Pass a formal oral examination to be administered by the candidate's graduate committee.

Course pattern

Psychology 590AB Master's Thesis and Directed Reading	6 units
Support courses	24 units
	30 units

The Psychology Department participates in the California State College, Sonoma CLEP credit by examination program. For further information on CLEP course equivalents in Psychology, refer to page 38.

PSYCHOLOGY

200. Human Behavior (4)

The student deepens his awareness of himself as a thinking, feeling individual. The relationship of the person to his interpersonal relationships, his attitudes toward social groups and institutions, and his structure of values and beliefs are examined.

300. Current Trends in Psychology (4)

Each professor in the department makes one presentation about a topic important in the current evolution of psychology. Since this course offers an opportunity to become familiar with professors from whom one might elect future courses, most students take it as early as possible in their major.

303. Advanced General Psychology (8)

An intensive consideration of contemporary theories and experiments in psychology. This course is strongly recommended for all students who wish a thorough background in traditional areas of psychological inquiry. It is intended in part to prepare students for the Graduate Record Examination.

GROWTH PROCESSES

Courses in this group assist a person in furthering his or her process of growth and change. Many of these courses provide specific tools that a person can use in facilitating personal development and improving interpersonal relationships.

304. Awareness Processes (4)

A study of growth tools for personal development. Includes co-counseling, journal-keeping, and the development of greater immediate awareness of affective, cognitive, and sensory modes of experience.

307. Seminar in Dynamics of Human Behavior (4)

A study of approaches to self-knowledge with an emphasis upon the creative process.

311. Seminar in Myths, Dreams, and Symbols (4)

An exploration of the inner world of man in relationship to the growth of the individual and change within a society.

312. Seminar in Creativity (4)

Creativity is primarily a point of view, a way of feeling about things, a way of responding to and exploring one's environment. The creative process will be explored in a variety of media and an attempt made to define what the process, rather than the product, means.

314. Seminar in the Psychology of the Mural Process (4)

The mural as a process of self-exploration. Designed to provide a perspective that reaches beyond our words, and into the spirit with which we live. The mural in essence is the pursuit of priorities, discipline, change and surprise. The outcome of this exploration will be expressed in a mural.

318. Seminar in Interpersonal Behavior (4)

Explorations of the ways in which people interact with each other on a one-to-one basis. Both experimental and phenomenological sources of information are used.

319. Group Processes (1-4)

The use of the small group as a basis for understanding the individual, his relationship to others, and his role in group behavior. Limited to 15.

320. Seminar in the Psychology of the Body (4)

A consideration of the works of Reich, Lowen, Feldenkrais, Selvers, and others concerned with mind-body integration. In a given semester, the course may be an integrative one or may deal with particular topics. In the latter case, the time schedule will list the particular topic in parentheses.

321. Psychology of Yoga (4)

Unification of mind and body through the practice of Yoga. May be taken twice for credit.

329. Seminar: Dimensions of Asian Psychology (4)

An integrative approach to the methods and ideas of various Asian thinkers and schools of practice, such as Lao-tzu, Sufism, Gurdjieff, Zen, and ancient and modern Indian sages. Interrelationships with contemporary Western psychology are explored.

332. Seminar in the Psychology of India (1-4)

Psychological commentary on ancient works such as the *Bhagavad-Gita* and *Dhammapada*, and modern teachings such as those of Meher Baba and Krishnamurti. Asian techniques for affecting consciousness.

333. Seminar in the Psychology of Asia (The I Ching) (4)

Exploration of the meanings of the *I Ching* for the individual's own experience.

335. Seminar Za-Zen (4) (Formerly Psychology 486)

An introduction to knowing and experiencing in the manner of Zen.

337. Seminar: Selected Topics in Self-exploration (1-4)

Each semester one topic may be selected for study in depth. Consult class schedule for topic to be studied. May be repeated for credit.

EXPERIMENTAL PSYCHOLOGY

Courses in this group provide an understanding of psychological concepts and processes that have been developed and explored through experimental studies. Many of these courses provide training in scientific methodologies used in the study of behavior. Some of them also deal with direct practical applications of experimental results.

343. Introduction to Psychological Research (4)

Studies in development, individual differences, perception, learning, thinking, motivation, emotion, personality, and social psychology. Laboratory exercises demonstrating methods and techniques in the study of behavior as well as in typically human phenomena. Lecture and laboratory.

347. Basic Statistical Methods and Concepts (4)

Descriptive and inferential statistics. Simple probability, introduction to scaling, measures of central tendency and dispersion, chi-square and other non-parametric tools, analysis of variance, and correlation. Lecture and laboratory.

Suggested background: Psych. 343.

357. Advanced Statistics in the Behavioral Sciences (4)

Advanced analysis of variance and co-variance; multiple regression. Introduction to factor analysis. Theory and methods of scaling. Lecture and laboratory.

Suggested background: Psych. 347.

360. Psychology of Learning (4-6)

A study of the learning process, including a survey of major theories of learning and their application to an understanding of problem-solving behavior and developmental processes. Consent of instructor.

362. Behavior Modification (4)

Basic processes of reinforcement, operant and classical conditioning, and social learning. Analysis and modification of behavior through methods based on these concepts. Each student will carry out a behavior modification project on himself or another person.

Prerequisite: Consent of instructor.

364. Workshop in Behavior Modification (4)

Applications of reinforcement and desensitization techniques to selected areas of behavior. Consult time schedule for particular topic to be studied. May be repeated for credit with different focal topics.

Prerequisite: Consent of instructor.

367. Perception and Cognition (4)

Methods and findings related to uniquely human phenomena in these areas. Students plan and conduct individual studies.

Suggested background: Psych 343.

371. Physiological Psychology (4)

A study of the relationship between physiological processes and behavior. Particular emphasis on the anatomy and physiology of the nervous system, the effects of metabolic processes, brain lesions and various drugs on behavior.

373. Seminar in Neuropsychology (4)

An advanced survey of neuroanatomy and neurophysiology as related to behavioral, perceptual, and other psychological processes. Some background in biology and/or chemistry is suggested.

Prerequisite: Entrance by examination the first day of classes or consent of instructor.

377. Biofeedback and Consciousness Research (4)

Understanding and developing the self as a holistic organism by working with the various modalities of physiological response. Development of familiarity with the burgeoning research and technology related to human consciousness. Experimental studies will be undertaken by students.

381. Psychopharmacology (4)

Psychological and experiential events associated with the presence of specified chemical agents within an organism. Psychoactive drugs, stimulants, depressants, and other pharmacological substances are examined in terms of physiological, biochemical, neural, behavioral, and social implications.

387. Ethnopsychopharmacology (4)

The ethonopharmacology and pharmacodynamics of plants or their extracts or related synthetic agents for medicinal, ceremonial and other purposes. Emphasizes possible personal, interpersonal and cultural implications of psychotropic drugs.

392. Experimental Social Psychology (4)

Experimental investigations in areas related to social psychology. May involve laboratory or field research.

Prerequisite: Consent of instructor.

395. Community Involvement Project (1-4)

C.I.P. involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

396. Crisis Intervention (3)

Theory and experience of counseling in emergency situations. Includes manning of emergency assistance telephones on a regular basis.

401. Seminar in Contemporary Empirical Psychology (4)

Individual readings and reports, group discussions and directed study to examine in depth contemporary methodologies and empirical findings in learning, cognition, and perception. It will stress an empirical, and phenomenological orientation to these areas. Designed to fit the needs of individual, advanced students.

Suggested background: Psych. 343-347.

403. Seminar in Experimental Methods (4)

Emphasis on individual research in an area of interest to the student which enables him to develop a deeper insight into advanced research techniques and methodologies. Research design, specialized data gathering tools and techniques in the areas of psychology and education will be presented.

Suggested background: Psych. 343-347.

405. Research Seminar (1-4)

Individual research to fit the student's need for advanced instruction and laboratory or field work. Students design and carry out an original research project and report in writing and in seminar format. May be taken twice for credit.

DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

These courses deal with the process of human development. They are typically of special interest to parents, educators, and child care workers.

408. Behavior Problems of Children (4)

Study and observation of children with problems, and examination of the environments in which problem events occur.

410. Child Development (4)

The growth and development of the child.

412. Adolescent Psychology (4)

An attempt to understand the world of adolescence through theory, research and personal interaction with adolescents.

415. Psychology of Alternative Education (4)

Theories of instruction unique to the individual teacher and applicable to "free" private or "alternative" educational systems. Students will either work in or participate in the initiation of a local alternative school.

Prerequisite: Consent of instructor.

416. Educational Psychology (2)

The teaching-learning process perceived from both the teacher and learners' points of view. A study of psychological data in interaction with analysis of the process.

Prerequisite: Admission to teacher education curriculum.

417. Seminar in Psychological Foundations of Education (4)

The teaching-learning process studied from both the teachers' and learners' points of view. Includes principles of growth and development, learning theory and evaluation of learning applicable to the classroom situation.

Prerequisite: Admission to teacher education curriculum.

418. The Psychology of Family (4)

A study of the family as a social-psychological group. Traditional nuclear families, one-parent families, and larger living groups based on voluntary association may all be considered.

HUMAN SERVICES

Courses in this group provide information, technical knowledge, and skills that are likely to prove useful to the person who wishes to work in the profession of psychology.

427. Advanced Group Processes (4)

Advanced topics related to social dynamics and individual behavior in a group context. Limited to 15.

Prerequisite: Psych. 319.

429. The Gestalt Process (4)

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. Limited to 15.

Prerequisite: Consent of instructor.

430. Abnormal Behavior (2-4)

Troubled patterns of behavior and methods of coping with the world, and examination of variables that produce them. Visits to nearby institutions and opportunities for field work are offered.

Prerequisite: 12 upper division units in psychology.

431. Neuroses and Personality Disorders (4)

Psychopathology expressed by neurotic and personality disorders, addictive behavior, sexual perversions and anti-social acting-out. Current theory and research relevant to these symptomatic behaviors. Stress and its relationship to maladaptive behavior.

Prerequisite: 12 upper division units in psychology. Not to be taken if credit has been received for Psychology 430, unless student has consent of instructor.

433. Psychoses and Other Major Disabling Mental Disorders (4)

Extreme behaviors resulting from psychogenic and organic disorders, such as schizophrenia, affective psychoses, and mental defectiveness. Students will work with patients in mental hospitals. Classroom activities include lectures, discussions, films, and student seminar presentations.

Prerequisite: Psych. 431 or consent of instructor.

434. Psychology of Disability (4)

An examination of psychological aspects of "body-insult", trauma, and "defect". Stressful conditions to be explored include amputation, brain damage, heart disease, obesity, leprosy, surgery, etc. Field trips to hospitals and rehabilitation centers.

435. Seminar in Death (4)

A psychological exploration of the meaning of death and the dying process for the individual, and critical examination of the ways that death and bereavement are viewed in our society.

436. Introduction to Counseling (2-4)

An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented.

Prerequisite: Consent of instructor.

437. Seminar in Psychological Testing (4)

This is an introductory course in currently, widely used objective group and individual tests, particularly those related to counseling.

438. Introduction to Clinical Methods (4)

Techniques and procedures of diagnosis and treatment will be reviewed with a consideration of scope, aims, and problems inherent in the current practice of clinical work. Diagnostic methods, and various approaches to therapy will be studied in reference to the study of personality.

Prerequisite: Consent of instructor.

STUDIES OF THEORY AND PROCESS

Courses in this group examine a wide variety of phenomena and theoretical positions. The process utilized in these courses tends to be some variety of dialogue, with the development of a thorough cognitive understanding of the theories or phenomena under study as its aim.

445. Social Psychology (4)

The formation and change of attitude and belief systems; interpersonal perception and dynamics; behavior in small groups; and contemporary problems of intergroup relationships. Cultural influences on these processes may be considered.

446. The Cultural Revolution (4)

Current changes in ways of thinking, acting, and living. Psychological effects of emerging patterns of behavior. Points of conflict between old and new life-styles.

452. Psychology of the Chicano (4)

The experience of being a Chicano in North American Culture, and its impact on personality and behavior.

453. Psychology of Political Processes (4)

The political socialization of the individual. Psychological determinants of political views. Public opinion and political polls and the psychological processes of the voter in the political campaign. The democratic experience in psychological terms.

454AB. Psychological Ecology of the CSCS Service Region (4)

Planning problems currently facing the college campus, its environs, and the college service area. Land use and economic resource conservation are studied together with social and psychological impacts of change processes. New problems are investigated each semester. May be repeated for credit.

456. Personality (4)

Varied viewpoints are brought to bear in an attempt to conceptualize and become aware of the process and functioning of human personality.

459. Seminar in Poetics and Cognition (4)

Seminar on cognitive processes, emphasizing the human capacity to form analogies, metaphors, similes, etc., which transcend objective reality and/or which seem instrumental in causing social change.

460. Community Psychology (2-4)

A study of community structure and processes in relation to human needs. Involves study of a community in the field. May involve comparison of community in various cultures and subcultures.

462. Seminar in Humanistic Psychology (4)

A study of contemporary humanistic psychology as represented in the works of such psychologists as Rogers, Maslow, Jourard, Bugental, and others.

463. Seminar in Existential Psychology (4)

The existential tradition in philosophy and psychology. Meanings of such ideas as freedom, responsibility, action, and commitment in relation to an individual life.

464. Theoretical Systems of Psychology (4)

An examination of major theoretical systems in psychology, such as Psychoanalytic, Behavioristic, Gestalt, and phenomenological.

466. Seminar in Theoretical Psychology (4)

Each semester the seminar will focus on a particular theorist (i.e. Freud, Jung, Piaget, etc.). The person whose work is studied will be listed in parentheses in the time schedule. Can be repeated for credit.

Prerequisite: Psych. 464 or consent of instructor.

467. Seminar: Theoretical Issues in Psychology (4)

Each semester a particular theoretical issue will be selected for study. Differing viewpoints will be brought to bear in an attempt to understand the phenomenon in question. Can be repeated for credit.

Prerequisite: Psych. 464 or consent of instructor.

472. Psychology as a Human Science (4)

A study of a philosophy of science of psychology. An examination of the role that natural scientific assumptions have played in psychological research, and an examination of the nature of psychological phenomena in order to develop a science of psychology based upon the unique subject matter of that field.

473. Psychology of Time (4)

The meaning of time concepts and their influence on interpersonal relationships. Effects of peoples' time orientations on personality, learning, and social behavior. Psychological research, case studies, and personal experience provide source material.

476. Psychology of Language (4)

Examines the creative potential of language, its psychological implications, and evidence for the linguistic underpinnings of concept formation, acculturation, and ideas of reality. Mental illness is characterized as both an individual and group language problem.

477. Seminar in Phenomenology (1-4)

The phenomenological approach to understanding human experience. Draws on both philosophical and psychological sources of information.

485. Man and Nature (2-4)

Psychological implications of evolutionary processes. Man's relation to the rest of the world of nature. The wilderness experience. World ecology and the issue of survival.

Prerequisite: Consent of instructor.

487. Interdisciplinary Seminar (1-4)

Exploration of basic human problems as reflected in the Arts, Humanities, Social Sciences or Natural Sciences, etc. Resource persons from other disciplines will participate. See Time Schedule for areas to be emphasized. May be repeated for credit.

Other

490. Psychology Seminar (1-4)

Each semester one psychological topic will be selected for study in depth. Consult class schedule for topic to be studied. May be repeated for credit.

493. Field Experience (1-12)

Seminar, 1 hour; 3 hours per unit field.

Course is designed to provide supervised field experiences to accompany other courses. Actual experience will coincide with another course such as Abnormal Psychology, Introduction to Clinical Methods or Adolescent Psychology or other appropriate courses. Concurrent enrollment in the basic course with the same instructor required. May be repeated for credit.

495. Special Studies (1-4)

May take 12 units total toward graduation.

496. Psychology Tutorial (1-16)

Individualized instruction, emphasizing dialogue with faculty and other students, designed to integrate and expand the student's knowledge of psychological issues and problems. Individual consultations between faculty and students as well as seminars and other dialogic experiences.

497. Advanced Psychology Tutorial (1-16)

A continuation of the tutorial experience.

Prerequisite: Invitation of the instructor.

Master of Arts

510. Proseminar in Psychology (2-4)

Consideration of important theoretical and methodological questions in the history and present evolution of psychology. Limited to M.A. candidates.

520AB. Tools for Self-Discovery (2-4)

An intensive introduction to tools of awareness, fantasy, and interpersonal facilitation that are useful to the individual in his or her growth process, with training in how to use these in the classroom and related situations. Limited to M.A. candidates.

530. Seminar in Interpersonal Process (2-4)

Methods and theories for facilitating self-understanding and interpersonal contact in the dyadic or small-group situation. Course content varies from semester to semester. May be repeated for credit. Limited to M.A. candidates.

540. Seminar in Psychological Issues (2-4)

Each semester a particular topic in individual psychology is selected for study in depth. May be repeated for credit. Limited to M.A. candidates.

545. Interdisciplinary Study of Human Experience (2-4)

Exploration of basic human problems as reflected in art, literature, philosophy, anthropology, and ecology. Faculty members from these disciplines will participate as resource persons. May be repeated for credit. Limited to M.A. candidates.

550. Current Trends in Humanistic Psychology (2-4)

Contemporary directions in the development and evolution of methods and theories relevant to the individual, interpersonal, and transpersonal modes of growth. May be repeated for credit. Limited to M.A. candidates.

560. Professional Workshop (1-4)

In each workshop a particular problem or methodology will be selected for study in depth, with the aim of developing professional capability in the area studied. May be repeated for credit. Limited to M.A. candidates.

580AB. Seminar in Teaching College Psychology (4)

Discussions in methods and materials of teaching psychology in junior colleges and four-year colleges.

582AB. Practicum: Teaching College Psychology (1-4)

Practical experience of supervised teaching in a college Psychology classroom.

Prerequisite: Consent of Instructor.

590AB. Master's Thesis and Directed Reading (3)

A research study developed by the student in consultation with the Psychology Department and approved by the department and his graduate study committee.

595. Special Studies (1-4)



SOCIOLOGY

(Division of Social Science)

James Driscoll, Chairman of Department

David Arnold, Kathleen Charmaz, Susan Garfin, Daniel Haytin, Carl Jensen, Richard Rizzo, Harvey Segal, John Steiner, Clarice Stoll, Robert Tellander, Homero Yearwood.

The major in Sociology is intended to provide the student with a survey of the discipline and a solid foundation in its principal subdivisions. The subject matter of the major is particularly compatible with a liberal arts education, especially as the term implies the preparation of the citizen for the informed exercise of social responsibilities.

Sociology is a highly flexible major with a minimum of required courses which provide the basic language, the conceptual and empirical knowledge, and the research experience necessary to deal with sociological concerns. The student will be expected to demonstrate a reasonably sophisticated verbal and written level of achievement.

The program is designed for the development of individual plans of study within the theoretical and empirical framework of the discipline. Students should work closely with their advisors in the selection of courses which will best satisfy their academic and career-related needs and interests.

It is the clear responsibility of the student to meet the general requirements for the baccalaureate degree and the specific requirements for the major or the minor in Sociology, and to maintain contact with the designated advisor.

Those students planning to pursue graduate work in Sociology should check carefully with their advisors and the graduate schools of their choice regarding requirements for admission and should plan to use their electives within the major largely to satisfy such requirements.

SOCIOLOGY MAJOR FOR THE B.A. DEGREE

General Education	40 units
Sociology Courses	36 units
Supporting Subjects	8 units
Foreign Language and/or Electives	40 units
Total	124 units

SOCIOLOGY MAJOR COURSE REQUIREMENTS

Sociology 201—Introduction to Sociology	4 units
Sociology 300—Sociological Analysis	4 units
Sociology 306—Survey of Sociological Thought	4 units
Fields of Sociology	12 units

A minimum of 12 units must be selected from three of five fields of sociology listed below. These units are in addition to the required courses listed above and may not include seminar units.

- 1) Social Behavior (courses numbered 301–329 except 306);
- 2) Sociology of Culture (courses numbered 330–349);
- 3) Institutions (courses numbered 400–429);
- 4) Comparative Society and Social Groupings (Courses numbered 430–449);
- 5) Sociological Theory and Method (Courses numbered 450–490);

Seminars	8 units
Other approved sociology courses	4 units

Supporting Subjects:

Supporting subjects must be chosen in consultation with, and have the approval of, the major advisor.

Upper division courses in Anthropology, Economics, Ethnic Studies, Geography, History, Management, Political Science, Women's Studies.....	8 units
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MINOR IN SOCIOLOGY

Sociology 201—Principles and Procedures in Sociology	4 units
Sociology 300—Sociological Analysis.....	4 units
Sociology 306—Survey of Sociological Thought.....	4 units
Fields of Sociology.....	12 units

A minimum of 12 units must be selected from three of five fields of sociology listed below. These units are in addition to the required courses listed above and may not include seminar units.

- 1) Social Behavior (courses numbered 301–329 except 306);
- 2) Sociology of Culture (courses numbered 330–349);
- 3) Institutions (courses numbered 400–429);
- 4) Comparative Society and Social Groupings (courses numbered 430–449);
- 5) Sociological Theory and Method (Courses numbered 450–490);

NOTE: Major and minor students wishing to take upper division sociology courses without having completed Sociology 201 (or its equivalent) and Sociology 300 must obtain permission from the instructor.

201. Introduction to Sociology (4)

A survey of the conceptual principles, major findings, and research methods of sociology. Emphasis will be on learning to view the world through a sociological perspective.

202. Introduction to Social Welfare (4)

An examination of Social Service Systems, particularly Welfare Departments, Mental Health Services and Housing. This course also provides a fundamental understanding of the nature of welfare.

203. Contemporary Social Problems (4)

An examination of major social problems confronting American society today. Particular emphasis is placed on crime and delinquency, racial conflict, poverty, unemployment and student protest.

205. Practicum: Writing Sociology Papers (1)

This course is designed to familiarize the student with the standards expected of various papers required in sociology courses.

Social Behavior**300. Sociological Analysis (4)**

Consideration of the ways in which sociological questions are formulated and answered. Examination of and practice in conceptualization, theory construction, deductive and inductive reasoning, and other elements of sociological analysis.

301. Social Contacts (4)

Analysis of human encounters in specific situations; primary and secondary relations; comparative analyses of behavior in selected settings. Special attention will be paid to the theoretical and empirical works of Simmel, Goffmann, Garfinkel, Schuetz.

302. Socialization (4)

Analysis of the social processes through which human beings are inducted into social groups. Emphasis upon socialization after childhood and upon the inculcation of major adult identities; particular attention given to educational institutions as socialization contexts.

303. Sociology of Education (4)

Analysis of the learning process and the schooling institutions. Special attention will be given to design of educational environments and innovation in the existing educational system.

304. Seminar: Sociology of Love (4)

Theories of intimate relationships—their formation, special problems, and functions. Prerequisite: Sociology 314 or consent of instructor.

305. Collective Behavior (4)

Sociological analyses of the characteristics, causes and consequences of collective actions such as fads, panics, expressive crowds, riots, demonstrations, social and revolutionary movements.

306. Survey of Sociological Theory (4)

Examination of some of the more salient and relevant sociological concepts. Discussion of the historical roots of these theories and current trends in the discipline. Consent of instructor required for enrollment.

307. Deviant Behavior (4)

Sociological study of deviance. The relation of deviance to order and change. Selected study of deviant groups and individuals. Special attention will be given to historical and sociological analyses of non-normative behavior.

308. Sociology of Mental Illness (4)

Contributions of the sociological perspective toward our understanding of mental illness. Comparisons between psychological and sociological approaches.

309. Social Psychology (4)

An introduction to the contributions of sociologists to theory, research, and survey in Social Psychology. The Course will include an analysis of personality development and individual difference as a consequence of social experience and the process of interaction.

310. Seminar: Social Behavior (4)

An intensive and advanced discussion of human encounters, the theory of roles, and the modes of behavior in selected situations.

311. Seminar: Field Research in Drugs and Society (4)

An intensive look at the "drug issue" within the community. To be studied are "players" in the "drug game"—users, concerned professions like lawyers and doctors and law enforcers, rehabilitation programs, educators, etc. Object: to use the community as a research laboratory.

312. Drugs and Society (4)

Sociological examination of the use of drugs and law enforcement in contemporary American society.

314. Sex Roles (4)

Study of sex roles and sexuality, including biological and culturally-defined sex differences. Topics include women's liberation, transsexualism and homosexuality.

315. Seminar: Field Research (4)

Working seminar in which each participant observes and analyzes an ongoing social setting. Strategies of observation and of qualitative analysis considered in the context of each participant's project in process.

316. Seminar: Advanced Field Work (4)

A continuation of Sociology 315. Additional work on field observation, plus greater attention to analysis of qualitative data.

317. Seminar: Survey Research (4)

Topics such as questionnaire construction, sampling, interviewing, coding, etc., will be covered in lectures, discussions, readings, and short exercises. Students will carry out their own analysis of data from a recent full-scale survey.

318. Films for Sociology (4)

The use of the film to illustrate sociological themes. Examples of such films; discussions of problems in merging theory and media; and practice in using the camera as a research tool.

321. Seminar: Sociology of Self (4)

Study of the relation between society and self. An examination of some of the major types of social identities and the personal experience associated with them. Explorations of models of current and alternative society-self relationships.

322. Aging and Society (4)

An analysis of the implications of increasing longevity and of an aging population for society and institutions. Problems considered include nature of the aging process, retirement, family relationships, housing, income maintenance, community activities, and societal response to the aged.

323. Seminar: Sociology of the Body (4)

An examination of attitudes, norms, behavior and beliefs concerning the body. An investigation of such topics as body communication, the mind/body split in America, body decoration, sex roles and sex differences with respect to the body, beauty as a social construction, social agreements about health, illness, disability, and other factors.

324. Seminar: Health Care and Illness (4)

Analysis of the social organization of medical care and the social psychology of the experience of illness. Focus on current issues concerning the institution of medicine and its everyday practice. Examination of the contradictions arising from the organization of medical care and the conflicts characteristic of the professional treatment of the poor, ethnic minorities, the aged, and the chronically ill.

Sociology of Culture

330. Sociology of Religion (4)

A sociological examination of religion combining a general theoretical approach, historical and comparative analyses of past and present religions, and field research in areas of student interest.

331. Seminar: Sociology of Religion (4)

An in depth examination of specific topics in the sociology of religion (including structure of religious organizations, emergence of new religions, religion in America, etc.)

333. Seminar: Sociology of Sport (4)

A consideration of sport in American society. The seminar will cover both professional and amateur sports, the place of sports in American society, sports and sex roles, the social structure of organized sports, and related topics.

334. Arts and Social Structure (4)

Sociological and historical investigation of the interrelationships between art and society. Study of the role of the artist and the ideological basis of his production in view of the social factors affecting the art scene today. Some background in art or music history is recommended.

335. Sociology of Knowledge (4)

An investigation of the interrelations between types of knowledge and social structures, between ways of thinking and feeling, ways of looking at ourselves and our world, and the social and cultural settings of these activities. Classical and contemporary theories will be explored and researched.

336. Sociology of Leisure (4)

An examination of leisure in American society. Topics include: What people do with their time and why; How patterns of leisure relate to broader American value systems; What changes are occurring in these patterns today.

337. Politics of Religion (4)

Consists of a comparison of major Western political theories and their actual and possible use in defining religious doctrine and shaping the structure of the Church. Emphasis is placed on the decision-making function of the theologian, priest, and individual in shaping the meaning and form of the community of faith in the Judeo-Christian tradition.

338. Seminar: Sociology of Literature (4)

An analysis of literature as a social product and as a guide to the study of societies. Readings from past and present and cross-cultural literature.

339. Seminar: Mass Media (4)

The influence of the mass media on American culture and society, to be discerned by examining written and electronic media (newspapers and magazines, radio, TV, and popular music). Themes include: life-styles and ways of thought produced by different media—media ownership; mass markets; myths created by media; alternative use of media.

340. Seminar: Sociology of Culture (4)

Advanced analyses of sociological aspects of art, music, literature, and the social role of the intelligentsia. The concept of culture in sociology and in social life.

341. Sociology of Mass Communications (4)

The sociological analysis of the nature and functions of mass communications in contemporary society. Emphasis is placed on the analysis of the communicator, the audience, the message, and the effects of mass communication.

343. Cultural Values of Death and Dying (4)

An analysis of how cultural values are related to attitudes and beliefs about death. Relationships will be drawn between widely held conceptions of death and the care of the dying. The management of the dying process will be studied in conjunction with the exploration of new ways of dealing with this phenomenon. Special emphasis will be placed on examining the meaning of death to the dying person as well as to family and friends.

Sociology of Institutions**400. Political and Industrial Sociology (4)**

The relationship between technology and the social order. Forms of social organization under different political and technological systems. Individuality and freedom in modern societies.

401. Seminar: Sociology of Power (4)

An analysis of the origin, development and application of power in human interaction, social organizations and institutions. The examination of the difference between total and humanistic societal structures will be stressed in regard to the development of individuality and freedom.

402. Issues and Alternatives within the Social Context (4)

This course seeks to develop the student's awareness of the social, political, and theoretical dimensions of decision-making in any society. The course is designed to expand the range and depth of the student's curiosity and creative imagination by developing skills in analysis, synthesis, evaluation, and application of concepts.

404. Kinship and Family Systems (4)

The family as a social institution. The American family. Comparative family systems. The relationship between family form and societal type. Subcultural family forms. Formation and disruption of family ties.

408. Sociology of the Future (4)

Sociology of the Future is a sociological inquiry into the future development of man and society. Man's historical structure and flight from the binding nature of structural and functional antecedents, his projection and conceptualization of the future based on the imagination of himself in society in time and space.

410. Comparative Perspectives on Social Stratification (4)

The origins and development of social differentiation and its sources in the technological bases of societies. Theories of stratification. Forms and functions of inequality. Comparative study of the stratification systems of several contemporary societies.

411. American Class Structure (4)

An overview of the American class system. Analysis of the effects of this system on those who participate in it, through the medium of cross-sectional and ethnographic studies. Effects of social placement on power, privilege, prestige, opportunity, culture, and style of life. Forms and consequences of mobility.

412. Organizations and Institutions (4)

Political, economic, social, and psychological analyses of administrative structures. The role of formal and informal organization, ideology in bureaucracy, decision-making, morale, and conflict.

413. Criminal Justice and the Community (4)

Sociological analysis of law enforcement systems and court systems; police discretion, differential implementation of the criminal law; negotiation in the criminal justice system.

418. Social Foundations of Delinquency and Crime (4)

Historical and social analysis of crime. Crime as a social institution. Theories of the causes of crime and delinquency.

419. Punishments and Corrections (4)

Theories of punishment and treatment and the actual practices used in dealing with convicts and juvenile delinquents. Analysis of the systems of behavior modification used by prison, juvenile, probation, and parole workers.

420. Seminar: Institutions (4)

Intensive analyses of social institutions, their functions, dysfunctions and forms. Students will choose one institutional type—family, work, religion, government, leisure—for a research paper and report.

421. Seminar: Sociology of Education (4)

Examination of the objectives and achievements of institutions of education. What are the stated and unstated objectives of administrators, teachers, and students? Are they realistic? Measurable? Achieved? What, in theory and in fact, are the functions of education in our society?

423. Sociology of Law (4)

The course will study the social and cultural factors underlying the development, maintenance, and change of legal structures and processes. It will also seek to analyze theories of jurisprudence.

425. Seminar: Social Stratification (4)

Analysis of social classes and class relations; the origins of social stratification. Theories of stratification, forms and functions of inequality and social mobility will be examined. Emphasis will be placed on contemporary studies of American society.

Comparative Society and Social Groupings

430. American Society (4)

The study of American society, its values, institutions, and social organization. The familial, technological, and social bases of American society. The social sources of change and stability in American society. American character studies and the theory of national character.

431. Women in Society (4)

An analysis of sex roles with particular emphasis on women. Includes study of historical sex stereotypes; discrimination against women in law, the economy, and other institutions; the politics of the women's rights movements; theories on the roots of sexism. Includes consciousness-raising group participation.

432. Social Organization of Western and non-Western Societies (4)

Comparative analyses of social institutions, values, and their change in selected Western and non-Western societies. Examination of problems of theory, Methodology, and data of cross-national studies.

433. Suburban Renewal (4)

An analysis of the human factors and their relationship to physical space and social interaction in the urban setting. Selected control variables are analyzed to evaluate their significance in altering and controlling the patterns of social interaction. In addition, a parallel analysis of the aesthetic and quality controls affecting the creation of community will be considered.

434. Urban Sociology (4)

Comparative analyses of urban communities in various cultural settings. The origins and trends in urbanization. Social consequences of transition from rural to urban life.

435. Sociology of Ecology (4)

Survey and analysis of why and the ways in which humans have acted to change or to maintain the ecology of North America and the earth. Particular focus on analyzing social

conflict over the eco-systemic effects of social organization, technology and human reproduction on other species, air, water, climate and natural resources.

436. Minorities and Inter-Ethnic Contacts (4)

The history and prevalence of minorities. Structure of multiracial and multiethnic societies. Race relations and race contacts. The sociology and social psychology of race prejudice and discrimination.

437. Social Planning (4)

How planning affects daily life and some ways of realistically effecting this planning. The relation between social planning, social action, and social change will be emphasized. Plans to be studied include those for higher education, urban renewal, and other housing programs, transportation, criminal justice, welfare, etc.

438. Campus and Community (4)

An analysis of the critical issues facing contemporary higher education in America. The purposes and functions of higher education will be examined along with the many constituencies involved. Particular attention will be focused on the relationship of Sonoma State College to its surrounding communities. Community resources available to students will be explored and opportunities for field experience education will be studied.

439. Personality and Social Structure (4)

Critical analysis of contemporary theory and research bearing on the relations between personality and various aspects of social structure.

440. Seminar: Comparative Sociology (4)

In depth examination of theory, methods, data, and varieties of comparative sociology. Comparative analyses of selected substantive topics.

441. Seminar: Sociology of Ethnic or Religious Groups (4)

This course is designed to be an eclectic and interdisciplinary approach to the study of a selected group or groups. Emphasis is placed on the socio-psychological, cultural, anthropological, and historical influences involved in the creation and continuation of the subject of the course.

Sociological Theory and Method

450. History of Sociological Thought (4)

Elements of sociological thought in the pre-modern western world; the circumstances of, and contributors to, the emergence of a distinctly sociological perspective in the modern world; main trends, cycles and revivals in the development of sociological thought to the present time.

452. Contemporary Sociological Thought (4)

An examination of the nature of sociological theory and the major theoretical approaches currently in use in sociology. Structural-functional, conflict, social action, symbolic interaction, and exchange theories of society and social behavior will be discussed. Special emphasis will be placed on convergences and contradictions among the various approaches.

454. Social Change (4)

Evolutionary and non-evolutionary theories of social change.

455. Research Design in Sociological Studies (4)

The logic and requirements of valid inference; elements of statistical reasoning; survey of the methodological and meta-methodological aspects of the experimental, historical, survey and field study approaches to sociological research; relations between basic conceptualization, theory, and methods of sociological investigation.

460. Seminar: Sociological Theory (4)

Intensive examination of the contributions of some of the leading figures in sociological theory—Weber, Durkheim, Simmel, Merton, Parsons. Each semester will focus on the total work of one theorist.

481. Seminar: Simulation (4)

The design and use of simulations for social science theory, research, and teaching study of models of economics, political, historical, and sociological processes. NOTE: Open to any

upper division social science major. Credit may apply to other social science department majors upon petition to that specific department.

490. Senior Seminar (4)

495. Special Studies (1-4)



THEATRE ARTS

Division of Humanities

William M. Sherman, Chairman of the Department

Sandra Dunwoody, Roger Henderson, Kelly Holt, Robin Jackson, Nancy Lyons,
Gerd Mairandres

The Bachelor of Arts degree with a major in Theatre Arts offers a concentration that is flexible, and oriented towards the specific needs of individual students. Each semester is approached thematically. The choice of Theatre for the Research, Rehearsal and Performance block of courses will relate to other courses offered that semester. The thematic change allows students to repeat courses enabling him to concentrate on skills most suitable to his needs. The faculty will assist the student in determining the level of his work and in guiding majors towards their individual goals: community theatre, preprofessional training, graduate work or teacher training. Specific study is offered in acting, directing, designing, modern dance technique and choreography. Student initiated projects in theory and production are encouraged; senior projects are required. This program assumes individual counseling of the major and proposed major candidate by members of the faculty in the students' area of concentration. This is of vital concern in achieving the students' objective. The Theatre Arts department is oriented toward a Liberal Arts education. Courses in Theatre Arts relate Theatre History, Dance and Drama to the larger issues of our common experience as a foundation and catalyst presenting insight into contemporary life. Supportive courses from all areas of the college are included in the major to add scope and depth to specific interests. Required courses in the discipline of Theatre Arts aid the student in achieving a firm background in the general discipline as well as developing skills in his special interest.

THEATRE ARTS MAJOR FOR THE B.A. DEGREE

General Education	40 units
Theatre Arts	32 units
Support Courses	16 units
Electives	36 units
Total	124 units

THEATRE ARTS MAJOR COURSE REQUIREMENTS

Theatre Arts	32 units
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The Theatre Arts major is expected to have a broad background in the discipline and to develop skills in the area of his choice. He is required to enroll in several areas in drama and dance, both technique and theory courses. Courses in the area of his interest may be repeated to further develop skills. A senior project that demonstrates both conceptual and technical development is required of all majors.

Required Courses

A. Theatre Arts Discipline Courses

1. Production		12 units
Dance Production Block	3 units	
Drama Production Block	6 units	
Senior Project	3 units	
2. Concept and Composition		6 units
Improvisation	1 unit	
Directing Exercises	2 units	
Coordinated Projects 1-3 units		
<i>And One of the Following:</i>		
Choreography I	2 units	
Choreography II	2 units	
Choreography III	2 units	
3. Technique		6 units
<i>At Least 2 units from:</i>		
Acting Exercises	2 units	
Acting Scenes	3 units	

At least Two Different Courses from:

Beg. Mod. Dance	1 unit
Int. Mod. Dance.....	1 unit
Adv. Mod. Dance.....	1 unit
Beg. Ballet	1 unit

At Least 2 units from:

Design Exercises	2 units
Design Projects	3 units

4. Theory-History		8 units
History of Theatre	3-3 units	
Seminar/Workshop	2 units	

The degree program assumes individual counseling of the major by members of the faculty. The student will have four scheduled conferences with his counselor each semester to discuss his goals, receive guidance in choice of program and to assist in the development of a senior project. Additional counseling will aid the student in choosing supportive courses that will give him a broad background as well as choices that will support his particular theatre arts interest; as an example: with counselor approval, a student interested in acting may choose acting and dance technique classes in the required courses and support these with voice, fencing, dramatic literature and psychology courses offered by other departments in the college. A student interested in dance may choose dance technique, choreography and design and support his interests with music, kinesiology and other pertinent courses.

B. Theatre Arts Support Courses	16 units
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The following list suggest a variety of courses from which the 16 units may be selected. Appropriate substitutions may be arranged.

Afro-American Studies 390—Contemporary Black Drama.....	5 units
Art 202AB—Drawing	2 units
Art 250—Introduction to Art I and II	3 units
Music 105—Musicianship I: Fundamentals	3 units
Music 115—Voice Technique	1 unit
Music 120—Musicianship II Lab: Ear Training	3 units
English 315—Drama	3 units
English 325—Creative Writing.....	3 units
English 420—Development of English Drama	3 units
English 450—Shakespeare	3 units
French 316—The Contemporary French Theatre in Translation	3 units
French 446—The 17th Century	3 units
German 414—Young Goethe and <i>Sturm</i> and <i>Drang</i>	3 units
German 330—German Drama of the 19th Century.....	3 units
Philosophy 360—Aesthetics.....	3 units
Psychology 365—Group Processes.....	4 units
Sociology 334—Arts and Social Structure	4 units
Sociology 339—Seminar: Mass Media	4 units
Biology 332—Plants and Civilization	3 units
Chemistry 400—History of Physical Sciences.....	2 units
Education 200—Introduction to Education	3 units
Physical Education 101—Fencing	1 unit
Physical Education 410—Human Motor Development	3 units
Physical Education 101—Gymnastics	1 unit
Health 310—Kinesiology	4 units
Psychology 200—Human Behavior	3 units
Psychology 349—Social Psychology	4 units
History 400—Greeks and the Aegean	4 units

THEATRE ARTS**100. Beginning Modern Dance (1)**

A variety of approaches to modern dance techniques including the exploration of exercises to increase body awareness and develop skills that provide a basis for dance movement. Opportunities are provided for individual movement problem solving. May be repeated for credit.

Prerequisite: Placement Audition.

200. Beginning Ballet (1)

Fundamentals of classical ballet (basic steps and arm positions, beginning barre exercises and allegro and adage) are approached as skills and discipline that are essential aspects in developing modern dance technique. May be repeated for credit.

Prerequisite: Placement Audition.

210. Improvisation (1)

Exercises in acting and dance that focus on the role of improvisation in developing theatre techniques and forms. Problem solving exercises and games are used to promote spontaneity and intuition in the individual and the group and to aid in the discovery and experience of creative expression. (Class schedule will provide for emphasis in either dance or drama.) May be repeated for credit.

220. Dance for Children (2)

A basic introduction to dance, participation in rhythmic activities and movement experiences that relate to creative movement as an approach to teaching elementary school children.

295. Community Involvement Project (1-4)

Involves students in basic community problems. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

300. Intermediate Modern Dance (1)

Concentration on the development of body control; strength, coordination, flexibility, and fluidity, in exercises that lead to related movement phrases and patterns. Enrollment by audition; may be repeated for credit.

Prerequisite: Placement Audition.

310. Acting Exercises (2)

The class may include the use of improvisation and the more formal techniques of mime and speech are developed as skills for the use of an actor in approaching a character. Problems in "talking and listening", motivation and behavior are experienced in a variety of exercises. The end of the semester may culminate in the use of literary material in the presentation of an acting scene. Some of the exercises will be related to problems of the current Drama Production Block. Enrollment by consent of instructor. May be repeated for credit.

320. Design Experiences (2)

A combination of practical and theoretical design experiences that define the relationship of specific craft skills to the designing of scenery, costumes and lights. Work with elements of design in two and three dimensions will be related to technical theatre drawings and creative design. Laboratory work in the course will provide practical experience in a variety of crew work on department productions in both the Dance and Drama Production Blocks.

330. Directing Exercises (2)

The exploration of the function of the director in the conceptual and technical creation of the theatrical presentation. Practical exercises will involve problems in script analysis, style and form, aiding the actor in interpretation, blocking, and functional relationship with designers, technicians and production personnel. Enrollment by consent of instructor. May be repeated for credit.

340. Rhythmic Analysis for Dance (2)

Theory and practice in rhythmic skills for dance technique and composition. Analysis of form, structure and style in musical composition related to similar analysis in a variety of rhythmic sources.

350. Choreography I (2)

Problems in the choreography of modern dance concerning the use of time, space, dynamics. Some work from class may be expanded for presentation. Enrollment by consent of instructor.

360. Choreography II (2)

Development of thematic material, form and content with varieties of musical and sound accompaniment and involvement in composition. Group and solo composition may be included in public presentation. Prerequisite: Choreography I or consent of instructor.

370A. History of Theatre to 1550 (3)

The review of the development of dance and drama from a variety of sources, anthropological, archaeological, social and cultural literary history as well as remaining artifacts. The current Drama and Dance Production Block material may be compared with various aspects of these theatres.

370B. History of Theatre 1550 to Present (3)

Social and artistic conventions of their respective eras are related to traditions in a variety of theatres as they develop towards contemporary theatre. Aspects of these theatres are related to current Drama and Dance Production Blocks.

380. Seminar/Workshop (2)

The workshop will explore the interrelationship of technique and form in Theatre Arts; the role of dance and drama in expressing and communicating thought and the influence other art forms and non-theatrical disciplines have on the presentation of contemporary ideas. Group and individual experience will form an active part of the investigation. Field trips to various sources around the Bay area, theatrical performance, workshops, laboratories and museums will be included in the semester's work. Enrollment is limited to majors only.

390. Coordinated Projects (1-3)

Students are encouraged to work on practical and theoretical projects. Some of these may be extended from class work while others may be individually initiated. The unit value is determined by the description of the project. Performance projects need not be presented to a general audience but may be limited to class observation. Enrollment by consent of instructor. May be repeated for credit.

395. Community Involvement Project (1-4)

Involves students in basic community problems. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of C.I.P. credit may be applied toward a degree.

400. Advanced Modern Dance (1)

Continuing technical development including more complicated movement phrases, with emphasis on performing techniques, phrasing, style. May be repeated for credit.

Prerequisite: Placement Audition.

410. Acting Scenes (3)

Analysis of the script as a preparation for acting a role. Acting techniques leading towards characterization, use of environment and costume in working with specific texts. Some of the scenes will be related to work in the Drama Production Block. Prerequisite: Acting Exercises or Improvisation. May be repeated for credit.

420. Design Projects (3)

The course encourages individual specific interest in the designing of costumes, props and scenery and the functional use of these designs in Theatre Arts productions. Some of the work is directly related to Drama or Dance Production Blocks. The laboratory offers practical design and production experiences. Theoretical project design focuses on the coordinative designing of an entire production, its concept and the technical support drawings and models necessary for practical application. Prerequisite: Design Experiences or consent of instructor. May be repeated for credit.

430. Choreography III (2)

Approaches to choreography through music forms from pre-classic to contemporary compositions. Prerequisite: Choreography II or consent of instructor. May be repeated for credit.

440. Drama Production Block

A. Research (3) Investigation of theatre literature, art and culture relating to the production of the play that forms the block of courses: Research, Rehearsal and Performance. The exploration provides in-depth material concerning an era, style or type of theatre with specific investigation of material beneficial to the actors, designers, directors and other

personnel engaged in the production. May be repeated for credit.

B. Rehearsal (2) Development and practice of techniques of actors, designers and special skills for the production of the play being presented in the Block. May be repeated for credit.

C. Performance (1) Participation in coordinated techniques of production of the play studied in the Research, Rehearsal and Performance Block. Includes development of techniques in scenery, property, costume construction, lighting and sound. May be taken separately from the block and enrollment may occur anytime prior to 3 weeks before performance. May be repeated for credit.

450. Dance Production Block

Rehearsal (2) Development and practice of techniques of dancers, designers and special skills for the production of the dance being presented in the Block. May be repeated for credit.

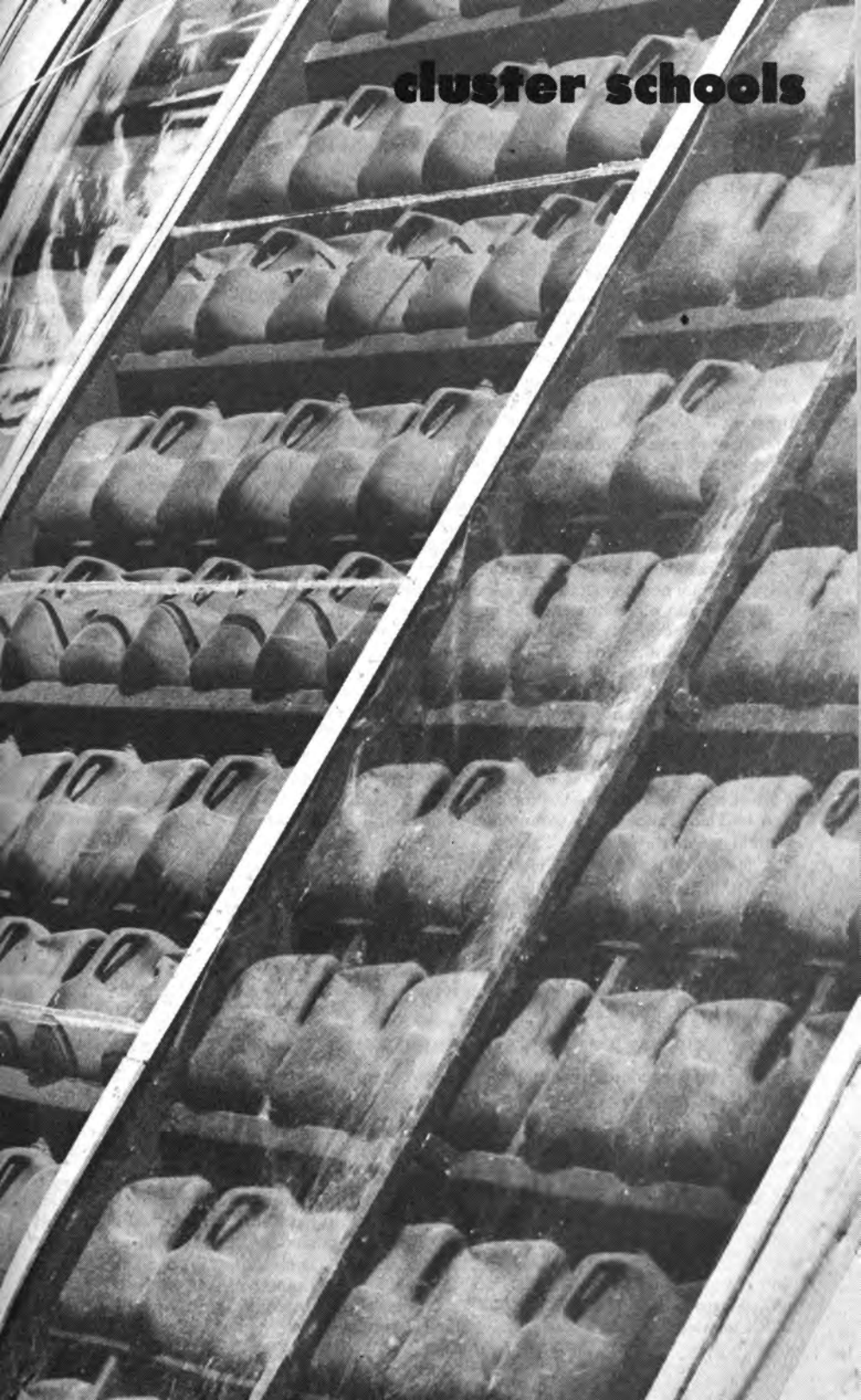
Performance (1) Participation in coordinated techniques of dance production embracing Senior and Coordinated Projects enrollment. Includes development of techniques in scenery, property, costume construction, lighting and sound. Enrollment may occur anytime prior to 3 weeks before performance. May be repeated for credit.

460. Senior Project (1-3)

Each candidate for graduation will present a senior project that will represent his conceptual and technical facility. The project is offered in areas of designing, acting, dancing, directing, and choreographing. Both the process and the product are important in the valuation of the project. During the student's junior year he should develop his project plans with his counselor, so that they may work on it together during the student's senior year.



cluster schools



SCHOOL OF ENVIRONMENTAL STUDIES AND PLANNING

Kenneth M. Stocking, Provost

Bruce Woelfel, Coordinator of the Planning Program

Leland W. Gralapp, Thomas D. Heffernan, Paul E. Judge, J. Bruce Macpherson, Philip T. Northen, Stephen Norwick, John Simmons, Philip Temko, Margaret Wheaton, Bruce Woelfel

The School of Environmental Studies and Planning offers upper division interdisciplinary programs based on a core which has a balance between the biological and physical sciences on the one hand and the humanities and social sciences on the other. Solid strength in both areas is augmented by studies associated with an in-depth senior project. The A.B. degree with an emphasis in Environmental Studies or one in Planning is offered.

The School of Environmental Studies and Planning was founded on the belief that the urgency of the environmental crisis is real; that its problems can be solved; that these solutions will result from the use of organized knowledge and the development of an environmental ethic. Its graduates, with both a broad-based and a specialized knowledge of the natural and man-made environment, will be able to pursue careers in government, teaching industry, or business, or enter graduate school. This school, like the other new cluster schools, is independent in designing its own curriculum and in the control of its own affairs. It is a separate unit within California State College, Sonoma served by the central administration.

Individually and collectively students study the man-made and natural environment and ways in which people can improve their relationships to it. Personal and group commitment to the solution of environmental problems is encouraged. Faculty and students act as a concerned community of cooperating scholars and citizens. The size and structure of our community is limited to encourage close inter-personal relationships. Seminars, interdisciplinary studies, special studies and flexible scheduling are emphasized.

Internships with private and governmental agencies particularly in park work and planning, are an important part of a variety of courses in our school, especially those listed under the heading of Independent Studies.

ADMISSION

After being admitted to California State College, Sonoma, a student may apply for admission to The School of Environmental Studies and Planning by writing to the Provost. A student seeking admission should:

1. Have junior standing. Lower division students may declare a major in Environmental Studies and state an emphasis. (Environmental Studies and Planning.) It is desirable for them to take one course, ie Current Problems, each semester.
2. Have completed all or nearly all general education requirements.
3. Submit a brief paper indicating her or his past, present, and possible future concerns and activities. In most cases have a conference with a faculty member.
4. In meeting the general education requirements to, as far as possible, have completed the following advisory plan.

ADVISORY PLANS FOR THE FRESHMAN AND SOPHOMORE YEARS

Our School encourages students whose program of study and practical experience has given them breadth in the following three areas as well as some depth in one of the areas.

3. Analytical
Process



1. Awareness &
Creativity

2. Social Concern &
Understanding

We emphasize flexibility in considering applications; and value diversity in student background.

NOTE WELL

In the following recommendations course numbers are those listed in the current California State College, Sonoma catalog. Students at other institutions, and even at CSCS on occasion, should use them as a general guide, but should maintain flexibility in getting the best that their institutions have to offer in courses and instructors.

Breadth Recommendations.

These will give students a common background of experience as well as method.

1. Awareness and Creativity.

Include courses which emphasize creative activities, awareness of the environment, and literature—as in (a) Humanities Options I or II; as well as critical thinking and awareness of self—as in (b) an introductory logic and (c) an introductory psychology course.

2. Social Understanding and Concern.

Basic courses in the nature of society and in social political and economic systems such as (a) Ethnic Studies: AAMS 250, AMES 210, MAMS 219 or MAMS 200. (b) Cultural Anthropology, Anthro 203 (c) Introduction to Econ. 201. (d) Amer. Political Systems, Pol. Sci. 200.

3. Analytical Process.

Basic science and mathematics such as: (a) Plant or animal science (Biol. 116 or 117). (b) Chemistry and society (Chem. 102 and 103) (c) Geology or physical geography (Geol. 102 or Geog. 201 or 302), and (d) Physics or math (Physics 100 or 210A, or Math. 107, 114, 115, or 117).

Depth Recommendations

An in depth study of 13 or more units in one of the following areas of emphasis will better prepare each student for specialization in upper division studies. Students considering a second major may wish to concentrate this study in one department. The California State College, Sonoma courses listed below or similar ones are appropriate.

1. Awareness and Creativity

Courses selected from: Afro-American Studies—270. Mexican American Studies 355. Native American Studies 346, 347, 411. Philosophy 200, 240, 340AB, 370, 371, 372, 373. Psychology 304, 307, or 312. Appropriate seminars from the Hutchins School (vary from semester to semester). Courses in Creative or Performing Arts, i.e. Art 285. Courses in creative writing and literature.

2. Social Concern and Understanding

Courses selected from: Afro-American Studies 200, 274, 425. American Ethnic Studies 325, 432. Asian American Studies 200. Euro-American Studies 430. Mexican American Studies 429, 430. Native American Studies 340. Management 225, 342, 392, 452. Political Science 320, 330, 475, 476, 477. Anthropology 355. Economics 220, 301, 303, 320, 343. Geography 350, 355. History, one course such as 469, 470, 471. Sociology, one course such as 203.

3. Analytical Process

Courses selected from: Remaining course from Biol. 116 or 117 and Biol. 215. Chemistry 115AB instead of Chemistry 102–103. Additional courses from Geography 302, 310, 360, 380 or 480. Geology 303 and 304 instead of, or in addition to, Geology 102. Mathematics 120, 162, or 165.

REQUIREMENTS FOR THE B.A. DEGREE

Environmental Studies With a Concentration in Parks, Education or Another Aspect of the Human, Social, Biological or Physical Environment.

ENVIRONMENTAL EMPHASIS

JUNIOR YEAR

** 301—The Human Environment	3 units
** 311—The Social Environment	3 units
** 321—The Biological Environment	3 units
331—The Physical Environment	3 units
341AB—Current Problems in Environmental Studies	1–1 units
or	
** 350—Introduction to Environmental Studies	16 units

330 / *Environmental Studies and Planning*

351 Environmental Analysis and Planning	0-12 units
341AB Current Problems in Env. Studies.....	1-1 units

SENIOR YEAR

*490, 491—Senior Project—Seminar	4-4 units
or	
*492, 493—Coordinated Senior Projects.....	4 or 8 units
441AB—Current Problems in Environmental Studies.....	1-1 units
Electives in Environmental Studies	0-16 units

CONCENTRATION

A concentration of at least 20 units determined by the student's life goals, including a two-semester senior project and supporting course work both within and outside our school, will be selected with the cooperation of the student's advisor. The concentration may lead to park work, environmental education or be in a human, social, biological or physical field.

TOTAL UNITS FOR GRADUATION	36 units
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Eight of these 36 units may, in consultation with the advisor, be taken outside of the School of Environmental Studies and Planning.

PLANNING EMPHASIS

UPPER DIVISION REQUIRED COURSES:

JUNIOR YEAR

ENSP 301—Human Environment*	3 units
ENSP 311AB—City and Regional Planning Problems**	4-4 units
ENSP 321—Biological Environment*	3 units
ENSP 331—Physical Environment*	3 units
ENSP 341AB—Current Problems.....	1-1 units
ENSP 350—An Introduction to Environmental Studies*	16 units
may be substituted for the 301, 311A, 321 and 331.	
ENSP 351—Environmental Analysis and Planning**	8 units
may be substituted for 311AB.	

SENIOR YEAR

ENSP 411C—Community Design.....	4 units
ENSP 411D—Urban Transportation.....	3 units
ENSP 413A—History of Cities***	4 units
ENSP 413B—Planning Theory.....	4 units
ENSP 441AB—Current Problems.....	1-1 units

UPPER DIVISION ELECTIVE COURSES

20 units are to be selected from upper division courses. Students should consult with their advisor each semester to develop an appropriate course program.

Courses in Environmental Studies and Planning which are relevant include:

ENSP 313—Classical Studies—Planning Literature	3 units
ENSP 311D—Preservation vs Development-Regional Agencies	3 units
ENSP 351—Environmental Analysis and Planning	8 units
ENSP 492AB—Design with Nature	8-8 units

A list of available courses of interest in other departments will be developed each semester.

Departments which offer relevant courses include:

American Ethnic Studies	Geography	Philosophy
Anthropology	Geology	Political Science
Biology	History	Psychology
Chemistry	Management	Sociology
Economics	Nursing	

* Any 2 courses must be taken in 2 different semesters.

** ENSP 350 may be taken instead of 301, 311, 321, 331.

*** History 469—The City in History may be substituted for ENSP 413A.

Students graduating from this program will achieve a pre-professional level in the city or regional planning field. They will be prepared to fill positions in planning, and other roles in local government, or to go into graduate programs in planning or to other environmental fields.

Students entering the program are encouraged to select an emphasis from the following: (1) comprehensive physical planning; (2) administration for planning and development; (3) social planning; (4) transportation planning; (5) resource development; (6) economic planning; (7) programming and budgeting.

REQUIREMENTS FOR A MINOR

Minor in Environmental Studies and Planning

The purpose of the minor in environmental studies and planning is to help people from traditional disciplines to apply their expertise to environmental and planning problems. A minimum of 20 units is required. Each person should design a course of study to maximize environmental awareness in disciplines contingent to his or her major interest. We recommend the following course of study to most people:

Environmental Studies 301, 311, 321, 331, 341AB, plus six units of environmentally and/or planning oriented classes in fields from divisions outside the division of which their major department is a member, or six units from the offerings in the School of Environmental Studies and Planning.

CURRICULUM

****301. The Human Environment (3) I, II**

The identification and enunciation of principles fundamental to the esthetic and ethics of the environment. A consideration of wilderness and human personality.

**** 311. The Social Environment (3) I, II**

The processes by which man relates to his social environment; regional ecological problems and the processes involved in their solution; environmental politics, law, management, economics, and sociology.

311A. City and Regional Planning Problems (4) I

A core course for planning majors. Individual and group problem solving in City and Regional Planning. Emphasis is on a regional scale. Course work is focused on problems resulting from emerging urban services within the six county service area, and particularly the replacement of agricultural land uses by urban land uses.

311B. City and Regional Planning Problems (4) II

Practical experience in zoning and subdivision controls in communities within the Sonoma State Service Area. Emphasis on a city scale.

311C. Life in Steady-State Society. (3)

An exploration of the individual, regional, national and global implications of life in the emerging steady-state society.

311D. Preservation vs. Development: Regional Agencies. (3) II

Study of roles of regional agencies in local problems by means of guest speakers, lectures, discussions, to learn history, structure, functions, capabilities, domains of regional agencies in social and environmental concerns.

313. Classical Studies (3-3) I, II

An intensive study of the classics in Environmental Studies, such as Aldo Leopold's *Sand County Almanac*, or in Planning, such as Jane Jacob's *Death and Life of Great American Cities*. Lectures, discussions, films, field trips, projects. This course may be repeated for credit.

**** 321. The Biological Environment (3) I, II**

Studies of ecosystems; populations, succession; biological controls; species extinction. Field trips.

** ENSP 350 may be taken instead of 301, 311, 321, 331.

**** 331. The Physical Environment (3) I, II**

Problems and challenges in environmental control; air, water and soil ecology and pollution; solid waste and recycling; the flow of material and energy in ecosystems.

331A. Soil and Civilization (3)

An introduction to soil science emphasizing the physical and chemical origin of soil and the impact of soil on both natural and agricultural systems. Field trips.

341AB. Current Problems in Environmental Studies (1) I, II

Regular weekly school meeting. Reports on environmental action and opportunities for environmental action. Outside speakers, audio and video presentations.

350. An Introduction to Environmental Studies (16)

Principles of natural science philosophy and history of human relationships to the environment, the development of self, form and design, dynamic systems, informational analysis, politics, economics, the human social condition.

351. Environmental Analysis and Planning (8) II

Development of basic skills of the natural and social sciences to study human uses of the land. Cross-cultural comparisons of land use decisions from traditional and modern cultures; costs and benefits counterbalanced according to different value systems. Group projects which integrate intrinsic suitabilities, designs of potential uses, and an action project in the socio-political realm. Workshops on design process, environmental law and communication.

Prerequisite: ENSP 350 or 301, 311, 321, and 331. One of the last four may be taken concurrently with 351.

355. Experiencing the Environment (2)

Supplements the four core seminars with experiences in diverse environments ie., natural history field trips, museum exhibits, public agency meetings, etc.; provides the individual with a feeling for the aesthetics, dynamics, excitement and power or powerlessness that these places and events afford.

360. Assistance Projects (1-4)

Offers work experience to students functioning as facilitators or assistants under faculty supervision.

395. Community Involvement Project (1-4) I, II**INDEPENDENT STUDY-TUTORIAL****302. The Human Environment (1-4) (I, II)**

Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study.

312. Social Environment and Planning (1-4) I, II

(See 302 description.)

322. Biological Environment (1-4) I, II

(See 302 description.)

332. Physical Environment (1-4) I, II

(See 302 description.)

395. Community Involvement Project (1-4) I, II**400. Tutorials (1-12)**

For students conducting projects of independent research in regular consultation with a faculty member. Each student will make a written contract with a faculty sponsor and file a final report in the Environmental Studies and Planning resource center.

SPECIAL PROBLEMS**401. Special Problems. The Human Environment (1-4) I, II**

** ENSP 350 may be taken instead of 301, 311, 321, 331.

401A. Special Problems. Environmental Education (3)

A study of curriculum and methods. Field work.

411C. Special Problems. Community Design (4) II

Practical experience in dealing with growth and appearance of local communities. Attempts to develop environmental limitations on growth.

411D. Special Problems. Urban Transportation (3) I

Movement patterns in the San Francisco Bay area. Competition of automobile use and the use of public transportation. Application of new technology: BART, Commuter trains, ferries, buses and other movement systems. The freeway battles in San Francisco and elsewhere, and prospects for the future.

411E. Special Problems. Environmental and Planning Law (3)

The emphasis is on the practical aspects of environmental law and politics.

411F. Special Problems—City and Regional Planning Studies (3)

The physical and social processes by which city and regional plans are implemented by local government. Emphasis on the local government, the legal tools available to the planner, and the participation in the planning process by women and by members of minority groups.

411O. Special Problems. Planning For Housing in a Transitional Community (4) II

Planning design, construction, selling, and managing. Field experience and the cluster concept emphasized.

411P. Advanced Planning Problems (Seniors Only) (3)

In depth study of one planning problem in a community within the Sonoma State Service area, i.e. housing, open space, solid or liquid waste disposal, community services, finances, education.

412. Special Problems. Social Environment and Planning (1-4) I, II

413A. History of Cities (4) I

The history of cities starting with the origins of cities, Ancient, Medieval, 17th, 18th, 19th, and 20th century cities, in depth studies of one city for each period. City functions analyzed. Films, slide lectures, lectures, field trips, class discussions. Individual projects, take home problems, final written examination.

413B. Planning Theory (4) II

Investigation of major issues in planning theory by means of lectures, discussions, interviews, problems, simulation games and a case study of local problems.

Prerequisite: ENSP 413A, or consent of instructor. Field trips.

421A. Experimental-Organic Gardening (1-2) I, II

Natural gardening methods and soil-building techniques. Composting and use of fertilizers. Mulching and watering. Pest, disease, and weed control. \$2.00 charge for material.

421B. Native Plants, Indians, Survival (2-3) I

Past and present uses of plants of this region. Field trips and research.

431. Recycling Solid and Liquid Wastes (2) II

Emphasis on raising forage crops with reclaimed sewage water. Research in various uses of solid and liquid "wastes".

431A. The Energy "Crisis" (1-4) I

An interdisciplinary approach to a complex problem.

441AB. Current Problems in Environmental Studies (1-1) I, II

For seniors. (See 341AB)

One of the following four courses is to be undertaken each semester of the senior year.

490. Senior Project-Seminar (4) I, II

491. Senior Project-Seminar (4) I, II

Group and some individual studies. This major senior activity may be coordinated with independent studies and/or special problems to total twelve units. Internships are emphasized in senior projects.

334 / Environmental Studies and Planning

*** 492AB. Design with Nature, A Coordinated Senior Project (4 or 8) (4 or 8) I and II**

Coordinated Senior Projects involve a group of several faculty members and approximately twenty students interacting as scholars on a common problem. The approach varies from year to year.

*** 493AB. Social Action to Improve the Human Environment, a Coordinated Senior Project (4 or 8) (4 or 8) I and II**

496. Internships (1-12)

For senior students (in most cases) working off campus in work-learning programs in park, planning, school or other positions, with a written contract and faculty guidance.

* Either four or eight units must be taken in each semester.

THE HUTCHINS SCHOOL OF LIBERAL STUDIES

The Hutchins School of Liberal Studies is a four year interdisciplinary school which grants a B.A. in Liberal Studies. It is a member of the Division of Cluster Schools within California state College, Sonoma.

J. Anthony Mountain, Provost

Les Adler, Susan Barnes, Maurice Blaug, Michael Coleman, Joe Floyd, Eric Golanty, Marylu Mattson, Louallen Miller, Edgar Morse, Warren Olson, Frederick Rider, Jeannine Schuler-Will, Jacqueline Strain, Richard Zimmer

In the belief that our most compelling experiences are interrelated, the Hutchins School breaks down the traditional barriers between disciplines to allow important questions to be seen from the perspectives of many fields. More broadly, the Hutchins program assumes that education goes on throughout life, and therefore the School is interested in assisting each student in learning how to develop intellectual skills and creative abilities, in defining personal interests, and in becoming acquainted with various fields for further study and professional and vocational work.

The program utilizes small discussion groups, or seminars, of 10 to 12 students; tutorials of 3 to 5 students; some larger lecture-discussion classes; and individual conferences for independent study work. An important part of the educational process in Hutchins School is involved in the very structure of the classes. Because our educational philosophy is that students should become more self-motivated, and should be allowed to take on more responsibility for their own education, seminars are a principal means of instruction. In other words, students are asked to take an active rather than passive role in their own education. This involves not simply keeping up with assignments and participating fully in seminar discussions, but also includes the students personal initiative in generating assignments and seeking out areas for individual or group study.

All Hutchins students can transfer at the end of any semester to another program on campus with no loss of credit successfully completed in the Hutchins School. At the end of each semester the student receives a written evaluation of his or her work. In the lower division the grades of "credit" and "no credit" are used exclusively. Where it appears justified, the grade of "credit" may be given with either a probationary or terminating qualification. If, in the lower division, a student receives the latter qualification at any time or remains on probationary status for two semesters, he or she must transfer to another program within the College.

Elementary Teaching Credential (Ryan Act): Students entering Hutchins with the intention of acquiring an elementary teaching credential can complete the Multiple Subject Major required by the Ryan Act. This major can be completed in the Hutchins School for students entering either as Freshmen, Sophomores, or Juniors. Through work taken within and outside of Hutchins, the student will be able to complete the following unit distribution required for the Ryan Multiple Subject Major: 18 units in Math/Science; 24 units in Social Science; 24 units in Humanities; and 18 units in English.

ADMISSION

Students seeking admission to the Hutchins School should give the Hutchins School as their major when applying to California State College, Sonoma. (The Hutchins major code number on the application form is 49015.) Students must also submit the Hutchins School's own application form directly to the Hutchins School. These Hutchins application forms can be obtained at the School or by writing to the Provost in care of the School. The Hutchins School accepts students either for the Fall or Spring semesters and at any undergraduate level.

Liberal Studies Degree Requirements

Students must fulfill the degree requirements specified for all graduates of California State College, Sonoma. In addition, to graduate from the Hutchins School, each student must:

- 1) Complete the General Education Requirements through the Hutchins two-year lower division seminar sequence. (Not required for students entering in their junior year.)
- 2) Complete in the Hutchins School an upper division area (or areas) of concentration of 40 units comprised of seminars and independent study, and any further seminars and courses designated as "required" by the faculty. Students are asked specifically to take a minimum of 16 units of independent study work.

Synopsis:

General Education Requirements	40 units	(Taken in the Hutchins School or another institution.)
Hutchins Major	40 units	(Taken in the Hutchins School.)
Electives	44 units	(Taken in the Hutchins School or elsewhere in CSC, Sonoma.
TOTAL	124 units	

CURRICULUM**Lower Division**

The lower division in the Hutchins School consists of a series of four interdisciplinary seminars (LIBS 101, 102, 201, 202) designed to fulfill the general education requirements. These seminars concentrate on specific problems, and draw materials from Western and non-Western sources and the contemporary era. The major goal of these seminars is to enable the student to come to grips with current topics and problems in light of their meaning and rootedness in particular historical epochs. Of the 48 units earned, 40 units fulfill the general education requirements and 8 are counted as elective units.

100. Lecture-Discussion Series (3)

Using the diversity represented by the Hutchins faculty, this lecture-discussion series concentrated on some large topics (e.g. Perception, Knowledge, etc.) in order to introduce new students to the nature of interdisciplinary study. Required of all freshmen.

101. Man the Enigma (12)

An introduction to some of the complexities involved in understanding the nature and development of man. Drawing materials from kinship societies, ancient Greek culture, and contemporary civilization, the course concentrates on the growth of self-awareness, the development of abstract thought, and the role of man as a meaning-maker.

102. Man and the Unknown (12)

An exploration of the limits of Western beliefs concerning the ultimate nature of the universe and man's place in it. Materials drawn from Eastern and Western religious traditions, psychology, quantum physics, and parapsychology will be used to investigate the role of reason, intuition, mystical insight, religious language and myth in man's quest for understanding.

201. Order and Disorder (12)

Drawing materials from both art and science, this seminar investigates the various ways man orders and expresses his relationship to the natural world. What causes him to change his view of the natural world? what are the emotional, intellectual, and social consequences of that change?

202. Man and Change (12)

This seminar confronts modern social, psychological, and ecological problems in the light of the changes wrought by such thinkers as Darwin, Marx, and Freud. The seminar emphasizes alternatives to them, including ways of thinking drawn from Eastern sources. The process of change in modern literature, art, and music is also considered.

Upper Division

The upper division shifts emphasis to independent study supplemented by elective seminars. While Junior and Senior seminars and elective seminars enable the student to continue group learning, each student is expected to pursue his or her own interests. Students are asked to take a minimum of 16 units of independent study for the Liberal Studies major. (This requirement is usually waived for students fulfilling the Multiple Subject Major.) Independent study is planned with a faculty advisor and can be carried out on campus, in the community, or even (on an audit basis) through course work on another campus. Independent study projects make up the student's upper division specialty and are organized around the student's intellectual concerns and/or job-related vocational interests and skills.

300. Lecture-Discussion Series (3)

Same as LIBS 100 (above) but registered for by Juniors as LIBS 300. Required for all entering Juniors.

301. Junior Seminar (2)

The purpose of this seminar is to introduce entering Hutchins Juniors to the seminar experience and assist them in initiating independent study projects. All entering juniors must take this seminar or LIBS 305 (below).

401. Senior Seminar (3)

Taken usually in the Spring semester, this seminar is primarily initiated by seniors and is intended to provide either a focus for the completion of independent study projects or a means to study other areas of interest before graduation.

Courses for the Multiple Subject Major

305. Multiple Subject Seminar (6)

Required for all entering students pursuing the Multiple Subject Major (Ryan Act), this seminar fulfills 2 units in three of the four Multiple Subject discipline areas. LIBS 305 replaces LIBS 301 for entering Ryan Act juniors and for any entering non-Ryan juniors who so choose.

350. Images of Man in the Arts (3)

An interdisciplinary course in the Humanities, designed for students pursuing the Multiple Subject Major.

360. The English Language (3)

Restricted to Hutchins students; this course is designed for students pursuing the Multiple Subject Major.

370. Microcosm and Macrocosm (3)

An interdisciplinary course in the sciences, this course is designed for students pursuing the Multiple Subject Major.

Independent Study and Special Programs

310, 410. Independent Study (1-7)**311, 411. Independent Study (1-7)****315, 415. Special Problems (3)****340. North from San Francisco: The Culture of a Region (3) Adler, Morse, Zimmer**

An examination of the North Bay region from historical and cultural perspectives. Includes a focus on the arts of the region. Students will be expected to work on an original project on the region.

395. Community Involvement Project (C.I.P.) (1-6)

Elective Seminars in Interdisciplinary Studies

The Hutchins Elective Seminars (LIBS 320, 420) are interdisciplinary seminars fashioned from student and faculty needs and interests. Each seminar is made up of 10 to 15 students. The following is a sampling of Elective Seminars offered in the past and which the School expects to repeat when interest and demand is sufficient. Each semester about 10 or more Elective Seminars are offered, and are open to non-Hutchins students if space allows.

320. Art and Science (3) Blaug

This seminar explores the way in which artistic and scientific creativity result in "ordering" the world around us. Visual perception and artistic vision, art forms in nature, the psychology of art, art and technology, will be studied.

322. Autobiography (3) Rider

This course combines the writing of your own autobiography with studying how other writers have done it. This process raises questions about the nature of self-knowledge and interpretation. We shall read Fritz Perls, St. Augustine, Cardano, Montaigne, Rousseau, and possibly Jung, Joyce, Gide, or Gertrude Stein.

324. Biography (3) Adler

An interdisciplinary approach to the study and practice of biographical writing. Beside actively writing biographies, students will also study biographies by such figures as Plutarch, Erikson, Styron, Stone, Rovere and Wolfe.

326. Censorship and the Arts (3) Mattson

This seminar will look at some representative examples of how and why society attempts to rule certain things out of its public consciousness. What "shocks" a society says much about that society. Among others we shall look at Shaw, Ibsen, Lawrence, and Wilde.

328. Childhood in America (3) Adler

An interdisciplinary seminar concentrating on the changing concept and nature of childhood in European and American history.

330. Children Should be Seen and Heard (3) Barnes and Zimmer

A close inspection of child development through the windows of Western culture, emphasizing relevant social and cultural factors as well as major theoretical views of physical, emotional, and personality growth. Subjective views of childhood experience will be contrasted with objective observations. Readings from Erikson, Freud, Hall, Goodall and others.

332. The Comedy of Laurel and Hardy: A Film Series (1) Coleman

An historical look at the development of the comedy style of Laurel and Hardy from their early silent films to their later features. This course will also investigate the nature of comedy itself and its relation to tragedy and mythology.

334. Does the Self Exist? (3) Rider

This seminar will investigate the phenomenon of selfhood from a variety of perspectives, including existentialism, psychoanalysis, social psychology, Gestalt therapy, Hinduism and Buddhism. Students will have an opportunity to write a descriptive account of their own experience of selfhood.

336. Introduction to the Philosophy of Yoga (3) Coleman

The philosophy and practical application of Yoga will be investigated to see if systems of Yoga might provide a solution to some of the problems of the Western world, i.e. alienation, anxiety, existential despair. The seminar will concentrate on the *Bhagavad-Gita* relying heavily on Maharishi Mahesh Yogi's commentary.

338. Literature and Science: Mataphors for Experience (3) Morse and Mountain

This seminar will consider the immense impact of the physical sciences on both our culture and on our personal attitudes, assumptions, and relationships with ourselves and with the physical world. Readings will include Shakespeare, Jane Austen, Joyce, Henry James, T. S. Eliot, Nabokov, Borges, Einstein, and others.

340. Philosophy in Literature (3) Mountain

This is one of a two course sequence on the subject of Philosophy in Literature, taught in conjunction with the Philosophy Department. The content will vary from year to year depending upon interest and demand of instructors and students.

420. Comparatively Speaking: Studies in Non-Verbal Communication (3) Barnes

A look at the phenomenon of non-verbal communication, emphasizing its comparative, social, and personal manifestations. Works read will be both popular and scientific, and questions posed will be such as: What is language? where did it come from? is it innately human? Readings from Fast, Goodall, Hall and others.

422. Contemporary Political Analysis (3) Miller and Zimmer

The seminar will investigate the various ways political events are presented and analyzed in the media; with emphasis on those patterns, theories, and systems which underlie contemporary politics in America.

424. Expressionism in the Arts (3) Schuler-Will

Expressionism in 20th century arts as a concept comprising a mystical and revolutionary world view embracing painters, sculptors, architects, composers, writers. New directions and interrelations in the arts at the turn of the century that laid the foundation for modern art forms. Readings from Eliot, Jarry, Joyce, Kafka, Kandinsky, Nietzsche.

426. Fiction and Natural Philosophy (3) Morse

An interdisciplinary seminar in which we will read and discuss a wide variety of novels to discover how different authors use scientific, philosophical, and theological themes in writing fiction. We will also read and respond to the students' own fiction or essays.

428. The Law: An Interdisciplinary Approach (3) Zimmer

A workshop seminar on the many facets of the law. The overall focus of the seminar will be to see law as a necessary consequence of social organization. Material will be drawn from anthropology, sociology, and political science. Students will do community research on selected topics. Readings: Malinowski, Hoebel, Fuller, Kaplan.

430. Love and the Growth of Self (4) Coleman

This seminar assumes there exist higher forms of love and that these are intimately related to Self-transformation. How are higher forms of love to be understood? How are they achieved? Do we change our ways of loving to undergo Self-transformation? Or do changes in the nature of love result from Self-transformation?

432. The Past Dimension: Studies in the Historical Imagination (3) Adler, Mountain, Zimmer

An interdisciplinary seminar considering the distinction and interwoven relationship between history and literature. What is the relation between documented fact and imaginative recreation? Where do fiction and historical fact combine and where do they separate? Readings from Henry Adams, Becker, Styron, Mailer, and others.

434. Potentialities of Consciousness: Toward a Science of Creative Intelligence (3) Coleman

An investigation of the evolution of consciousness. Topics include: knowledge of the knower, major states of consciousness, the purpose of education, and the possibilities of human fulfillment. Particular attention will be given to the principles of Transcendental Meditation. Readings include Plato, Lao Tzu, Emerson, Maslow and Maharishi Mahesh Yogi.

436. Readings in the Literary Humanities (3) Mountain

This seminar investigates the way in which literary works both define the cultures they come from and express the deep changes occurring in those cultures. Part I: A survey from the Greeks through the 18th Century. Part II: A close investigation of the 19th Century. Homer, Plato, Dante, Shakespeare, Defoe, etc.

438. Renaissance Consciousness (3) Rider

What are the sources of modern consciousness? We will examine Renaissance biographies and examples from politics, science, literature, philosophy, art, architecture and music attempting to construct a model of historical change which will enable us to interpret evidence from all these fields in terms of a concept of consciousness.

440. Theater and Ritual (3) Zimmer

This course examines the similarities between theater and ritual in different cultures. Symbolic communication will be emphasized. Students will participate in both types of situations.

Other Elective Seminars taught in the past but which will be repeated only upon sufficient demand: The American Dream (Adler, Mountain, Zimmer); Creativity (Blaug, Schuler-Will); Go to Health: Learning to take Care of Yourself (Golanty); James Joyce and the Odyssey of Western Man (Rider); The Next Ten Years (Zimmer); Discovery of the Unconscious (Adler, Barnes).

SCHOOL OF EXPRESSIVE ARTS

Hobart F. Thomas, Provost

Ernest L. Caillat, Lynn Waddington, William E. McCreary, Elizabeth Herron,
Wright W. Putney

The Cluster School of the Expressive Arts is conceived of as providing a highly personalized structure where the student is required to accept the major responsibility for his own education. This curriculum is designed for the individual who believes that there exists inside him a demand for concrete expression. Rejecting the notion of art as therapy, the school is interested in attracting those students who are willing to involve themselves as totally as possible in individual or group expressive projects, who are willing to risk failure, to face uncertainty, and who are not afraid of hard work. The students and faculty are engaged in the creation of a unique educational climate with the hope of establishing a place that is open enough and inviting enough so that anyone who has ever thought of becoming involved in the expressive arts in depth will have the incentive to explore the possibility of doing so.

Enrollment is intentionally limited. A variety of disciplines are represented. Encouragement is offered for the student to initiate a search for the things that may give his life meaning. The opportunity is offered for the student to try to capture, in some substantial way, the words, fragmented conversations and images, those things glimpsed and overheard which, somehow, give dimension and substance to his view of reality.

The faculty do not function in traditional fashion as "experts" in the classroom. They might be described as being "in residence," identified in part by their traditional academic discipline. However, such focus is not in any way the exclusive and limiting contribution of the faculty members. They take part in the activities of the school as participants and learners. Students are urged to assume leadership and responsibility in the same way as faculty.

ADMISSION

Students who have been admitted to California State College, Sonoma may apply for admission to the School of Expressive Arts by writing the Provost. Prerequisites:

1. First semester junior standing.
2. Completion of all, or nearly all, of the General Education requirements.
3. Entrance in the fall semester. Because of the unique nature of this educational experience, it is the belief of the faculty that students must begin their work in Expressive Arts in the fall. It is our policy that no students be admitted for the spring semester.

To apply:

1. The applicant should write a letter to the Provost, School of Expressive Arts, California State College, Sonoma, Rohnert Park, California 94928. He should state as clearly and definitely as possible his interest in the School, touch on past experiences, personal and educational, discuss the degree of focus he is currently expressing in his educational interest, his specific or general goals, and what he has to offer to those in such an experimental curriculum.
2. The applicant's letter should include his address and a telephone number where he may be contacted.
3. Each student is asked to come in for a personal interview with our faculty and students to determine the appropriateness of the curriculum for him and to allow him to make an informed choice of direction.

CURRICULUM

Work in Expressive Arts is largely independent. That is, it centers almost entirely around the individual himself and his process of expression. However, a minimal structure is provided to insure the individual student's having contact with a variety of individuals, faculty and students. Accordingly, the junior year consists of a 12 unit block:

301AB Self Exploration through the Arts 12-12 units

A focus on the individual student to discover inner resources, to define in some depth important life factors and to explore significant personal meaning through various expressive media such as creative writing, photography, cinematography, painting, ceramics, music, dance, theatre arts and other arts. The senior year will consist of the following block:

401AB Integration of Creative Process..... 9-9 units

Continued development of a flexible curriculum responsive to the concerns and needs of each student's learnings in the arts, aimed at a deep immersion in one's inner experiences through one or more of the expressive arts.

498AB Senior Project 3-3 units

The senior project is a culmination of the individual's experience in the School of Expressive Arts. Special attention will be directed toward the task of giving concrete expression to each person's educational venture.

These block classes will be supplemented by the following special courses:

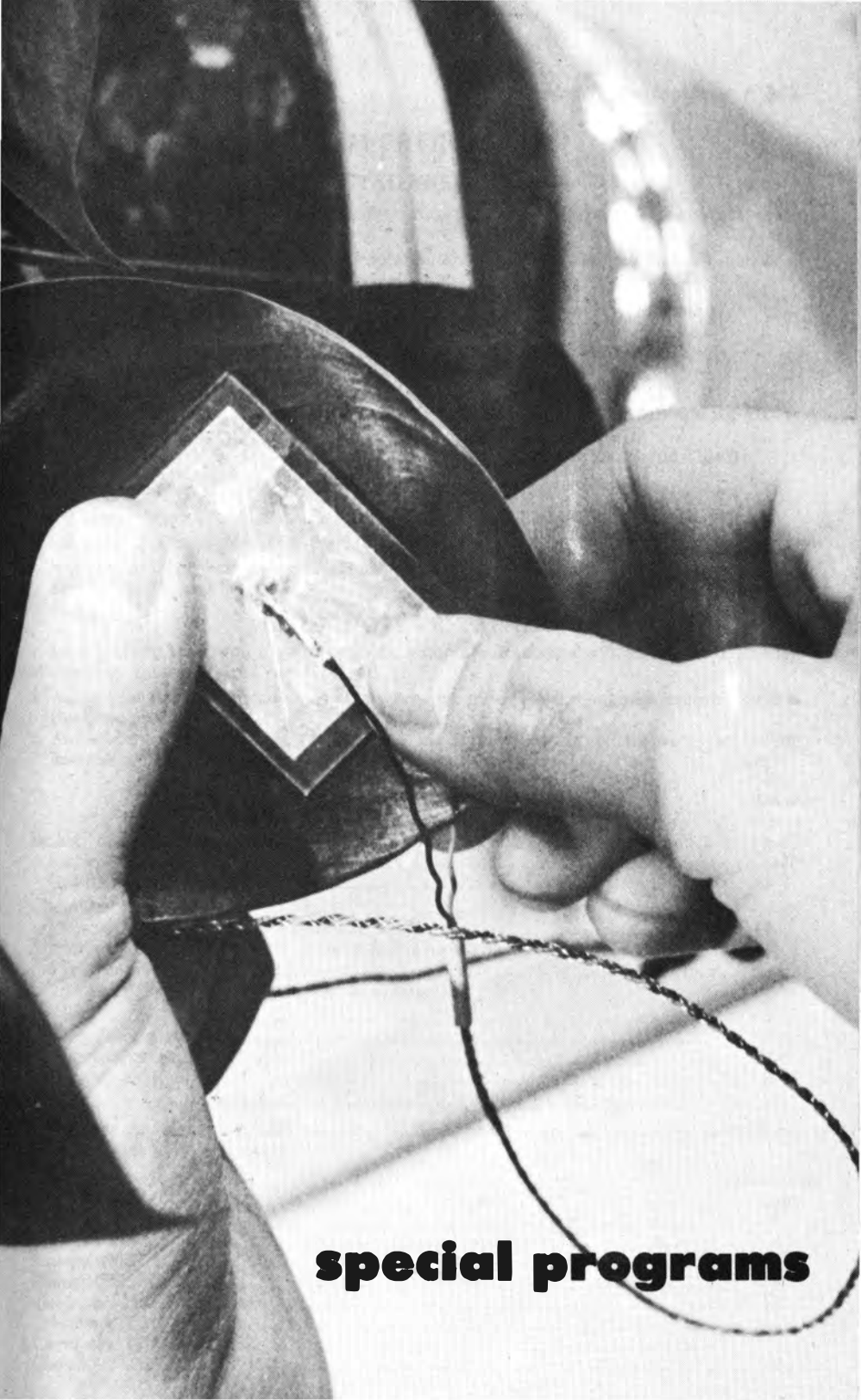
396 Junior Tutorial..... 1-6 units

495 Independent Study 1-4 units

496 Senior Tutorial..... 1-4 units

499 Special Problems..... 1-2 units

The choice of which of these supplementary courses may be appropriate is made by the student in consultation with his advisor. The description of a student's work by specific courses is an attempt to facilitate the recording process within the college. It is not intended to imply specific structure in a student's profoundly independent venture.



special programs

HEALTH PROFESSIONS

PRE-DENTAL PREPARATION

1. A four-year degree curriculum is highly recommended even though 90 semester units is the basic requirement.
2. Any undergraduate curriculum is acceptable. The following are listed by most schools of dentistry as being the minimum requirements.

Courses at California State College, Sonoma

Biology	1 year	Biology 117 and 215
Chemistry	2 years	
1 year of general		Chemistry 115AB
1 year of organic		Chemistry 335AB and 336AB
English	1 year	English 101AB
Physics	1 year	Physics 209AB and 210AB
Other (At some schools)		
Psychology		
Embryology		Biology 372

3. GPA: An applicant should have a 3.0 or better.

Students in their freshman year should consult with a Health Profession advisor in the Division of Natural Sciences.

PRE-MEDICAL PREPARATION

A study of the admission requirements for a number of medical schools reveals a number of common statements and requirements.

1. A four-year degree curriculum is highly recommended even though 90 semester units is the basic requirement.
2. Any undergraduate major is acceptable as long as the following courses are presented for admission. The following are listed by most schools of medicine.

	<i>Semester Units</i>
Biology or Zoology (including vertebrate zoology)	8-10
Embryology	3-4
Genetics	3-4
Chemistry	
1 year of inorganic	10
1 semester of quantitative analysis (a few schools)	4
1 year of organic	10
(some schools recommend physical chemistry)	
English	6
Foreign Language	0-8
Mathematics through Calculus	0-6
Physics—a year course	8

3. GPA—2.5 (applicants are almost never accepted below 3.0, few below 3.4).

The following courses at California State College, Sonoma, are recommended to meet the basic for most medical schools.

	<i>Semester Units</i>
Biology 117, 215	8
Biology 320	4
Biology 370	4
Biology 372	4
Chemistry 115AB or 125AB	10
Chemistry 255	4
Chemistry 335AB	6
Chemistry 336AB	4

English 101AB	6
Mathematics 162 and 212	0-6
Physics 209AB, 210AB	8
Other recommended courses	
Chemistry 310AB	4

This preparation, while seemingly heavy, is also suitable for a student undecided between pre-pharmacy, pre-dentistry, pre-medicine, secondary teaching in Biology, or a para-medical career. Students should see a major advisor as well as a Health Profession advisor in the Division of Natural Sciences during their freshman year.

PRE-PHARMACY PREPARATION

- 1. A four-year degree curriculum is highly recommended even though 60 semester units is the basic requirement.
- 2. The following courses are considered to be the minimum requirements at some pharmacy schools.
- 3. For more specific information the student should consult catalogs from the specific schools of interest or the book *Medical School Admission Requirements*.

		<i>Courses at California State College, Sonoma</i>
Biology	1-2 year(s)	Biology 115, 116, 117
General Chemistry	1 year	Chemistry 115AB
English	1 year	English 101AB
Mathematics*	1 year	Mathematics 140 & 190 or 162 & 212
Physics	1 year	Physics 209AB and 210AB
Quantitative Analysis	1 semester	Chemistry 255

- 3. A GPA of 3.0 or better is recommended.
- Students in their freshman year should consult with a Health Profession advisor in the Division of Natural Sciences.



INTERDISCIPLINARY STUDIES

(Division of Interdisciplinary Education)

The Institute of Interdisciplinary Studies helps to coordinate a wide variety of on-going interdisciplinary programs and individual courses which bridge traditional department and division areas. The programs include: India Studies, Women Studies, European Studies, Linguistics, Criminal Justice, B.A. in Liberal Studies, Media Studies, and Community Involvement. Some of these programs are degree-granting, but all offer courses for non-majors also. As the experimental courses change each semester, this catalog is supplemented by a brochure which describes each new course in detail. You may pick it up in the Institute's office, presently Trailer 9C. Some of our students develop special interdisciplinary majors with faculty advisors, in fields where no traditional major exists.

INTERDISCIPLINARY STUDIES COURSES

300. Applied Library Research (2-3)

Introduction to general reference materials. Practice in using bibliographies, periodical indexes, microforms, government documents and library materials in specific subject areas. Designed to assist future research. Open to all students.

345. Introduction to Peer Advising (3)

A pilot study aimed at developing and testing the effectiveness of a group of student advisors whose work in general advising of students could supplement academic advising by departmental faculty and the Office of Academic Advising.

Each semester, the Institute offers experimental interdisciplinary courses designed for students in any major. Consult the Class Schedule for current offerings.

495. Special Studies (1-4)

COMMUNITY INVOLVEMENT PROJECT

The Community Involvement Project is a student volunteer program designed to facilitate experiential learning and community services. Students work in a variety of community placements including schools, mental or drug related self-help, half-way homes and community recreational programs.

Elective credit of 1-4 units (P-NC) a semester is granted after the requirements of the program have been satisfactorily met and the necessary documentation has been submitted to the student's faculty sponsor. A total of 6 units of C.I.P. credit may be applied toward an undergraduate degree. CIP credit is now offered in 18 different departments.

CRIMINAL JUSTICE ADMINISTRATION

James P. Driscoll, Program Director

Advisory Committee

James P. Driscoll, Assistant Professor of Sociology

Gerald V. Egerer, Professor of Economics

David A. Fredrickson, Associate Professor of Anthropology

Arnold Neiderbach, Director of Financial Aids

Paul V. Juhl, Professor of Management

David W. Van Nuys, Assistant Professor of Psychology

William W. Young, Professor of Political Science

The major in Criminal Justice Administration is an interdepartmental academic program which affords the student the opportunity to study mechanisms of social control, legal institutions, societal reactions in general, and the various functions of the criminal justice processes in particular. Areas of concentration such as adult and juvenile probation, law enforcement, parole, and correctional activities will be studied from the perspectives of several disciplines.

The program is designed for students desiring a career in one of these areas, students currently employed in these or related fields, and students who seek a liberal arts education with a unique emphasis. The program will also assist the student who intends to enter law or graduate school.

CRIMINAL JUSTICE ADMINISTRATION MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major Requirements	44 units
Supporting Subjects	20 units
Electives.....	20 units
Total	124 units

MAJOR COURSE REQUIREMENTS

Anthropology 351—Culture Contact	4 units
Economics 341—Working in America	4 units
Field Research taken in a participating Department	4 units
Management 327—Law and Justice	3 units
Philosophy 373—Philosophy of Law	3 units
Political Science 423—Constitutional Law and the Judicial System.....	4 units
Psychology 430—Abnormal Psychology.....	4 units
Special Study (495) taken in a participating Department	6 units
Sociology 413—Criminal Justice and the Community	4 units
Sociology 418—Social Foundations of Delinquency and Crime	4 units
Sociology 490—Senior Seminar in Criminal Justice Administration.....	4 units
	44 units
Supporting Subjects	20 units
Total	64 units

The 20 units of course work in Supporting Subjects will be selected from a list of approved electives. The purpose of these courses is to allow the student to enhance the breadth of the major or the depth of a particular area of concentration.

Approval of the major advisor is necessary for the required courses in Field Research and Special Studies and for the program of Supporting Subjects.

EUROPEAN STUDIES PROGRAM

Robert Smith, Associate Professor of Political Science, Program Director

Harold Alderman	Associate Professor of Philosophy
Ellen Amsterdam	Associate Professor of Music
Mary Arnold.....	Associate Professor of Russian
Robert Brown	Associate Professor of History
Robert Clayton	Professor of English
Gerald Egerer	Professor of Economics
Adele Friedman	Associate Professor of French
Marion Nielsen	Professor of German
John Steiner	Professor of Sociology

The B.A. in European Studies is a program of interdisciplinary nature focusing upon Europe and encouraging the study of foreign languages. The program provides a basic preparation for teaching and postgraduate study, and for employment with the Federal government and corporations with European interests.

EUROPEAN STUDIES MAJOR—COURSE REQUIREMENTS

1. A concentration (minimum 34 units) within
 - A. The Humanities, selected from some of the following fields:
 - Art History
 - Drama and Dance
 - English Literature
 - French Literature
 - German Literature
 - Music
 - Philosophy
 - Russian Literature
 - Spanish Literature

AND/OR

B. The Social Sciences, selected from some of the following fields:

- Anthropology
- Economics
- History
- Management
- Political Science
- Sociology

2. A language minor (minimum 20 units) in either French or German or Italian or Russian or Spanish.
3. The three European Studies Seminars (9 units)

The language requirement may be met by demonstrating equivalent competence in a language. Selection of courses will be done in consultation with the student's advisor and will be guided by the criterion of interdisciplinary association, i.e., courses in several disciplines relating to the same period, movement or theme of particular interest to the student. Students coming into the program in their junior year may be able to apply some courses previously taken as credit towards the 34 unit concentration. The following is an example of a theme within the major:

The social and intellectual origins of French Impressionism

	<i>Units</i>
1. Concentration (34 units)	
A selection of Art and Art History courses.....	12
History 405—Europe: The Age of Dominance, 1789–1914	4
History 414—Intellectual and Cultural History of Europe	4
History 412—Origins of Modern France to 1870	4
Sociology 450—History of Sociological Thought	4
French 311—Survey of French Literature	3
Music 250—Intro to Music Literature	3
Music 342—Studies in Music History	3
2. Language Minor.....	20
3. General Education	40
	97
4. European Studies seminar (3 semesters)	9
Senior thesis	6
5. Electives.....	12
TOTAL	124

Each student, in developing his individual program, will be able to work closely with an advisor.

To provide intellectual continuity and a measure of social intercourse, all students will participate in a weekly seminar, which will run for three semesters. The themes vary, but all relate to Europe historically and intellectually and reflect broad areas of interest cutting across the traditional academic disciplines.

Each student's study program will facilitate the earning of a double major, where this is felt to be desirable. In all cases, emphasis will be attached to the study of one or more European languages, and students will be encouraged to go beyond the minimum graduation requirement of 20 units.

Admission to the Program will depend upon the applicant's academic record, personal motivation, and interests. Continuation in the Program will depend upon satisfactory performance. Graduation will require, in addition to the 34 units of concentration and 20 units of language, submission of a senior thesis on the student's chosen theme and an oral examination related to that theme. While the Program is rather demanding, it should be emphasized that it is also highly flexible, having been designed to try to meet the particular needs of each student enrolled.

EUROPEAN STUDIES COURSES

All European Studies Majors are required to take the following three seminars. They may be taken in any order.

305. The Idea of Europe (3)

The seminar investigates the ways various disciplines treat the concept of "Europe". Geographic, political, literary, socio-economic and artistic views on the identity of Europe may be some of the approaches selected for study and comparison. No time structure is imposed on the content of the seminar and examples may range from early Christendom to the Common Market.

306. The Europeans (3)

The seminar focuses upon the lives and works of Europeans who have contributed most to the dominant ideas, movements and events in Europe. The group of individuals studied will vary each year but always with a mixture of see'ers and do'ers from various eras and fields of interest.

307. Europe Now (3)

The forces that are shaping contemporary Europe are evaluated and compared in this seminar. The impact of new ideas and developments upon the life-styles of the present generation of Europeans is of central concern. Insights from various disciplines will be interrelated to create a picture of present-day Europe.

495. Special Studies (1-4)

Special interdisciplinary studies in European civilization to be worked out by the student in consultation with a member of the staff.

496. Pre-Senior Thesis (2)

Required of all European Studies majors, this course is preparatory to the senior thesis. It involves the planning of the senior thesis project including initial research and the compilation of bibliographical information.

497. Senior Thesis (4)

Required of all European Studies majors, the senior thesis is an interdisciplinary essay on a major theme, problem, or concept of European civilization.

INDIA STUDIES

Roshni Rustomji, Program Director

Barry Ben-Zion (Economics), Roshni Bohn (India Studies), Eleanor Criswell (Psychology), Victor Daniels (Psychology), Nirmal Singh Dhese (English), William Frazer (Geography), Susan Garfin (Sociology), Leland Gralapp (Art), Han Sheng Lin (History), Stanley McDaniel (Philosophy), Peter Mellini (History), William Nighswonger (Political Science), William Poe (History), Thomas Rosin (Anthropology), E. Gardner Rust (Music), Gordon Tappan (Psychology), Robert Tellander (Sociology).

The India Studies Program is an interdisciplinary one that allows you to choose your own directions to an extent unique among Asian Studies Programs in California. You can obtain breadth by studying many different aspects of Indian (and other Far Eastern) cultures, or you can delve deeply into specific areas that especially interest you. The major combines easily with many minors, providing you with flexibility in meeting your own interests.

The Program focuses on the symbolic and experiential content of Asian civilizations as well as their economic, social, political, and historical dynamics. This focus on symbolic content necessitates a careful understanding of arts, ideas, and practices in terms of their own Asian cultural context and care in translating them into a contemporary western context—as well as critical reflection on the basis for this renewed western interest in the east. These are the challenges of the program we attempt to meet through special courses, seminars, independent study projects, and field experience in India for prepared students.

THE MAJOR

The major consists of 36 units. At least 16 of these must come from the "basic list." India Studies 301 A and B must be included among this 16. This requirement is not retroactive and will apply only to INDS majors who begin their work in the program starting in Fall '75. You may choose the remaining 20 units from all Asian Studies courses offered at the college, whether they are on the basic list or not. Among the 36 units must be at least one course in the humanities, one in the social sciences, and one in psychology. Students are encouraged to make an experience in India part of their program, but no financial support for this is available.

If you are interested in an Asian culture other than India, you can pursue your interest with a major in India Studies by taking the basic 16 units in India and the balance of your work in courses dealing with the culture that most interests you.

Graduation with Distinction

A more structured program is encouraged for students who plan to continue their studies at the graduate level. Distinction in the major requires:

A Field of Emphasis: 18–20 units in India Studies courses must focus on either the Social Sciences, Philosophy/Psychology, or the Humanities. Breadth: 9–12 units in each of the two areas outside the field of emphasis. A Senior Project: A paper prepared in the field of emphasis under faculty supervision and evaluation.

We recommend to students planning to go to graduate school to structure their areal speciality in India Studies for Distinction in the major and to gain the method and theory of a specific discipline by completing a minor in another department.

THE MINOR

The minor consists of any 18 units in Indian and Asian Studies. India Studies 301 must be included in these 18 units.

Courses in the Program

Basic List

Anthropology 375—Cultures of South Asia	4 units
Anthropology 377—Ethnography of Southeast Asia	4 units
Art 417A—Oriental Art	3 units
English 431—Classical Indian Literature	3 units
English 432—Modern Indian Literature	3 units
History 439—History of Modern India Since 1512	4 units
Music 452—Music of India and the Near East	3 units
Philosophy 340A—Eastern Thought: India	3 units
Political Science 452—Asian Politics	6 units
Psychology 480—Psychology of India	4 units
Psychology 482—Psychology of Yoga	4 units
India Studies 301A—Indian Civil: The Sacred Tradition	4 units
India Studies 301B—Indian Civil: The Secular Tradition	4 units
India Studies 302A—Beginning Sanskrit	3 units
India Studies 302B—Intermediate Sanskrit	3 units
India Studies 301A—Beginning Hindi	3 units
India Studies 310B—Intermediate Hindi	3 units
India Studies 401—Seminar on India	4 units
India Studies 493—Field Experience in India	4–12 units
India Studies 495—Special Studies	1–4 units

Other Courses on Asia

Anthropology 203—Introduction to Cultural Anthropology	4 units
Anthropology 343—Peasant Societies	4 units
Anthropology 493—Seminars in Cultural Anthropology that deal with Asia	4 units
Art 417B—Oriental Art	3 units
Asian-American 350—Identity Workshop	4 units
Economics 332—The Third World: Problems and Prospects	4 units

Geography 430—Geography of Asia.....	4 units
Geography 460—Area studies that deal with Asia	4 units
History 303—Prehistoric Man in the Old World.....	4 units
History 335—East Asia to 1800.....	4 units
History 336—East Asia Since 1800.....	4 units
History 435—Twentieth Century China	4 units
History 436—History of Chinese Thought	4 units
History 438—History of Japan	4 units
History 488—Senior Seminar: Asian History	4 units
History 588—Graduate Seminar: Asian History.....	4 units
Music 451—Music of the Far East.....	3 units
Philosophy 340B—Eastern Philosophy	3 units
Philosophy 350—Philosophy of Religion	3 units
Philosophy 356—Religious Studies	3 units
Political Science 480—Southeast Asia Seminar	3 units
Psychology 484—Seminar Psychology of China.....	4 units
Psychology 486—Seminar in Zen	4 units
Psychology 490—Psychology seminars that deal with Asian psychology	4 units
Psychology 496—Tutorials that deal with Asian psychology	1-16 units
Sociology 330—Sociology of Religion	5 units
Sociology 331—Seminar in Religion	3 units
Sociology 337—Politics of Religion	4 units
Sociology 432—Social Organization of Western and Non-Western Societies ..	4 units
Sociology 440—Comparative Societies	3 units

Other courses may be taken in addition to the above courses to fulfill the India Studies requirements, with the approval of the advisor.

301. Introduction to India (4)

An exploration of the culture and thought of India.

401. India Seminar (4)

An examination of specific Indian problems, customs, periods of history, or other aspects of Indian culture. Different topics will be selected for study each semester. (Consult time schedule for specific topic.) May be repeated for credit as often as different topics are offered.

493. Field Experience in India (4-12)

495. Special Studies (1-4) I and II

LIBERAL STUDIES BACHELOR OF ARTS DEGREE

The Bachelor of Arts in Liberal Studies (B.A.L.S.) program is designed to provide students the opportunity of preparing a Bachelors Degree in studies broader than those traditionally presented within one discipline or within existing interdisciplinary programs. It offers a flexible, yet integrated, curriculum for students with a wide variety of academic backgrounds, work experience, and acquired skills. The goal of the program is to stimulate serious, well co-ordinated exploration in the areas of English, The Humanities, Social Science and Natural Science. In addition, the degree provides the diversified background necessary to meet the academic requirements of the Multiple Subject and Early Childhood credential programs under the Teacher Preparation and Licensing Law of 1970 (Ryan Act).

Majors are required to complete a minimum of 37 units developed within a minimum of two areas, (English, Humanities, Social Science, or Mathematics and Science). The credential candidate is required to take all four areas. Students seeking admission to the program must have junior class standing and have completed college General Education requirements or equivalent course works. Final acceptance into the program will be determined after the applicant has had a personal interview with the B.A.L.S. faculty. Students interested in the Bachelor of Arts in Liberal Studies should contact the Director, Interdisciplinary Studies Institute, Trailer 9C.

L.S.E. 310. Disciplines of English (3)

A course interrelating the components of English including language and writing skills. The course considers the principles of literary form and shows how these are rooted in the structure of the English language and determined by the demands of writing. The manner in which the history of the English language and various writing conventions of the time give rise to particular styles is considered.

L.S.H. 300. An Exploration of Humanistic Disciplines (3)

A study of the skills and patterns of inquiry and expression employed in philosophy, art, music, theatre, and literature, to discover the distinctive character of each. Such inquiry will be based on actual experience in the disciplines.

L.S.N.S. 300. Creativity in Science (3)

The nature of the creative process in science is explored. Discussions center around selected readings which illustrate the creative process at particular moments in the history of science. Field excursions and model building and projects provide direct experiences in scientific creativity.

L.S.S.S. 459. Social Scientific Inquiry (3)

A study of the major foci and distinctive subject matter of the social sciences, drawing examples from anthropology, economics, ethnic studies, geography, history, political science and sociology. Social scientific paradigms are analyzed in terms of the theoretical and methodological issues they present and their contributions to the fields which produced them.

L.S. 400. Cross-Disciplinary Workshop (4)

In consultation with the instructors each student will engage in an independent or collaborative project. Each project will be selected to complement the specific goals of the students and will require the integration of the conceptual frameworks of more than one discipline. This course may be repeated for credit.

Prerequisite: All four L.S. seminars must be taken prior to enrollment in L.S. 400.

LINGUISTICS MINOR PROGRAM

Elizabeth Bright, English Department, Program Director

The Linguistics Minor is an interdisciplinary program designed to offer a secondary field of interest that strongly supports majors in related disciplines, thereby encouraging students to develop interests outside their major fields. The program gives the student sound basic training in general linguistic principles together with the widest possible selection of elective courses. By this plan the student is able to develop his interest in a particular field of linguistics as a complement to his major.

Course Requirements:

20 units, 11 of which must be in the following linguistics courses:

Linguistics 300—The Linguistic Study of Language	3 units
Linguistics 310-311—Analysis of Language.....	4-4 units

Electives:

9 units to be chosen from linguistically oriented courses offered by established departments. (Note: Courses may not be counted toward both the linguistics minor and a major or another minor.)

Anthropology 380—Language and Culture	4 units
Anthropology 382—Language Change.....	4 units
Anthropology 389—The Ethnography of Speaking	4 units
Anthropology 494—Seminar in Anthropological Linguistics	4 units
English 403—Structure of English.....	3 units
English 404—The History of English	3 units
English 405—Social Functions of Language	3 units
English 406—Linguistics and Language Learning	3 units
English 408—Special Studies in Language	3 units
English 508—Seminar in Language Study	3 units

Ethnic Studies:

AMES 356—Language and Ethnicity	4 units
AMES 445—Seminar: Ethnic Groups, Social Variables, and Language Behavior	4 units
MAMS 225—Language of the Barrio	4 units
NAMS 440—Seminar in Native American Linguistics	4 units

Foreign Languages:

French 425—Applied Linguistics	3 units
German 425—Applied Linguistics	3 units
Russian 425—Applied Linguistics	3 units
Spanish 425—Descriptive Linguistics	3 units
Philosophy 330—Philosophy of Language	3 units

Linguistics**200. Interdisciplinary Introduction to the Study of Language (4)**

The nature and structure of language; psycholinguistics: language and the human mind; sociolinguistics: role and function of language in the context of personal and group interactions and identities; anthropological linguistics: the ethnography of speech; historical linguistics: how language changes; applied linguistics: using the skills and insights afforded by the study of language.

300. The Linguistic Study of Language (3)

Introduction to the scientific study of language: the systematic nature of language and how languages are similar and how they are different; language change and linguistic reconstruction.

310-311. Analysis of Language (4-4)

Methods and practice in the analysis of phonological, morphological, syntactic and semantic components of language.

495. Special Studies (1-4)**MEDIA STUDIES**

(Emphasis program—no degree offered at this time)

This program is designed for students interested in media as a possible career field, as a communication tool relevant to their major degree area, or as a factor affecting their lives which should be examined and understood.

In line with their interests, students may select courses which investigate the nature and effects of various media from a number of different perspectives as well as courses teaching media production skills.

Students wishing to construct a special major in media studies should seek advisement from program instructors.

**Courses for a program of media studies
may be selected from the following:**

ART	206	Animation Drawing	2.0
ART	208	Principles of Art Photography	2.0
ART	212 & 213	Intro. to Film Hist.	3.0
ART	252	Intro. to Film	3.0
ART	275	Multi-Media Arts	2.0
ART	285 & 286	Basic Filmmaking	2.0
ART	313	Classical Film Studies	3.0
ART	452	Proseminar-Film Theory	3.0
ART	453	Pro. Sem. Indep. Filmmakers	3.0
ART	485	Film Form	3.0
ART	486	Animation	3.0
ART	487	Sound	3.0
ART	488	Crew Film Production	3.0
ART	489	Individual Film Projects	3.0

ENGL	310	Writing for the Mass Media.....	3.0
ENGL	396	Prob. Commicat-Mass Media.....	1-3
FR	475	French Mass Media	3.0
MUS	374	Music on the American Scene	3.0
MUS	376	Humanistic Music.....	1.0
MUS	460	Mixed Media Composition	3.0
MUS	461	Electronic Music Composition	3.0
ECON	344	Advertising, Govt. and the Consumer	3.0
HIST.	349C	Women's Hist. Media Project	2.0
HIST.	349P	Photo Techniques in Hist.	1.0
HIST.	449M	Advertising in Mod. Amer.	4.0
ITDS	310	Media in America—KSUN	3.0
POLS	461	Politics and the Media.....	3-4
SOCI	318	Films for Sociology.....	4.0
SOCI	339	Seminar: Mass Media.....	4.0
SOCI	341	Sociology of Mass Communications	4.0
WOMS	450	Women and Media.....	2-4

SPECIAL MAJOR

The purpose of the Special Major is to provide a carefully controlled opportunity for exceptional, individual students to design, with faculty approval, a course of study leading to a degree when legitimate academic and professional aims are not adequately accommodated by standard degree majors. Such a provision is not intended to bypass normal graduation requirements or substitute for standard degrees normally included among existing and projected programs in the approved Academic Master Plan.

Administration of the Special Major is governed by the following guidelines:

1. In order to be admitted to the Special Major program, a student should have more than one full year of academic work still to be completed to meet minimum degree requirements. Under no circumstances should a student be allowed to elect the Special Major when he has 30 or fewer semester units to complete to meet minimum degree requirements for a bachelor's degree.
2. Minimum requirement for a Special Major degree is a program of at least 24 semester units of upper division work recommended by the student's major advisor to constitute the core.
3. Neither lower division nor upper division courses applied to General Education-Breadth requirements nor professional education courses can be applied toward minimum degree major requirements.
4. Final approval for a student to be admitted to the Special Major program rests with the Dean of Academic Planning.

Students seeking admission to a Special Major program must make application (in duplicate) to the Coordinator of Academic Advising, California State College, Sonoma including:

1. A statement of rationale, major thrust, areas of interest and goal.
2. A list of core courses—a minimum of 24 upper division subject matter units to be taken for a grade.
3. A list of supporting courses to total approximately 24 units, which may include some lower division courses and may to some extent overlap with a second major.
4. The signatures of advisors approving the program.
5. The date of approval.

In addition, the student must file a change of curriculum petition if original admission was not for the special major and provide his advisors with a copy of the projected program.

WOMEN STUDIES COURSES

Women Studies are interdisciplinary by their very nature. A variety of offerings appear every semester under this rubric (WOMS), in addition to women studies courses provided within departments (such as Sociology 431, American Ethnic Studies 310, History 465). Each semester the Women Studies Program prints a brochure for students describing the specific focus and content of classes currently offered under the broadly defined courses listed below. Copies of this brochure can be obtained in the Women's Studies Office, Trailer 6C. Many

of the courses in this program are student taught.

WOMS courses are taken as electives or to contribute to an area of concentration within a major. Women Studies is not now a degree program, though there are some special majors (see below.)

200. Changing Woman (4) (4)

Core course which seeks new ways of looking at women's experience. A good introduction to other WOMS courses. The achievements of woman in all realms are celebrated, the nature and forms of her subordination investigated, her potential for personal and social change explored.

300. Survival as a Woman (4)

Seminars which focus on the perspectives, problems and coping techniques of women in particular existential situations, e.g. mothers, returning college students, divorced women, women on welfare, Third world women, gay women, women over thirty, etc. Analysis, tools, alternatives, support.

301. Women's Resources (2-4)

Women's access to practical skills and technical competence is pursued in workshops which vary each semester.

311. Special Problems (4)

Intensive study of selected areas in Women Studies; topics to be announced.

325. Our Bodies—Ourselves (4)

An opportunity to share experiences of the body, from pre-puberty to childbirth on through to aging, and to understand women's anatomy, physiology, the study of bio-rhythms, sexuality, our relation to the medical profession, the phenomenon of rape, illness, self-defense, body movement, etc.

350. Women, Identity and Power (2-4)

Recognizing women's power to define herself and act in the world, we will study the interrelated themes of self-creation and social change as these are expressed in women's lives—in history, myth, or in personal biography. Classes offered under this rubric may have academic and/or experiential emphasis.

395. Community Involvement Project (1-4)

The purpose of CIP is to encourage student projects in the community; our projects focus on women's needs.

410. Women and Creativity (2-4)

Considering women's potential in numerous expressive fields such as literature, poetry, art, music, dance, with questions about obstacles to expression and recognition, about the possibility of a female aesthetic, etc. Class may involve primary research into sources and/or studio work. Supportive atmosphere for women to pursue their creativity.

450. Women and Media (2-4)

Each of these courses will involve analysis of the role of women in one of the communications media (radio, film, t.v., etc.) as participant and/or as image. Laboratory work in media skills may also be emphasized.

460. Women and Institutions (4)

As members of society, women are variously subjects, leaders and victims of major institutions such as the family, education, law, government, the economy, and religion. Each section of this class will explore women's experience and possibilities in one of these institutions.

470. Women in a Sexist Society (4)

Analysis of patriarchy and sexism utilizing the data of history, social science, and literature. Range and variety in the forms of woman's oppression and her responses in comparative settings.

475. Women's Movement (4)

Both historical and contemporary materials will be investigated in sections which are designed to examine the origins, forms and future of feminism. Prerequisite: Background in Women's Studies or in Women's Movement.

491. Teaching/Planning WOMS (4)

Workshop on educational methods, organizational and communications skills, required for all students teaching Women Studies classes. An informal support group.

495. Special Studies (1-4)**INTERDEPARTMENTAL MINOR IN INTERNATIONAL STUDIES**

The Division of Social Sciences offers an interdepartmental minor in International Studies designed to introduce the student to the methodologies of the social sciences appropriate to the study of international and intercultural affairs. It is especially recommended for students interested in international affairs, overseas employment and teaching.

After the student has been introduced to the concepts of the social sciences, he will utilize these methods for research in an interdisciplinary seminar designed to apply analyses of the various fields to a problem or area of international study.

In order to fulfill the requirements for the minor, the student will complete: (1) a series of approved courses, taken from at least four of six departments in the Division of Social Sciences, and (2) an interdisciplinary seminar.* A student with a major in a department of the Social Sciences Division may credit the approved courses within that department to both his major and the International Studies minor.

Any student interested in the minor should get an application form from the Department of Political Science and confer with the chairman of the committee for the International Studies minor, or the advisor for the program.

The International Studies Minor †

- 1) At least one course from each of four of the fields below:

Anthropology

Anthro. 342—Social Structure

Anthro. 343—Peasant Societies

Economics

Econ. 310—Comparative Economic Systems

Econ. 332—The Third World: Problems and Prospects

Geography

Geog. 320—Political Geography

History

Hist. 423—British Empire to 1914

Hist. 424—British Empire and Commonwealth Since 1914

Management

Management 464—International Finance

Management 498—Multinational Corporations and the Third World

Political Science

Pol. Sci. 342—International Politics

Sociology

Soc. 432—Social Organization of Western and Non-Western Societies

- 2) One interdisciplinary course (after completion of the series above):

a) Seminar in Area Studies (Geography 460 or Poli. Sci. 460) OR

b) Seminar in International Organization (Poli. Sci. 345 and 346) (the latter by special permission)

Total units required for the International Studies Minor: 20 (21 if including Poli. Sci. 345 and 346).

LATIN AMERICAN STUDIES

A wide range of courses on Latin America are available in the following departments: Anthropology, Foreign Languages (Spanish), Geography, History, Management, Mexican-American Studies, Political Science and Psychology. Interested students may also earn residence credit at the Universidad Ibero-Americana in Mexico City through the California State

* All courses carry four units of credit except Political Science 345 (2) and 346 (3) which total five units.

† The numbered courses listed here are described in more detail in the departmental sections of the catalog. There are no prerequisites for courses listed under 1 below.

University and College International Programs. Although no degree program now exists in Latin American Studies, a number of students are pursuing degrees emphasizing this area within the above departments or through the Special Major.

URBAN STUDIES

(Division of Social Sciences)

Department of Political Science Coordinator

David Arnold, Ronnie Blakeney, Esteban Blanco, William Crowley, Kathleen Charmaz, Donald Dixon, Jesus Garcia, James Gray, Wyman Hicks, Manuel Hidalgo, Eli Katz, William Payne, William Poe, Glenn Price, Sandra Schickele, Richard Van Gieson, Margaret Vaughan, Byron Walters, Juan Castello.

The purpose of the Urban Studies Major is to provide students with multiple perspectives on urban phenomena, a broad understanding of the interrelatedness of urban problems, and preparation for a variety of careers relating to the pressing social and political needs of the urban milieu. To achieve these purposes, faculty from various social science disciplines will offer a variety of courses through their respective departments. The interdisciplinary elements of the student's program will be integrated through close consultation with an advisor, and by means of a limited number of required seminars and courses. Additional courses to complete the program will be chosen in consultation with the student's advisor. (See below)

Topics pursued within this major will include analysis of urban systems, the development of cities, the spatial and economic structure of urban areas, urban culture, and problems raised by the environmental and energy crisis. Special emphasis options within the major may be developed to include inquiry into the culture of women and minorities in the urban environment. The student will have the opportunity to develop a program that will combine academic specialization with an understanding of how seemingly fragmented fields of knowledge relate to the general content of urban problems. Students interested in double majors should consult their advisors.

To complete the major, the student will take a total of 40 units, from courses developed by the faculty in the program, and offered by the Departments of Anthropology, Economics, Geography, History, Management, Political Science, Sociology, and by departments in the Division of Ethnic Studies.

Required Courses:

Urban Studies 306—Analysis of Urban Systems.....	4 units
Urban Studies 489—Senior Seminar in Urban Studies.....	4 units

At least three courses must be chosen from the following:

AMES 210—Ethnic Groups in America	4 units
Anthropology 355—Urban Anthropology	4 units
Economics 320—Theory of Urban Economics	4 units
Geography 350—The Urban Realm	3 units
History 469—The City in History	4 units
Management 394—Managing the Urban Environment.....	4 units
Political Science 475—Urban Political systems	4 units
Sociology 434—Urban Sociology	4 units

19–20 units

Additional courses chosen in consultation with advisor 21–20 units

Total 40 units

Additional courses will be chosen from the following list, or from other courses approved by the student's advisor:

AAMS 310 (4)	Black Women in the American Society
AAMS 330 (4)	Black Law/White Justice
AAMS 346 (4)	Black History
AAMS 405 (5)	The Black Family
Economics 322 (3)	City and Regional Planning—Current Practice
Economics 324 (4)	City and Regional Development
Economics 342 (4)	Economics Growth and the Environment
Economics 420 (3)	Seminar in Urban Economics

Economics 424 (3)	Seminar in Urban Public Economics
Economics 454 (2)	Research Seminar in Urban Growth Policy
History 449 (1-4)	Historical Themes and Issues
History 480 (4)	Senior Seminar: Ancient History
MAMS 330 (4)	Mexican American and the Law
MAMS 345 (4)	Mexican American History II
MAMS 350 (4)	Mexican American Humanities
MAMS 354 (4)	Politics and the Mexican American
MAMS 355 (4)	Urban Problems and the Mexican American
MAMS 405 (4)	Mexican American Family
MAMS 431 (4)	Community Involvement, Field Work
Management 455A (4)	Management of Urban and Regional Planning
Political Science 320 (4)	State and Local Government
Political Science 438 (3-4)	Regional Planning Resources Management
Political Science 469 (4)	Ethnic Politics
Political Science 477 (4)	Poverty and the Environment
Political Science 478 (4)	Community Political Organization
Sociology 413 (4)	Criminal Justice and the Community
Sociology 421 (4)	Seminar: Sociology of Education

Students planning to major in Urban Studies should get in touch with the Urban Studies Coordinator, Urban Studies Program, Department of Political Science.



faculty



FACULTY (1974-75)

- Leslie K. Adler (1970) Associate Professor of History,
Hutchins School of Liberal Studies
B.A., 1963, University of New Mexico; M.A., 1965; Ph.D., 1970, University of California,
Berkeley.
- Harold G. Alderman (1969) Associate Professor of Philosophy
B.A., 1961, University of Florida; M.A., 1965; Ph.D., 1967, Tulane University.
- Gerald J. Alves (1965) Director of Testing Services
California State Licensed Marriage and Family Counselor
B.A., 1959; M.A., 1960, Chico State College.
- Ellen I. Amsterdam (1969) Associate Professor of Music
B.A., 1957, M.A., 1959, Smith College; Ph.D., 1968, University of California, Berkeley
- Leigh G. Anderson (1970) Assistant Professor of Geography
B.A., 1959, Cornell University.
- Thomas B. Anderson (1968) Associate Professor of Geology
B.S., 1961, Yale University; M.S., 1965; Ph.D., 1969, University of Colorado.
- Kathryn Armstrong (1966) Professor of Art
B.F.A., 1955, University of Colorado; M.F.A., 1958, California College of Arts and Crafts;
M.A., 1965, University of California.
- David O. Arnold (1970) Associate Professor of Sociology
B.A., 1960, University of Chicago; M.A., 1962, University of Iowa; Ph.D., 1966, University
of California, Berkeley.
- John R. Arnold (1961) Professor of Biology
B.A., 1932, Fresno State College; M.A., 1934, University of California; Ph.D., 1938, Cornell
University.
- Mary R. Arnold (1967) Professor of Russian
B.A., 1941, Moscow State Pedagogical Institute of Foreign Languages, USSR; M.A., 1949;
Ph.D., 1964, University of California, Berkeley.
- Ronald A. Baker (1970) Associate Professor of Biology
B.A., 1961; M.A., 1963, San Francisco State College; Ph.D., 1967, Purdue University.
- Thomas A. Barnebey (1974) Assistant Professor of Physics and Astronomy
B.A., 1964; M.S., 1966; Ph.D., 1971, University of California, Los Angeles.
- Susan van den Hoek Barnes (1972) Assistant Professor of Psychology,
Hutchins School of Liberal Studies
B.A., 1965, Rutgers University; M.S., 1971, University of Oklahoma; Ph.D., 1973, California
School of Professional Psychology, San Francisco.
- William J. Barnier (1969) Associate Professor of Mathematics
B.A., 1961; M.S., 1963, San Diego State College; Ph.D., 1967, University of California, Los
Angeles.
- Isaac L. Bass (1970) Associate Professor of Physics
B.A., 1960, University of California, Berkeley; Ph.D., 1965, Columbia University.
- Holly J. Bauer (1974) Counselor in Financial Aid
B.A., 1972, California State University, Fresno.
- Philip H. Beard (1969) Associate Professor of German
B.A., 1965; M.A., 1966; Ph.D., 1971, Stanford University.
- Timothy A. Bell (1968) Associate Professor of Geography
B.A., 1958, Stanford University; M.A., 1964, University of Oregon; Ph.D., 1971, University
of Oregon.
- Richard Bellamy (1969) Senior Assistant Librarian
B.S., 1947, Northwestern University; M.L.S., 1966, University of California, Berkeley.
- Paul V. Benko (1970) Associate Professor of Biology
B.S., 1954, University of California, Berkeley; M.S., 1958; Ph.D., 1968, University of Califor-
nia, Davis.

- Sterling Bennett (1967) Associate Professor of German
B.A., 1961, Harvard University; M.A., 1964; Ph.D., 1970, University of California, Berkeley.
- Barouch Ben-Zion (1969) Associate Professor of Economics
B.A., 1965, Sonoma State College; M.A., 1968; Ph.D., 1973, University of Oregon.
- S. Aaron Berman (1969) Assistant Professor of Foreign Languages
B.Ed., 1961, University of Miami; M.A., 1964, University of Michigan.
- Barbara A. Biebush (1962) Associate Librarian
B.A., 1954, Stanford University; M.L.S., 1956, University of California.
- Dorothy M. Blake (1973) Associate Professor of Nursing
B.S., 1956; M.Ed., 1958, University of Minnesota.
- Ronnie A. Blakeney (1970) Assistant Professor of American Ethnic Studies
B.A., 1968, University of California, Berkeley.
- Esteban A. Blanco (1970) Associate Professor of American Ethnic Studies
B.A., 1968; M.A., 1970, San Francisco State College.
- Maurice Blaug (1970) Assistant Professor of Biology,
Hutchins School of Liberal Studies
B.S., 1959, The City University of New York; M.S. (Physics), 1962; M.S. Zoology, 1966; Ph.D.,
1970, University of Minnesota.
- †† Martin S. Blaze (1968) Associate Professor of English
B.A., 1959, Queens College; M.A., 1960; Ph.D., 1970, New York University.
- Ruth R. Blitz (1965) Professor of Biology
B.A., 1957, Brandeis University; M.A., 1959; Ph.D., 1965, University of California, Berkeley.
- Ramona J. Borsch (1974) Financial Aid Counselor
B.A., 1966, Blackburn College; M.A., 1970, University of Illinois.
- Russell H. Broadhead (1969) Professor of Education
B.A., 1931, Otterbein College; M.A., 1937, Cornell University; Ph.D., 1946, Stanford University.
- David M. Bromige (1970) Associate Professor of English
B.A., 1962, University of British Columbia; M.A., 1964, University of California, Berkeley.
- F. Leslie Brooks (1968) Associate Professor of Chemistry
B.S., 1957, University of California, Berkeley; Ph.D., 1961, University of Washington.
- Robert F. Brown (1967) Associate Professor of History
B.A., 1952, Johns Hopkins University; Certificate de français usuel, 1959; D. de l'Université,
1963, University of Paris, France.
- Phillip B. Brownell (1970) Counselor
B.A., 1961, University of California, Berkeley; M.S., 1971, California State College, Hay-
ward.
- † Joe H. Brumbaugh (1964) Professor of Biology
B.S.Ed., 1952, Miami University; M.S., 1956, Purdue University; Ph.D., 1965, Stanford University.
- John S. Bullen (1966) Professor of English
B.S., 1950, Utah State University; M.A., 1955; Ph.D., 1963, Stanford University.
- Wesley R. Burford (1961) Director, Physical Planning and Development
B.A., B.S., 1938, Fort Hays Kansas State College; M.S., 1948, Oregon State College. Licensed
General Building Contractor. Member, Society for College and University Planning.
- Ralph J. Bushnell (1967) Professor of Biology
B.S., 1931; M.S., 1932; Ph.D., 1935, University of Wisconsin.
- Libby R. Byers (1970) Associate Professor of Education
B.A., 1943, Hunter College; M.A., 1968, San Francisco State College; Ph.D., University of
California, Berkeley.

†† Sabbatical leave, 1974-75

† Sabbatical leave, Spring Semester, 1974-75.

- Ernest L. Caillat (1971) Associate Professor of Psychology
School of Expressive Arts
B.A., 1959, San Francisco State College, M.A., 1973, California State College, Sonoma.
- Thorsten R. Carlson (1961) Professor of Education
B.E., 1939, St. Cloud State Teachers College; M.A., 1941; Ph.D., 1946, University of Minnesota.
- William L. Carr (1970) Director of Student Resource Center
B.A., 1960; M.A., 1962, Stanford University; Ed.D., 1971, University of Pennsylvania.
- John R. Castello (1974) Lecturer in Management
B.S., 1969; California State University, Los Angeles; J.D., 1972; M.B.A., 1973, University of California, Los Angeles.
- Herbert M. Castillo (1974) Director of Tutorial Learning Center
B.A., 1969, San Francisco State University.
- David A. Castleberry (1972) Instructor in Physical Education
B.A., 1969, Sonoma State College.
- Patricia G. Chapman (1968) Senior Assistant Librarian
B.A., 1944, Stanford University; M.L.S., 1968, University of California, Berkeley.
- Kathleen C. Charmaz (1973) Assistant Professor of Sociology
B.S., 1962, University of Kansas; M.A., 1967, San Francisco State College; Ph.D., 1973, University of California, San Francisco.
- R. M. D. Childs (1961) Business Manager
B.S., 1948, University of Idaho.
- Robert B. Clayton (1963) Professor of English
B.A., 1948, Stanford University; M.A., 1956; Ph.D., 1960, University of California, Berkeley.
- Galen E. Clothier (1962) Professor of Biology
B.A., 1955, Fresno State College; M.S., 1957; Ph.D., 1960, Oregon State University.
- Michael D. Coleman (1970) Associate Professor of Philosophy,
Hutchins School of Liberal Studies
B.A., 1965; M.A., 1967; Ph.D., University of California, Santa Barbara.
- Robert Coleman (1972) Associate Professor of English
B.A., 1967, San Francisco State College.
- Thomas P. Cooke (1974) Assistant Professor of Education
B.A., 1970; M.A., 1971, University of South Florida; Ph.D., 1974, George Peabody College.
- William O. Cord (1963) Professor of Spanish
B.S., 1943, Southeast Missouri College; M.A., 1948, Washington University; Ph.D., 1958, University of Colorado.
- Carlos Cordero (1971) Instructor in Psychology
B.A., 1969, Sonoma State College.
- Earl F. Couey (1972) Instructor in French
B.A., 1968, Sonoma State College.
- Eleanor C. Criswell (1969) Associate Professor of Psychology
B.A., 1961; M.A., 1962, University of Kentucky; Ed.D., University of Florida.
- William K. Crowley (1969) Associate Professor of Geography
B.A., 1964, University of California, Riverside; M.A., 1966, University of Cincinnati; Ph.D., 1972, University of Oregon.
- Christine C. Cuevas (1973) Counselor
B.A., 1965, San Jose State College; M.A., 1972, University of Santa Clara.
- Victor Daniels (1968) Associate Professor of Psychology
B.A., 1962, San Francisco State College; M.A., 1964; Ph.D., 1966, University of California, Los Angeles.
- B. Jean Day (1968) Senior Assistant Librarian
B.A., 1950; B.S., 1951, University of Washington.

366 / Faculty

- Hannah E. Dean (1973) Assistant Professor of Nursing
B.S., 1966, University of Minnesota; M.S., 1971, Saint Xavier College.
- Ann E. Deden (1974) Assistant Audio-Visual Coordinator
B.A., 1969, University of California, Los Angeles; M.A., 1972, California State University, Long Beach.
- Jayne A. DeLawter (1974) Assistant Professor of Education
B.S., 1964, Ball State University; M.A., 1967; Ed.D., 1970, Teachers College, Columbia University.
- Nirmal Singh Dhesi (1964) Professor of English
B.A., 1950; M.A., 1953, Punjab University, India; Ph.D., 1968, Michigan State University.
- †† Mildred Dickeman (1968) Professor of Anthropology
B.A., 1950, University of Michigan; Ph.D., 1958, University of California, Berkeley.
- Marvin N. Dillon (1962) Coordinator, International Education Services
B.A., 1949; M.A., 1950; Ph.D., 1955, University of Denver. Certified Psychologist.
- Donald A. Dixon (1972) Assistant Professor of Political Science
B.A., 1966, Sonoma State College.
- Margaret M. Dombaugh (1972) Associate Professor of Nursing
B.S., 1964, University of California, San Francisco; M.S., 1965, New York Medical College.
- Margaret A. Donovan-Jeffry (1964) Professor of Music
B.A., 1955; M.A., 1959, University of California; D.M.A., 1964, Stanford University.
- Jeffrey T. Doult (1973) Lecturer in Management
B.S., 1968; M.S., 1970; Cand. in Phil., University of California, Berkeley.
- James P. Driscoll (1971) Assistant Professor of Sociology
B.S., 1948, Rutgers University; M.A., 1968, San Francisco State College.
- Stephen A. Dubov (1969) Assistant Professor of Art
B.F.A., 1965, Kansas City Art Institute; M.F.A., 1967, Stanford University.
- Raymond N. Duggan (1963) Personnel Officer
B.A., 1947; M.A., 1956, San Francisco State College.
- Donald G. Duncan (1963) Professor of Mathematics
B.A., 1942; M.A., 1944, University of British Columbia; Ph.D., 1951, University of Michigan.
- John R. Dunning, Jr. (1969) Associate Professor of Physics
B.S., 1960; M.S., 1961, Yale University; Ph.D., 1965, Harvard University.
- * Sandra R. Dunwoody (1963) Professor of Dance
B.S., 1957, University of California, Los Angeles; M.F.A., 1959 Woman's College—University of North Carolina.
- C. Douglas Earl (1969) Associate Professor of Physical Education
B.A., 1961; M.A., 1963, Chapman College; Ph.D., University of New Mexico.
- Wesley W. Ebert (1964) Professor of Biology
B.S., 1961, University of Minnesota; M.S., 1963; Ph.D., 1964, University of California, Davis.
- David L. Eck (1970) Associate Professor of Chemistry
B.A., 1963, University of Montana; Ph.D., 1967, Washington State University.
- Gerald V. Egerer (1965) Professor of Economics
B.Sc. (Econ.), 1952, University of London; D. en Droit, 1957, University of Lyons, France.
- F. George Elliott (1968) Associate Professor of Education
B.A., 1948, University of British Columbia; M.A., 1961, California State College, Long Beach; Ed.D., 1966, University of California, Los Angeles.
- Frederick J. Engbarth (1973) Program Development Officer
B.A., 1970, University of California, Irvine.

†† Sabbatical leave, 1974-75.

* On leave, Fall semester, 1974-75.

- James B. Enochs (1963) Executive Vice President and Professor of Education
B.A., 1934, Arizona State College; M.A., 1937, University of Colorado; Ph.D., 1948, University of Chicago.
- Rolfe C. Erickson (1966) Associate Professor of Geology
B.S., 1959, Michigan Technological University; M.S., 1962; Ph.D., 1968, University of Arizona.
- Bari W. Evans (1974) Coordinator of Affirmative Action
B.A., 1968; M.S., 1971, Colorado State University.
- Sally L. Ewen (1964) Associate Professor of English
B.A., M.A., 1963, San Francisco State College.
- Priscilla M. Ewing (1971) Placement Associate
B.A., 1950, University of The Americas, Mexico; M.A., 1957, Loyola University of Los Angeles.
- Clement E. Falbo (1964) Professor of Mathematics
B.A., 1956; M.A., 1958; Ph.D., 1963, University of Texas.
- Yvette M. Fallandy (1964) Vice President for Academic Affairs and
Professor of French
B.A., 1948, University of California, Los Angeles; M.A., 1949, University of Oregon; Ph.D., 1957, University of California, Los Angeles.
- Joann E. Feldman (1966) Associate Professor of Music
B.A., 1963, Queens College; M.A., 1966, University of California, Berkeley.
- Norman Feldman (1957) Associate Professor of Mathematics
B.Sc., 1959; M.Sc., 1961, McGill University, Canada.
- Robert F. Fletcher (1969) Professor of Education
B.A., 1939; M.A., 1960, San Diego State College; Ed.D., 1965, Stanford University.
- Joe W. Floyd (1974) Assistant Professor of Social Science,
Hutchins School of Liberal Studies
B.A., 1967; M.A., 1972, University of California, Riverside.
- Kenneth W. Flynn (1968) Associate Professor of Physical Education
B.S., 1956, Springfield College; M.S., 1961, Ithaca College; Ed.D., 1967, University of Oregon.
- Vivian H. Ford (1974) Assistant Professor of Education
B.A., 1949; M.A., 1954, Hunter College.
- Albert G. Forth (1974) Coordinator of Veterans Affairs
B.A., 1973; M.A., 1974, University of Northern Colorado.
- Herbert Fougner (1961) Professor of Education
B.S., 1943, State Teachers College, Bemidji, Minnesota; M.Ed., 1949; Ed.D., 1956, University of California, Los Angeles.
- William J. Frazer (1965) Professor of Geography
B.S., 1952, University of Illinois; M.A., 1953; M.A., 1957; Ph.D., 1959, University of Michigan.
- David A. Fredrickson (1967) Associate Professor of Anthropology
B.A., 1948, University of California, Berkeley; M.A., 1966, Ph.D., 1973, University of California, Davis.
- Laurel A. Freed (1972) Assistant Professor of Nursing
B.S., 1966, California State College, Los Angeles; M.N., 1970, University of California, Los Angeles.
- Shanna H. Freedman (1972) Associate Professor of Mathematics
B.S., 1958, City College, New York; M.S., 1960, Columbia University; Ph.D., 1963, University of California, Berkeley.
- Adele C. Friedman (1970) Associate Professor of French
B.A., 1960, Barnard College; Ph.D., 1969, Yale University.
- Johanna E. Fritsche (1963) Senior Assistant Librarian
B.A., 1936, Hunter College; B.S. in L.S., 1939, Columbia University.

- Vivian A. Fritz (1972) Assistant Professor of Physical Education
B.A., 1963, Southwest Texas State University; M.A., 1964, Ball State University.
- Robert Y. Fuchigami (1968) Dean of Graduate Studies; Professor of Education
B.A., 1956; M.A., 1958, San Jose College; Ed.D., 1964, University of Illinois.
- James B. Gale (1969) Associate Professor of Physical Education
B.S., 1962; M.Ed., 1964, University of Miami; Ph.D., 1970, University of Wisconsin.
- Francisco Gaona (1964) Professor of Spanish
B.A., 1953, Yale University; Ph.D., 1963, Tübingen University, Germany.
- Jesus Garcia (1971) Assistant Professor of American Ethnic Studies
B.A., 1966, San Francisco State College; M.A., 1971, University of California, Berkeley.
- Susan B. Garfin (1970) Associate Professor of Sociology
B.A., 1964, Stanford University; M.A., 1965, The Fletcher School of Law and Diplomacy;
Ph.D., 1973, University of California, Berkeley.
- ** Victor A. Garlin (1970) Associate Professor of Economics
B.A., 1956; M.A., 1961; Ph.D., 1965, University of California, Berkeley.
- Evangeline A. Geiger (1968) Associate Professor of Education
B.S.E., 1936, Lowell Teachers' College; M.A., 1954, San Francisco State College; Ed.D.,
1967, University of California, Berkeley.
- Duncan V. Gillies (1963) Professor of Education and Psychology
B.A., 1942, San Francisco State College; M.A., 1948; Ed.D., 1952, Stanford University. Li-
censed Psychologist.
- A. B. Goddard (1968) Staff Physician
M.D., 1940, Baylor University College of Medicine.
- Barry W. Godolphin (1969) Assistant Professor of Psychology
B.A., 1960; M.A., 1966, Ph.D., 1974, University of California, Los Angeles.
- Stanley M. Goertzen (1963) Professor of Psychology
B.S., 1948, Lewis and Clark College; M.Ed., 1950, Oregon State College; Ed.D., 1955,
University of Oregon. Licensed Psychologist.
- †† Bernice Goldmark (1966) Professor of Education
B.S.Ed., 1945, College of the City of New York; M.Ed., 1957; Ph.D., 1963, University of
Arizona.
- Leland W. Gralapp (1964) Professor of Art
B.S., 1943, University of Oregon; M.F.A., 1948; Ph.D., 1953, State University of Iowa.
- James E. Gray (1970) Assistant Professor of American Ethnic Studies
B.A., 1967, San Francisco State College.
- Joel M. Greenberg (1974) Director of Career Planning and Placement
B.A., 1964, Hunter College; M.S., 1969, University of Southern California.
- Samuel L. Greene, Jr. (1966) Professor of Physics
B.S., 1956, Polytechnic Institute of Brooklyn; Ph.D., 1962, Syracuse University.
- Robert G. Greenway (1969) Assistant Professor of Psychology
B.S., 1955, University of Washington; M.A., 1963, Brandeis University.
- Theodore Grivas (1962) Professor of History
B.A., 1952; M.A., 1953; Ph.D., 1958, University of Southern California.
- Robert K. Gronendyke (1968) Associate Professor of Art
B.A., 1955; M.A., 1956, California State College, Long Beach.
- William H. Guynn (1968) Associate Professor of French
B.A., 1963, University of California, Berkeley; M.A., 1964, Middlebury College.
- Ada B. Hall (1972) Assistant Professor of Afro-American Studies
B.A., 1971; M.A., 1973, California State University, San Francisco.

** On leave, 1974-75.

†† Sabbatical leave, 1974-75.

- Betty W. Halpern (1968) Associate Professor of Education
B.A., 1949; M.A., 1960; Ed.D., 1968, University of California, Berkeley.
- Marvel R. Hamm (1974) Lecturer in Education
B.A., 1971, Sonoma State College; M.A., 1972, University of San Francisco.
- David F. Hanes (1969) Associate Professor of Biology
B.A., 1959, Wittenberg University; M.S., 1961, University of Michigan; Ph.D., 1971, Oregon State University.
- Richard E. Hanna (1973) Assistant Librarian
B.A., 1971, University of California, San Diego; M.L.S., 1973, University of Hawaii.
- † Dennis E. Harris (1965) Professor of History
B.A., 1960; M.A., 1962; Ph.D., 1969, University of California, Santa Barbara.
- Marcia K. Hart (1972) Assistant Professor of Physical Education
B.A., 1961, California State College, Los Angeles.
- Ruth E. Haskell (1973) Assistant Professor of Nursing
B.S., 1947; M.S., 1968, University of California, San Francisco.
- † Gerald W. Haslam (1967) Professor of English
B.A., 1963; M.A., 1965, San Francisco State College.
- Benjamin S. Hawkins, Jr. (1973) Assistant Professor of Philosophy
B.A., 1962; M.A., 1964; Ph.D., 1971, University of Miami.
- Sue E. Hayes (1974) Lecturer in Economics
B.A., 1965, Stanford University; M.S., 1973, University of California, Berkeley.
- Daniel L. Haytin (1971) Assistant Professor of Sociology
B.A., 1966; M.A., 1968; D. Crim., 1969, University of California, Berkeley.
- Richard H. Hendrickson (1970) Professor of English
B.A., 1959, University of California, Santa Barbara; B.S., 1960, University of Wisconsin; Ph.D., 1963, University of Connecticut.
- Eleanor V. Henry (1974) Psychometrist
B.A., 1973; M.A., 1974, California State College, Sonoma.
- Colin O. Hermans (1969) Associate Professor of Biology
B.A., 1958, Pomona College; M.S., 1964; Ph.D., 1966, University of Washington
- Elizabeth C. Herron (1970) Assistant Professor of English,
School of Expressive Arts
B.A., 1964; M.A., 1966, San Francisco State College.
- Judith W. Hess (1973) Assistant Professor of English
B.A., 1965, DePauw University; M.A., 1967; Ph.D., 1973, Indiana University.
- Wyman W. Hicks (1968) Professor of Management
B.A., 1947; M.A., 1948, University of California, Berkeley.
- Manuel J. Hidalgo (1971) Assistant Professor of Mexican-American Studies
B.A., 1968, California State College, Hayward; M.A., 1971, San Jose State College.
- G. Arthur Hills (1969) Associate Professor of Music
B.A., 1953, Cascade College; M.A., 1955, University of Portland.
- Janice E. Hitchcock (1972) Assistant Professor of Nursing
B.S., 1960, Simmons College; M.S., 1966, University of California, San Francisco.
- Vincent D. Hoagland, Jr. (1969) Associate Professor of Chemistry
B.A., 1962, Wesleyan University; Ph.D., 1967, Florida State University.
- John L. Hodge (1974) Assistant Professor of American Ethnic Studies
B.A., 1961, University of Kansas; M.A., 1963; Ph.D., 1968, Yale University.
- LeVell Holmes (1969) Professor of Afro-American Studies
B.A., 1957; M.A., 1961, San Francisco State College.
- Robert E. Holmes (1965) Professor of Chemistry
B.S., 1958, St. Mary's College; Ph.D., 1965, Oregon State University.

- William K. Holt, III (1974) Lecturer in Theatre Arts
B.F.A., 1954, University of Georgia.
- ††† John D. Hopkirk (1969) Associate Professor of Biology
B.A., 1957, Sacramento State College; M.A., 1962; Ph.D., 1967, University of California, Berkeley.
- Laurence J. Horowitz (1969) Professor of Psychology
B.S., 1949, Long Island University; B.A., 1949, University of California, Berkeley; M.A., San Francisco State College; Ph.D., 1958, Stanford University.
- **** Leon M. Hunsaker (1969) Associate Professor of Geography
B.S., 1950, St. Louis University; M.S., 1955, Massachusetts Institute of Technology.
- Sally Hurtado-Lopez (1972) Assistant Professor of Education
B.A., 1965, California State College, Long Beach; M.S., 1967, University of Southern California.
- Donald E. Isaac (1963) Professor of Biology
B.A., 1949, Chico State College; M.A., 1953; Ph.D., 1967, University of California, Berkeley.
- George A. Jackson, Jr. (1970) Associate Professor of Psychology
B.S., 1946, New Mexico State University; M.S., 1948, University of Illinois; Ph.D., 1968, Claremont Graduate School.
- Robin C. Jackson (1970) Associate Professor of Drama
B.A., 1955; M.A., 1965, San Francisco State College.
- Bernd Jager (1969) Professor of Psychology
B.A., 1962; M.A., 1963, San Francisco State College; Ph.D., Duquesne University.
- Richard A. Jenner (1974) Lecturer in Economics
B.A., 1960; Ph.D., 1963, University of Colorado.
- Carl M. Jensen (1973) Assistant Professor of Sociology
B.A., 1971; M.A., 1972, University of California, Santa Barbara.
- Donald O. Johnson (1966) Professor of History
B.A., 1952, University of Minnesota; M.A., 1957; Ph.D., 1960, Columbia University.
- Robert H. Johnson (1973) Associate Professor of Mathematics
B.A., 1960; M.A., 1965, University of California, Berkeley; Ph.D., 1974, Virginia Polytechnic Institute and University.
- William T. Johnson (1969) Associate Professor of Music
B.A., 1964, Princeton University; M.A., 1966, University of California, Berkeley.
- George L. Johnston (1969) Associate Professor of Physics
B.S., 1954, California Institute of Technology; L.L.B., 1957, Harvard Law School; M.S., 1962; Ph.D., 1967, University of California, Los Angeles.
- Frederick H. Jorgensen (1968) Registrar
B.A., 1961, California State College, Long Beach; M.A., 1967, University of New Mexico.
- Robert C. Joseph (1972) Dean for Student Affairs
B.S., 1959, Florida A. & M. University; M.S., 1974, California State College, Hayward.
- Paul V. Juhl (1970) Professor of Management
B.A., 1940, University of Iowa; L.L.B., 1948, University of Iowa Law School; M.S., 1964, San Francisco State College.
- Janice H. Kalbaugh (1971) Assistant Professor of Psychology
B.A., 1966; M.A., 1967, Sonoma State College.
- Richard H. Karas (1974) Assistant Professor of Physics and Astronomy
B.A., 1964; M.A., 1966; Ph.D., 1970, University of California, Berkeley.
- Bjorn Karlsen (1966) Professor of Education
B.A., 1949, State Teachers College of Oslo, Norway; M.A., 1951, University of Nebraska; Ph.D., 1954, University of Minnesota.

††† Sabbatical leave, Fall semester, 1974-75.

**** Part-time leave, Fall semester, 1974-75.

- Robert A. Karlsrud (1970) Associate Professor of History
B.A., 1961; University of California, Berkeley; M.A., 1965; Ph.D., 1972, University of California, Los Angeles.
- Benjamin Karr (1973) Associate Professor of Counseling
B.B.A., 1937, City College of New York; M.A., 1963, California State College at Los Angeles; Ph.D., 1967, University of Cincinnati.
- *** Eli Katz (1970) Associate Professor of American Ethnic Studies
B.S.S., 1949, College of the City of New York; M.A., 1959; Ph.D., 1963, University of California, Los Angeles.
- Chuc Kemesu (1972) Assistant Professor of Psychology
B.A., 1966, University of California, Berkeley; M.S., 1972, California State University, Hayward.
- Marvin L. Kientz (1967) Professor of Chemistry
B.A., 1958; M.A., 1959, Fresno State College; Ph.D., 1966, University of Western Ontario, Canada.
- Chris K. Kjeldsen (1966) Professor of Biology
B.A., 1960; M.S., 1962, University of Pacific; Ph.D., 1966, Oregon State University.
- Kathryn L. Klein (1971) Associate Professor of Health,
Sciences and Physical Education
B.S., 1960, University of Michigan; M.S., 1966, University of Washington; Ph.D., 1971, University of Southern California.
- † James L. Kormier (1966) Associate Professor of English
B.A., 1951, University of California, Berkeley; M.A., 1962, San Francisco State College.
- John F. Kramer (1970) Professor of Political Science
B.A., 1959, Miami University; M.S., 1961, University of Illinois; Ph.D., 1969, Massachusetts Institute of Technology.
- Walter E. Kuhlman (1969) Professor of Art
B.A., 1941, University of Minnesota; Certificate, California School of Fine Arts; Certificate, Académie de la Grande Chaumière.
- Albert A. Laferriere (1967) Associate Professor of History
B.A., 1956; M.A., 1958, Fresno State College.
- John D. Lawrence (1966) Professor of Education
B.A., 1939, University of California, Los Angeles; M.A., 1945, Ed.D., 1961, University of Southern California.
- Ardath M. Lee (1972) Assistant Professor of English
B.A., 1955, Michigan State University; M.A. (Humanities), 1961; M.A. (English), 1963; M.A. (Art History), 1965; Ph.D., 1972, Wayne State University
- William R. Lee (1969) Associate Professor of English
B.A., 1964; M.A., 1966, Wayne State University; Ph.D., 1972, The University of Connecticut.
- Marlene LeGates (1974) Assistant Professor of History
B.A., 1964, Washington University; M.A., 1966; M.Phil., 1967; Ph.D., 1970, Yale University.
- Raymond G. Lemieux (1970) Associate Professor of French
B.A., 1958, Northeastern University; M.A., 1960, University of Iowa; Certificat, 1961, University of Paris; Ph.D., 1969, University of Iowa.
- Wingham John H. Liddell, Jr. (1971) Associate Professor of Management
B.A., 1954; M.A., 1967; M.B.A., 1967; Ph.D., 1969, University of California, Berkeley.
- Howard Limoli (1966) Associate Professor of French
Resident Director of CSU and C International Program in France
B.A., 1954, Rutgers University; M.A., 1963, University of California, Berkeley.

*** On leave, Spring semester, 1974-75.

† Sabbatical leave, 1974-75

- Han-sheng Lin (1969) Associate Professor of History
B.A., 1954, National Taiwan University; M.A., 1958, University of South Carolina; Ph.D., 1964, University of Pennsylvania.
- Rand E. Link (1970) Assistant Director of Student Resource Center
B.A., 1968, University of California, Santa Barbara; M.A., 1970, Ohio State University.
- Ching L. Liu (1971) Associate Professor of Biology
B.S., 1955, National Taiwan Normal University; M.S., 1964; Ph.D., 1970, University of Oklahoma.
- H. G. Lockard, Jr. (1972) Staff Physician
M.D., 1948, Medical College of Virginia.
- F. Russell Lockner (1969) Associate Professor of Biology
B.S., 1963, University of Redlands; M.A., 1965, California State College, Los Angeles; Ph.D., 1968, University of Montana.
- Wallace M. Lowry (1969) Associate Professor of Management
B.A., 1955, Stanford University; M.B.A., 1969, University of California, Berkeley. CPA.
- Marie K. Luethe (1972) Associate Librarian
B.S., 1964, California State College, Hayward; M.L., 1965, University of Washington.
- Frederick W. Luttmann (1970) Associate Professor of Mathematics
B.A., 1961, Amherst College; M.S., 1963, Stanford University; Ph.D., 1967, University of Arizona.
- Norma J. Lyman (1968) Assistant Professor of Psychology
B.A., 1965, Sonoma State College; M.S.W., 1967, University of California, Berkeley. Certified Social Worker, ACSW.
- Robert E. Lynde (1969) Associate Professor of Health Sciences and
Physical Education
B.A., 1954; M.A., 1960, Sacramento State College; M.S., 1968; Ed.D., 1969, University of Oregon.
- Nancy E. Lyons (1971) Assistant Professor of Theatre Arts
B.A., 1966, University of California, Berkeley; M.A., 1968, Mills College.
- Duncan M. MacInnes (1970) Associate Professor of Education
B.A., 1960, University of British Columbia; M.A., 1966, San Francisco State College.
- Gerd M. Mairandres (1970) Assistant Professor of Drama
B.A., 1969; M.A., 1970, San Francisco State College.
- Antoinette O. Maleady (1968) Senior Assistant Librarian
B.S., 1940, West Virginia Wesleyan; M.L.S., 1968, University of California, Berkeley.
- Vivian A. Malmstrom (1972) Associate Professor of Nursing
B.S., 1958, University of California, San Francisco; M.S., 1960, University of Colorado.
- Kenneth K. Marcus (1967) Professor of Political Science
B.A., 1952; M.A., 1953, University of Michigan; Ph.D., 1955, University of Illinois.
- Daniel W. Markwyn (1970) Associate Professor of History
B.A., 1959, University of Colorado; M.A., 1967, San Jose State College; Ph.D., 1970, Cornell University.
- † Donald D. Marshall (1966) Professor of Chemistry
B.A., 1957, University of California; M.S., 1958, University of Nevada; Ph.D., 1965, Washington State University.
- Leonide L. Martin (1974) Assistant Professor of Nursing
B.S., 1963, McNeese State College; M.S., 1967, University of California, Los Angeles; F.N.P., 1973, University of California, Los Angeles Extension.
- Marylu C. Mattson (1970) Associate Professor of English,
Hutchins School of Liberal Studies
B.S., 1955, Mount Saint Mary's College; M.A., 1964, University of California, Los Angeles; Ph.D., 1970, University of Southern California.
- James H. May (1974) Associate Library Director
B.S., 1958, Stanford University; M.B.A., 1964, Harvard University.

- Sheila D. Mayers (1973) Director of Counseling Center
B.A., 1962, City University of New York; M.A., 1968; Ph.D., 1971, Arizona State University.
- ** George E. McCabe (1961)** Professor of Education and Psychology
B.A., 1941, University of California; M.A., 1952; Ed.D., 1953, Teachers College, Columbia University.
- William E. McCreary (1966) Professor of Psychology
School of Expressive Arts
B.A., 1951, Westminster College; M.A., 1955, Columbia University; Ph.D., 1962, University of Wisconsin.
- Stanley V. McDaniel (1966) Associate Professor of Philosophy
B.A., 1953, University of California, Santa Barbara; M.A., 1964, University of California, Los Angeles.
- Peter J. D. Mellini (1970) Associate Professor of History
B.A., 1962; M.A., 1965; Ph.D., 1971, Stanford University.
- Herminia Q. Menez (1970) Associate Professor of American Ethnic Studies
B.A., 1955, St. Scholastica's College; M.A., 1956, Dominican College; Ph.D., 1973, University of Pennsylvania.
- Edith P. Menrath (1964) Associate Professor of Psychology
Higher School Certificate, Cambridge University; License-ès-Lettres, University of Paris, France.
- Charles H. Merrill (1969) Associate Professor of Psychology
B.S., 1961; M.S., 1962, East Texas State University; Ed.D., 1968, University of Florida, Licensed Psychologist.
- Virginia Y. Meyer (1974) Assistant Professor of Nursing
B.S., 1963; M.S. 1964, University of California, San Francisco Medical Center.
- Louallen F. Miller (1971) Assistant Professor of Political Science
Hutchins School of Liberal Studies
B.A., 1963, Occidental College; M.A., 1968, University of California, Santa Barbara.
- Claude R. Minard, Jr. (1968) Associate Professor of Geography
B.S., 1953; M.S., 1954, Stanford University; Ph.D., 1971, University of California, Berkeley.
- Carroll V. Mjelde (1968) Dean of Instructional Services and
Continuing Education and Professor of Education
B.A., 1955; M.A., 1962; Ph.D., 1964, University of Washington.
- Paul J. Molinari (1970) Assistant Professor of Psychology
B.A., 1968; M.A., 1969, Sonoma State College.
- M. Elizabeth Monninger (1974) Associate Professor of Nursing
B.S., 1967, Duquesne University; M.S., 1969, University of California, San Francisco.
- Edward F. Mooney (1968) Associate Professor of Philosophy
B.A., 1962, Oberlin College; M.A., 1966; Ph.D., 1968, University of California, Santa Barbara.
- Fred A. Moore (1974) Assistant Professor of Counseling
B.A., 1955, University of California, Los Angeles; M.S., 1962, California State College, Los Angeles; Ed.D., 1971, University of Southern California.
- Jeanne L. Moore (1969) Assistant Director of the Hidden Talent Program
Assistant Professor of Afro-American Studies
B.A., 1947, Roosevelt College.
- William P. Morehouse (1967) Professor of Art
B.F.A., 1955, San Francisco Art Institute; M.A., 1956, San Francisco State College.
- Edgar W. Morse (1970) Associate Professor of History,
Hutchins School of Liberal Studies
B.S., 1951, Illinois Institute of Technology; M.A., 1965; Ph.D., 1972, University of California, Berkeley.

- Christine H. Morton (1972) Assistant Professor of Nursing
B.S., 1971, San Francisco State College; M.S., 1972, University of California, San Francisco.
- Susan G. Moulton (1971) Assistant Professor of Art
B.A., 1966, University of California, Davis; M.A., 1969, Stanford University.
- J. Anthony Mountain (1970) Associate Professor of English,
Hutchins School of Liberal Studies
B.A., 1961, Columbia University; M.A., 1966; Ph.D., 1970, University of Washington.
- Rose Murray (1972) Assistant Professor of Nursing
B.S., 1966, University of British Columbia; M.S., 1968, University of California, San Francisco.
- Harold Nawy (1974) Assistant Professor of Sociology
B.A., 1962, City University of New York; M.A., 1965, The New School for Social Research;
Ph.D., 1973, University of California, Berkeley.
- Arnold Neiderbach (1974) Director of Financial Aid
B.A., 1951, Cornell University; M.A., 1955, Princeton University.
- Thomas C. Nelson (1969) Associate Professor of Mathematics
B.S.E.E., 1961; M.S.E.E., 1963, Santa Clara University; Ph.D., 1969, Oregon State University.
- Harriet A. Neves (1972) Assistant Professor of Mexican-American Studies
B.A., 1967, Universidad de las Americas; M.A., 1972, California State University, Sacramento.
- Ambrose R. Nichols, Jr. (1961) Professor of Chemistry
B.S., 1935, University of California; Ph.D., 1939, University of Wisconsin.
- Marion L. Nielsen (1962) Professor of German
B.S. 1935, Utah State University; M.A., 1936, Stanford University; Ph.D., 1945, Stanford University.
- William A. Nighswonger (1966) Professor of Political Science
B.A., 1951, Oklahoma City University; B.D., 1954, Southern Methodist University; M.A., 1965; Ph.D., 1966, The American University.
- Phillip T. Northen (1970) Associate Professor of Biology
B.A., 1963, Grinnell College; M.A., 1968; Ph.D., 1970, University of Wisconsin.
- Stephen A. Norwick (1974) Assistant Professor of Geology,
School of Environmental Studies and Planning
B.A., 1965, Pomona College; M.A., 1967, Dartmouth College; Ph.D., 1971, University of Montana.
- † Warren E. Olson (1962) Professor of Philosophy, Hutchins School of Liberal Studies
B.A., 1948, University of Denver; M.A., 1950, University of Washington; Ph.D., 1954, University of Minnesota.
- Myron W. Ort (1968) Assistant Professor of Art
B.A., 1964, University of California, Berkeley; M.A., 1968, San Francisco State College.
- Dorothy Overly (1961) Professor of English
B.A., 1939; M.A., 1941, University of Alabama; Ph.D., 1949, University of Chicago.
- John T. Palmer (1967) Professor of Counseling
B.S., 1943, University of Southern Mississippi; M.A., 1947, Teachers College, Columbia University; Ph.D., 1957, University of Southern California. Certified Psychologist.
- Sue Taylor Parker (1971) Assistant Professor of Anthropology
A.B., 1966; M.A., 1969; Ph.D., 1973, University of California, Berkeley.
- Don R. Patterson (1970) Associate Professor of English
B.A., 1959, North Texas State College; M.A., 1965, North Texas State University.
- Richard W. Paul (1969) Professor of Philosophy
B.A., 1960, Northern Illinois University; M.A. (English), 1961; M.A. (Philosophy), 1965; Ph.D., 1968, University of California, Santa Barbara.

- William A. Payne (1971) Associate Professor of Anthropology
B.S.F.S., 1955, Georgetown University; M.A., 1960, Northwestern University; M.S., 1962, Columbia University.
- * Leonard Pearson (1968) Professor of Psychology
M.A., 1949; Ph.D., 1956, University of Chicago.
- David W. Peri (1969) Assistant Professor of Anthropology
B.A., 1960, San Francisco State College.
- Cheryl J. Petersen (1961) Professor of Political Science
B.A., 1948; Ph.D., 1960, University of California, Berkeley.
- Charles J. Phillips (1968) Professor of Mathematics
B.A., 1948; M.A., 1963 (Mathematics), San Jose State College; M.A., 1949 (Education), Stanford University; Ph.D., 1969, Oregon State University.
- Stanley J. Piascik (1970) Assistant Professor of Management
B.S., 1967; M.B.A., 1968, University of California, Berkeley.
- A. S. Pickett (1961) Library Director
B.A., 1949; B.L.S., 1954, University of California
- Thomas R. Plowright (1966) Director of Student Health Center
B.S., 1942, University of New Hampshire; M.D., 1946, University of Vermont.
- William H. Poe (1970) Associate Professor of History
B.A., 1963, Duke University; B.D., 1966, Princeton Theological Seminary; M.A., 1969; Ph.D., 1971, Brandeis University.
- Duncan E. Poland (1965) Professor of Physics
B.S., 1957, University of Michigan; Ph.D., 1963, University of Wisconsin.
- Thomas R. Porter (1968) Associate Professor of Biology
B.S., 1934; M.A., 1936, University of Nebraska; Ph.D., 1938, University of California, Berkeley.
- Joseph H. Powell (1968) Associate Professor of Biology
B.S., 1959, Whitworth College; Ph.D., 1964, University of Washington.
- Giovanni Previtali (1970) Professor of Spanish
B.A., 1934; M.A., 1950, Oxford University; Ph.D., 1959, Yale University; J.D., 1970, University of Virginia.
- ††† Glenn W. Price (1967) Professor of History
B.A., 1940, La Verne College; A.M., 1950; Ph.D., 1966, University of Southern California.
- Deborah R. Priddy (1971) Associate Professor of Education
B.A., 1959, California State College, Los Angeles; M.A., 1969; Ed.D., 1971, University of California, Los Angeles.
- George L. Proctor (1968) Director of Institutional Studies
and Professor of Philosophy
B.A., 1950; M.A., 1955; Ph.D., 1957, University of Virginia.
- Wright W. Putney (1961) Professor of Art, School of Expressive Arts
B.A., 1950; M.A., 1951, New Mexico Highland University; Ph.D., 1955, Pennsylvania State University.
- Charles F. Quibell (1970) Assistant Professor of Biology
B.A., 1958, Pomona College; Ph.D., 1972, University of California, Berkeley.
- Lenore S. Radtke (1962) Associate Librarian
B.A., 1947, University of California; M.S.L.S., 1962, Florida State University.
- Gerald W. Redwine (1964) Professor of Psychology
B.A., 1950, Sacramento State College; M.A., 1952; Ph.D., 1959, University of Southern California. Licensed Psychologist.

* On leave, 1974-75

††† Sabbatical leave, Fall semester, 1974-75.

- John Reyes (1974) Assistant Director of Financial Aid
B.A., 1972, University of California, Berkeley.
- Charles H. Rhinehart (1961) Professor of Education
B.A., 1948, San Jose State; M.A., 1955, Stanford University.
- Mary M. Rich (1967) Associate Professor of English
B.A., 1940, Skidmore College; M.A., 1942, Columbia University; Ph.D., 1948, University of Minnesota.
- Frederick J. Rider (1972) Assistant Professor of Humanities,
Hutchins School of Liberal Studies
B.A., 1951, Yale University; M.A., 1953, University of Washington; Ph.D., 1971, University of California, Santa Cruz.
- Richard A. Rizzo (1974) Assistant Professor of Sociology
B.A., 1964; M.A., 1969, San Francisco State College; Ph.D., University of California, San Francisco.
- John G. Rohrman, Jr. (1967) Associate Professor of Management
B.A., 1961, Franklin & Marshall College; M.A.S., 1965, University of Illinois. C.P.A.
- Irene L. Romanko (1973) Associate Professor of Nursing
B.S., 1961, University of Colorado; M.A., 1963, Columbia University.
- Pablo J. Ronquillo (1968) Associate Professor of Spanish
B.A., 1954; M.A., 1958, Tulane University; Diploma, 1959, Università per Stranieri, Perugia, Italy; Certificat, 1960, Université de Lausanne, Switzerland; Ph.D., 1969, Louisiana State University, Baton Rouge.
- R. Thomas Rosin (1970) Associate Professor of Anthropology
B.A., 1960, Reed College; Ph.D., 1966, University of California, Berkeley.
- ** G. Edward Rudloff (1961) Professor of Health Sciences and Physical Education
B.A., 1948, San Jose State College; M.A., 1949; Ed.D., 1955, Stanford University; M.P.H., 1962, University of California, Berkeley.
- ††† Robert R. Rueping (1966) Associate Professor of Psychology
B.S., 1954; M.S., 1956, University of Wisconsin; Ed.D., 1967, University of Oregon.
- E. Gardner Rust (1967) Associate Professor of Music
B.A., 1957, University of California, Los Angeles; M.A., 1959; Ph.D., 1970, University of California, Berkeley.
- Douglas S. Rustad (1969) Associate Professor of Chemistry
B.S., 1962; M.S., 1964, University of Washington; Ph.D., 1967, University of California, Berkeley.
- Ralph B. Rustigan (1965) Physical Planning and Development
B.S., 1946, University of New Mexico; M.A., 1958, San Francisco State College; Ed.D., 1965, Colorado State College.
- Rochni Rustomji (1973) Assistant Professor of India Studies
B.A., 1961, American University of Beirut; M.A., 1963, Duke University; Ph.D., 1972, University of California, Berkeley.
- Alan F. Sandy, Jr. (1971) Associate Professor of English
B.A., 1954, Amherst College; Diplôme de langue, 1958, Sorbonne, Paris; M.A., 1961; Ph.D., 1965, University of California, Berkeley.
- Mary Jane Sauvé (1973) Assistant Professor of Nursing
B.S.N., 1961, Loyola University; M.S., 1973, University of California, San Francisco.
- Gene D. Schaumberg (1965) Professor of Chemistry
B.S., 1961, Pacific Lutheran University; Ph.D., 1965, Washington State University.
- Sandra Schickele (1972) Associate Professor of Economics
B.A., 1962; M.A., 1964, University of Chicago.

** On leave, 1974-75

††† Sabbatical leave, Fall semester, 1974-75

**** Part-time leave, Fall semester, 1974-75

- **** Jeannine E. Schüler-Will (1972) Assistant Professor of Humanities
Hutchins School of Liberal Studies
B.A., 1964, University of Colorado; M.A., 1970, University of California, Berkeley.
- Howard B. Schwartz (1974) Lecturer in Sociology
B.A., 1966; M.A., 1967; Ph.D., 1971, University of California, Los Angeles.
- Mary D. Searight (1971) Professor of Nursing
B.S., 1960, University of California, Berkeley; M.S., 1961, University of California, San Francisco.
- Harvey Segal (1970) Assistant Professor of Sociology
B.A., 1960, City College of New York.
- Brian T. Shears (1970) Professor of Education
B.A., 1958, University of Wales; M.A., 1960; Ph.D., 1969, University of Minnesota.
- Lynn W. Shelton (1970) Assistant Professor of Art
B.S.E.E., 1963, University of Colorado; M.A., 1968, Stanford University.
- Robert J. Sherman (1970) Associate Professor of Biology
B.A., 1962, Coe College; Ph.D., 1968, Oregon State University.
- William M. Sherman (1969) Professor of Drama
B.F.A., 1949, Pratt Institute.
- Shirley K. Silver (1970) Professor of Anthropology
B.A., 1949; Ph.D., 1966, University of California, Berkeley.
- Thalia Silverman (1969) Assistant Professor of Education
B.S., 1949; M.A., 1956, Northwestern University.
- John R. Simmons (1971) Director of Housing
B.A., 1954, Transylvania College; B.D., 1961, Lexington Theological Seminary.
- Frederick Sion, Jr. (1971) Assistant Professor of Physical Education
B.A., 1961, New Mexico Highlands University.
- Frank R. Siroky (1964) Professor of Psychology
B.S., 1952, John Carroll University; M.A., 1954, Fordham University; Ph.D., 1964, Duquesne University.
- Harold R. Skinner (1965) Director of Instructional Resources
and Professor of Education
B.A., 1949, Earlham College; M.S., 1958; Ed.S., 1960; Ed.D., 1963, Indiana University.
- **** Robert W. Slagle (1970) Assistant Professor of Psychology
B.S., 1963, University of New Mexico; Ph.D., 1968, University of California, Berkeley.
Licensed Psychologist.
- David L. Sloss (1970) Associate Professor of Music
B.A., 1962, Harvard University; M.A., 1968, Stanford University.
- John W. Smaby (1969) Associate Professor of Philosophy
B.S., 1954; M.A., 1964; Ph.D., 1968, University of Minnesota.
- Robert A. Smith (1969) Associate Professor of Political Science
B.A., 1962; Yale University; M.A., 1964, Ph.D., 1971, University of California, Berkeley.
- Larry A. Snyder (1971) Professor of Music
B.A., 1950, Whittier College; M.A., 1952, University of Rochester.
- Harold J. Soeters (1966) Associate Dean of Admissions and Records
B.A.Ed., 1946, Albion State Normal School.
- Robert P. Sorani (1966) Professor of Physical Education
B.S., 1958; M.S., 1959; Ph.D., 1967, University of Southern California.
- Eugene H. Soules (1965) Professor of English
B.A., 1957; M.A., 1958, San Francisco State College; Ph.D., 1965, University of the Pacific.
- Gordon G. Spear (1974) Assistant Professor of Physics and Astronomy
B.A., 1966; Ph.D., 1972, University of Pennsylvania.
- Jean B. Y. Chan Stanek (1973) Assistant Professor of Mathematics
B.S., 1960; M.S., 1961, University of Chicago; Ph.D., 1971, University of California, Los Angeles.

- Clarice Stasz..... Associate Professor of Sociology
B.A., 1962, Douglass College; M.A., 1964, University of Wisconsin; Ph.D., 1967, Rutgers University.
- †† John M. Steiner (1968)..... Professor of Sociology
B.A., 1952, University of Melbourne; A.M., 1956, University of Missouri; Ph.D., 1967, University of Freiburg.
- Carol J. Stephan (1973)..... Assistant Professor of Counseling
B.S., 1962, Valparaiso University; M.S., 1971, United States International University.
- Kenneth M. Stocking (1963)..... Provost, School of Environmental Studies
and Planning and Professor of Biology
B.A., 1933; M.A., 1942, University of the Pacific; Ph.D., 1950, University of Southern California.
- Jacqueline Strain (1970)..... Associate Professor of History,
Hutchins School of Liberal Studies
B.A., 1958; M.A., 1959; Ph.D., 1964, University of California, Berkeley.
- Leonard E. Swenson (1973)..... Coordinator, Continuing Education
B.A., 1941, University of California, Santa Barbara; M.Sc., 1947; Ed.D., 1959, University of Southern California.
- †† H. Gordon Tappan (1961)..... Professor of Psychology
B.A., 1950; Stanford University; M.A., 1953, San Francisco State College.
- ** Warren R. Tappin, Jr. (1963)..... Associate Dean for Student Affairs
B.A., 1940, Massachusetts State; M.Ed., 1947, Boston University; Ph.D., 1957, University of Washington.
- Mary T. Taylor (1974)..... Instructor in Native American Studies
B.S., 1946, Southeastern State College; M.Ed., 1955, North Texas State University.
- Robert W. Tellander (1971)..... Assistant Professor of Sociology
B.A., 1960, Princeton University; M.A., 1966, University of California, Berkeley.
- Philip O. Temko (1964)..... Professor of Philosophy
B.A., M.A., 1950, Columbia University; Ph.D., 1968, Stanford University.
- Joseph S. Tenn (1970)..... Associate Professor of Physics and Astronomy
B.S., 1962, Stanford University; M.S., 1966; Ph.D., 1970, University of Washington.
- David A. Thatcher (1969)..... Associate Professor of Education
B.A., 1947, Swarthmore College; M.A., 1949, University of Pennsylvania; Ed.D., 1965, University of California, Berkeley.
- Nore F. Thiesfeld (1962)..... Building and Planning Coordinator
B.A., 1957, Fresno State College; Member, Society for College and University Planning.
- Hobart F. Thomas (1961)..... Provost, School of Expressive Arts
and Professor of Psychology
B.A., 1947, Southern Methodist University; M.A., 1948; Ph.D., 1951, Stanford University.
Certified Psychologist.
- Sue A. Thomas (1972)..... Associate Professor of Nursing
B.S., 1960, University of California, San Francisco; M.S., 1969, Boston University.
- Michael D. Tirado (1973)..... Associate Professor of Political Science
B.A., 1964, University of Southern California; M.A., 1965, Middlebury College Graduate School in Spain; M.A., 1967, Johns Hopkins School of Advanced International Studies; Ph.D., 1970, Claremont Graduate School.
- Dale B. Trowbridge (1969)..... Associate Professor of Chemistry
B.A., 1961, Whittier College; M.S., 1964; Ph.D., 1970, University of California, Berkeley.

†† Sabbatical Leave, 1974-75

** On leave, 1974-75.

- Ella M. Trussell (1965) Professor of Health Science and Physical Education
B.A., 1950; M.A., 1952; Ed.D., 1966, University of California, Berkeley.
- Richard M. Valdez (1974) Director, Hidden Talent Program
B.A., 1970, University of San Diego.
- † Delmar S. Valleau (1966) Professor of Management
B.S., 1959; M.B.A., 1960; Ph.D., 1967, University of California, Los Angeles.
- †† Richard A. Van Gieson (1963) Associate Professor of Economics
B.A., 1958, Sacramento State College.
- David W. Van Nuys (1971) Assistant Professor of Psychology
B.A., 1962, University of Pennsylvania; M.A., 1964, Montana State University; Ph.D., 1970, University of Michigan.
- Rosa Vargas-Arandia (1966) Associate Professor of Spanish
B.M., 1953, Conservatory of Music, Kansas City, Missouri; B.A., 1956, St. Mary's College, Kansas; M.M., 1955, Conservatory of Music, Kansas City, Missouri; Cand. for Ph.D., 1972, University of California, Los Angeles.
- Margaret B. Vaughan (1972) Associate Professor of Management
B.A., 1953, University of Iowa.
- Walter R. Vennum (1972) Assistant Professor of Geology
B.A., 1964, University of Montana; Ph.D., 1971, Stanford University.
- Gregory D. Vermillion (1972) Director of Admissions
B.A., 1965, Seattle University.
- Augustus O. Vidal (1971) Associate Professor of Music
B.A., 1968; M.A., 1971, University of California, Los Angeles.
- Thomas R. Volk (1966) Associate Professor of Mathematics
B.A., 1961; M.A., 1963, San Francisco State College.
- Sommai Vongsuri (1967) Associate Professor of Mathematics
B.S., 1960; M.S., 1963; Ph.D., 1967, Oregon State University.
- Lynn E. Waddington Associate Professor of Speech-Drama, School of Expressive Arts
B.A., 1962, Marysville College; M.A., 1964, San Francisco State College.
- Marjorie Downing Wagner (1974) President and Professor of English
B.A., 1938, College of Mount St. Vincent; M.A., 1939, Catholic University of America; Ph.D., 1942, Yale University.
- Albert L. Wahrhaftig (1969) Associate Professor of Anthropology
B.A., 1957, Stanford University; M.A., 1960, University of Chicago.
- Charles E. Wallace (1971) Coordinator, Continuing Education
and Associate Professor of Education
B.A., 1939, Whittier College; M.A., 1949; Ed.D., 1959, University of Southern California.
- Sandra D. Walton (1970) Assistant Librarian
B.A., 1961; M.L.S., 1963, University of California, Berkeley.
- Arthur L. Warmoth (1970) Assistant Professor of Psychology
B.A., 1959, Reed College; Ph.D., 1967, Brandeis University.
- Eva V. Washington (1966) Professor of Education
B.A., 1945, San Jose State College; M.A., 1956, Stanford University; Ed.D., 1962, University of California, Berkeley.
- Stephen D. Watrous (1968) Associate Professor of History
B.A., 1961; M.A., 1965, University of Wisconsin; Ph.D., 1970, University of Washington.
- Shane Weare (1971) Assistant Professor of Art
A.R.C.A., 1963, Royal College of Art, London.
- Alice R. Wexler (1972) Assistant Professor of History
B.A., 1964, Standard University; M.A., 1966, Georgetown University; Ph.D., 1972, Indiana University.

† Sabbatical leave, spring semester, 1974-75

†† Sabbatical leave, Fall semester, 1974-75

- Margaret F. Wheaton (1974).....Assistant Professor, School of Environmental Studies and Planning
B.A., 1960, Radcliffe College; M.C.P., 1962, University of Pennsylvania; Ph.C., 1968, University of California, Berkeley.
- D. Anthony White (1968) Associate Professor of History
B.A., 1958, Stanford University; M.B.A., 1961, University of California, Berkeley; Ph.D., 1968, University of California, Los Angeles.
- Katherine H. Wiley (1962) Coordinator of Academic Advising and Associate Professor of Psychology, School of Expressive Arts
B.A., 1960, Los Angeles State College; M.A., 1966, San Francisco State College.
- Donald C. Wilkinson (1971) Assistant Professor of Psychology
B.A., 1968, University of Michigan; M.A., 1972, Sonoma State College.
- Holly S. Wilson (1974)..... Associate Professor of Nursing
B.S.N., 1964, Duke University; M.S., 1966, Case-Western Reserve University; Ph.D., 1974, University of California, Berkeley.
- Janice L. Wilson (1969)..... Associate Professor of English
B.A., 1957, Stanford University; M.A., 1962; Ph.D., 1969, University of California, Berkeley.
- Douglas E. Wiseman (1974) Associate Professor of Education
B.S., 1957; M.A., 1959, Eastern Michigan University; Ed.D., 1965, University of Illinois.
- Bruce E. Woelfel (1969) Associate Professor of Political Science, School of Environmental Studies and Planning
B.A., 1953, Ohio State University; Master of City Planning, 1956, University of California, Berkeley.
- Patricia M. Wollter (1970) Senior Assistant Librarian
B.A., 1966, San Francisco State College; M.L.S., 1967, University of California, Berkeley.
- James I. Wong (1972) Assistant Professor of Asian-American Studies
B.A., 1969, Sonoma State College.
- G. Davidson Woodard (1962) Professor of Geology
B.S., 1951; M.S., 1953, University of Adelaide, Australia; Ph.D., 1963, University of California, Berkeley.
- William H. Wright, III (1969) Associate Professor of Geology
B.A., 1965, Middlebury College; M.A., 1967, Indiana University; Ph.D., 1970, University of Illinois.
- Martha M. Yates (1968) Associate Professor of Physical Education
B.S., 1960, University of North Carolina; M.A., 1963, San Jose State College; Ph.D., 1969, University of Wisconsin.
- ** Homero E. Yearwood (1974) Associate Professor of Sociology
B.A., 1956, New Mexico Highlands University; Master of Divinity, 1959; Master of Religious Education, 1960, Golden Gate Theological Seminary; Doctor of Criminology, 1972, University of California, Berkeley.
- †† Jean Ann Young (1965) Professor of Education
B.S., 1951, State Teachers College, Oswego, New York; M.A., 1957; Ed.D., 1968, University of California, Berkeley.
- William W. Young (1963).....Professor of Political Science
B.A., 1947; M.A., 1951; Ph.D., 1956, University of California.
- †† Caroline H. Zainer (1967) Assistant Professor of English
B.E., 1942, Northern Illinois State Teachers College; M.A., 1948, Northwestern University.
- David A. Ziblatt (1969).....Professor of Political Science
B.A., 1959, Reed College; M.A., 1961; Ph.D., 1965, University of Oregon.

** On leave, 1974-75

†† Sabbatical leave, 1974-75

Richard A. Zimmer (1971)..... Assistant Professor of Anthropology,
Hutchins School of Liberal Studies
B.A., 1962, University of Michigan; M.A. (History), 1964, University of California, Berkeley;
M.A. (Anthropology), 1969, University of California, Los Angeles.



PART-TIME FACULTY (1974-75)

- Tommy G. Acuna (1974) Visiting Lecturer in Mexican-American Studies
B.A., 1973, University of California, San Diego.
- Tony L. Altizio (1974) Assistant in English
B.A., 1974, California State College, Sonoma
- Lawrence E. Anderson (1972) Lecturer in Music
B.A., 1959, University of California, Berkeley; M.A., 1966, San Francisco State College;
Ph.D., 1972, University of California, Berkeley.
- Shel Anderson (1974) Lecturer in Anthropology
B.A., 1966, Doane College; M.A., 1968, Stanford University.
- William V. Archuleta (1973) Lecturer in Physics
B.A., 1967, San Jose State College.
- John S. Arden (1974) Visiting Lecturer in School of Environmental
Studies and Planning
- Betsy F. Aunapu (1974) Lecturer in Health Sciences and
Physical Education
B.A., 1973, California State College, Sonoma.
- Lyn A. Avila (1974) Lecturer in Physical Education
B.A., 1966, San Francisco State College.
- James A. Bennyhoff (1973) Lecturer in Anthropology
B.A., 1948; Ph.D., 1961, University of California, Berkeley.
- Lanny G. Berry (1974) Lecturer in Sociology
B.A., 1961, San Francisco State College; M.S.W., 1966, University of California, Berkeley.
- Donald S. Bibbero (1974) Lecturer in Economics
B.A., 1940, Stanford University; M.B.A., 1941, Harvard Graduate School of Business; Ed.D.,
1967, University of Southern California.
- Polly M. Bickel (1974) Lecturer in Anthropology
B.A., 1968, Radcliff College; M.A., 1970, Harvard University.
- Gerald Bol (1969) Lecturer in Art
B.F.A., 1962, San Francisco Art Institute; M.A., 1967, San Francisco State College.
- Elizabeth S. Bright (1968) Lecturer in English
B.A., 1933, New Mexico State University; M.A., 1959; Ph.D., 1967, University of California,
Berkeley.
- Meg Broughton (1970) Lecturer in Music
B.A., 1953, Whitman College.
- Harley D. Buck (1974) Lecturer in Physical Education
B.A., 1968, San Francisco State College.
- Theodore E. Bunch (1974) Visiting Professor of Geology
B.A., 1959; M.S., 1961, Miami University; Ph.D., 1966, University of Pittsburgh.
- Kent L. Calkins (1974) Assistant in English
B.A., 1974, California State College, Sonoma.
- Martha R. Carpenter (1972) Lecturer in English
B.S., 1956, Portland State College; M.A., 1971, San Francisco State College.
- Sherlyn Chew (1973) Lecturer in Music
A.B., 1970, University of California, Berkeley.
- Lawrence R. Chime (1973) Assistant in Biology
B.S., 1964, Saint Peter's College, Jersey City.
- Jeffrey W. Christiansen (1974) Visiting Lecturer in School of
Environmental Studies and Planning.
- Albert J. Cognata (1971) Lecturer in Music
B.A., 1953; M.A., 1959, San Francisco State College.

- Laura E. Criscione (1974) Lecturer in Theatre Arts
B.A., 1973, San Jose State College; M.A., 1972, Mills College.
- Anne W. P. Crowden (1971) Lecturer in Music
L.R.A.M., 1952, Royal Academy of Music, London.
- Dale E. Cutler (1971) Lecturer in Music
B.A., 1950, University of California, Berkeley.
- Michael D. Dale (1974) Lecturer in Health Sciences and
Physical Education
B.A., 1972, California State College, Sonoma.
- Martha D. Dixon (1972) Lecturer in Management
B.S., 1963; M.B.A., 1969, Golden Gate College.
- Paul B. Drabkin (1974) Lecturer in History
B.A., 1962, University of California, Berkeley; M.A., 1972, California State College, Sonoma.
- Ann Dreyfuss (1972) Lecturer in Psychology
B.A., 1960, Sarah Lawrence College; M.S., 1964, San Diego State College.
- Donis A. Eichhorn (1973) Clinical Appointment, Department of Nursing
B.S., 1952; M.S., 1964, University of California, San Francisco.
- Ralph Farve (1974) Lecturer in English
B.A., 1971; M.A., 1974, San Francisco State University.
- Doreen R. Fisher (1973) Assistant in Mathematics
B.S., 1973, California State College, Sonoma.
- Rita S. Fuhr (1974) Lecturer in English
B.A., 1971, San Francisco State College; M.A., 1973, San Francisco State University.
- Eric D. Golanty (1973) Lecturer in Hutchins School of Liberal Studies
B.A., 1966, University of California, Berkeley; M.S., 1969, University of California, San Francisco.
- Daniel P. Goldberg (1974) Lecturer in the Center for Performing Arts
B.A., 1974, California State College, Sonoma.
- Karen E. Gordon (1974) Assistant in English
A.B., 1968, University of California, Berkeley.
- Abigal A. Grafton (1974) Counselor
B.A., 1971, San Francisco State University; M.A., 1972, California State College, Sonoma.
- Frank B. Gray (1974) Visiting Lecturer in Geography
B.S., 1971, San Jose State University.
- William H. Gray (1968) Lecturer in Health Sciences and Physical Education
B.A., 1960, University of California, Berkeley.
- Douglas B. Greene (1973) Lecturer in Physics
B.A., 1964, San Jose State College; M.S., 1969, Stanford University.
- Allen C. Haile (1974) Lecturer in Economics
B.A., 1960, University of Nebraska; M.S., M.P.A., M.A.O.M., Ph.D., 1971, University of Southern California.
- Thomas O. Heffernan (1974) Lecturer in the School of
Environmental Studies and Planning
B.A., 1974, California State College, Sonoma.
- Rodger D. Henderson (1971) Lecturer in Theatre Arts
B.A., 1968, San Francisco State College.
- Jon C. Hendricks (1973) Lecturer in Music
- John D. Hess (1974) Lecturer in Interdisciplinary Studies
B.S., 1961, Lehigh University; M.A., 1968, University of Maryland.
- Janice L. Holstad (1974) Lecturer in Psychology
B.A., 1973; M.A., 1974, California School of Professional Psychology.
- Phyllis A. Holup (1971) Lecturer in Art and General Education
B.F.A., 1965, San Francisco Art Institute; M.F.A., 1971, Mills College.

- Ralph P. Hotz (1973) Lecturer in Music
Julliard School of Music, New York.
- Glenn M. Isaacs (1974) Lecturer in Health Sciences and Physical Education
B.A., 1966, Sonoma State College; M.S., 1968, Northern Illinois University.
- Helen L. Issel (1972) Lecturer in Geography
B.A., 1970, Sonoma State College; M.A., 1973, University of California, Davis.
- George C. Johnson (1973) Lecturer in Management
B.S., 1954; M.S., 1963; Ph.D., 1972, University of California, Berkeley.
- Lygia A. Johnson (1970) Lecturer in English and General Education
B.A., 1946, Connecticut College; M.A., 1966; Ph.D., 1972, University of California, Berkeley.
- Paul E. Judge (1974) Lecturer in the School of
Environmental Studies and Planning
B.A., 1974, California State College, Sonoma.
- Howard Kaplan (1974) Lecturer in Education
B.A., 1959, City College of New York.
- Sally Kell (1971) Lecturer in Music
B.A., 1957, Mills College.
- Ann G. King (1974) Lecturer in Anthropology
B.A., 1963; M.A., 1967, University of California, Berkeley.
- Meryl S. King (1974) Assistant in Mathematics
A.B., 1958, University of California, Berkeley; M.A.T., 1971, Dominican College.
- Emil Kovtun (1973) Lecturer in Foreign Languages
B.A. Equivalency, 1948, Charles University, Prague, Czechoslovakia; M.A., 1957, Columbia University.
- Bill Kwong (1970) Lecturer in Psychology
- James E. Le Boeuf (1973) Lecturer in Economics
- Richard Lichtman (1974) Lecturer in Interdisciplinary Studies
B.A., 1952, University of Pennsylvania; M.A., 1954; Ph.D., 1957, Yale University.
- James A. Lopes (1974) Assistant in Biology
B.A., 1969, Sonoma State College.
- Marijane Lynch (1974) Clinical, Department of Nursing
B.S., 1965, Marquette University; M.S., 1966, University of Michigan.
- J. Bruce Macpherson (1974) Lecturer in the School of
Environmental Studies and Planning
B.S., 1963; M.B.A., 1965, San Jose State College.
- Joseph A. Magda (1973) Lecturer in Management
B.S.E., 1962, University of Michigan; J.D., 1969, Pepperdine University.
- John F. Mark (1974) Lecturer in Political Science
B.A., 1964; J.D., 1967, College of William and Mary.
- R. Irene Masada (1972) Lecturer in Chemistry
B.S., 1966, University of California, Berkeley; Ph.D., 1972, University of Washington.
- John E. Meredith (1972) Lecturer in Music
B.M., 1949, Cincinnati Conservatory of Music.
- Jean A. Merriman (1974) Lecturer in Biology
B.A., 1961, University of Utah; M.A., 1966, San Jose State University; Ph.D., 1972, University of Pittsburgh.
- Lesly H. Meyer (1974) Lecturer in Education
B.A., 1942, University of California, Berkeley; M.A., 1954, San Francisco State College.
- Danny D. Montoro (1974) Lecturer in Music
B.A., 1969, San Jose State College; B.M., 1970; M.S., 1971, The Julliard School, New York.
- E. Ann Neel (1972) Lecturer in Women's Studies
A.B., 1959, University of California, Riverside; M.A., 1971, University of California, Berkeley.

- Keith B. Nelson (1974) Assistant Professor in Biology
B.A., 1959; M.A., 1961; Ph.D., 1963, University of California, Berkeley.
- Susan C. Nichols (1972) Lecturer in Psychology
B.A., 1970; M.A., 1971, Sonoma State College; Ph.D., California School of Professional Psychology, San Francisco.
- Donald J. O'Brien Lecturer in Music
Diploma, 1956, Detroit Institute of Music.
- Gerryann Olson (1972) Lecturer in Psychology
B.A., 1971; M.A., 1972, California State College, Sonoma.
- Walter W. Oster (1968) Assistant Professor of Music
San Francisco Conservatory of Music.
- Angèle E. Pastore (1973) Lecturer in Foreign Languages
B.A., 1969; M.A., 1971, University of California, Berkeley.
- Angela R. Pecherer (1974) Assistant Professor of Nursing
B.S.N., 1967, University of Michigan; M.S.N., 1974, University of California, San Francisco.
- Victoria J. Petersen (1974) Assistant in Philosophy
- Cupid R. Poe (1974) Lecturer in Psychology
B.S., 1960, Tennessee State University; M.D., 1964, Meharry Medical College.
- Robert E. Porter (1971) Lecturer in Physics
B.S., 1971, Sonoma State College.
- Berle N. Post (1974) Counselor
B.S., 1958, University of Wisconsin, Milwaukee; M.S., 1961; Ph.D., 1967, University of Wisconsin, Madison.
- Randy L. Powell (1973) Lecturer in Afro-American Studies
B.A., 1971, Sonoma State College.
- Ann-Catherine Quibell (1974) Lecturer in Foreign Languages
B.A., 1960, University of California, Berkeley; Certificat d'études pédagogiques, 1969, University of Paris.
- Margaretta B. Redwine (1971) Lecturer in Music
B.A., 1949, University of California, Berkeley; M.A., 1953, Sacramento State College.
- Jeffrey L. Reich (1974) Assistant in Mathematics
B.A., 1973, California State College, Sonoma.
- David A. Reiss (1974) Lecturer in Political Science
B.A., 1971, California State University, Humboldt; M.A., 1974, University of California, Santa Barbara.
- William L. Reynolds (1972) Lecturer in Management
B.A., 1969, Sonoma State College; M.B.A., 1974, California State University, Sacramento.
- John S. Robinson (1974) Visiting Professor of Biology
B.A., 1948, University of Buffalo; M.A., 1951; Ph.D., 1953, Cornell University.
- Cathy J. Romero (1974) Assistant in English
B.A., 1973, California State College, Sonoma.
- Gerald Rosen (1971) Lecturer in English
B.E.E., 1960, Rensselaer Polytechnic Institute; M.B.A., 1962, Wharton Graduate School; M.A., 1966, Ph.D., 1969, University of Pennsylvania.
- Beverly A. Safreno (1974) Lecturer in Physical Education
B.A., 1959, San Francisco State College.
- George Sakellariou (1972) Lecturer in Music
- Peter Scarlet (1973) Lecturer in Art
A.B., 1964, Kenyon College.
- Norma H. Schlesinger (1971) Lecturer in Art
B.A., 1952, Vassar College; M.A., 1968, New York University.

- Georgia G. Schwartz (1974) Staff Physician
B.A., 1966, University of California, Berkeley; M.D., 1970, University of California, Irvine.
- William M. Shamhart (1974) Assistant in Mathematics
B.S., 1973, University of California, Davis.
- Alexander Sharp (1973) Lecturer in Art
B.A., 1960, Haverford College; M.A., 1964, New York University.
- Jean E. Short (1974) Lecturer in Education
B.S., 1962, University of Minnesota; M.A., 1968, California State University, Long Beach.
- Robert L. Smith (1974) Lecturer in American Ethnic Studies
B.S., 1969, University of California, Berkeley.
- Walter R. Smith (1974) Lecturer in the School of
Environmental Studies and Planning
B.A., 1974, California State College, Sonoma.
- Albert Solnit (1973) Lecturer in Economics
B.A., 1953, University of California, Berkeley; M.S., 1957, University of Southern California.
- Charles R. Stasek (1974) Lecturer in Biology
B.A., 1952, University of California, Santa Barbara; M.A., 1958; Ph.D., 1961, University of California, Berkeley.
- Alan D. Stern (1974) Assistant in Biology
B.S., 1967, University of Michigan.
- Jean Stevens (1971) Lecturer in Music
B.M., 1956, University of Southern California.
- Helen D. Stulic (1970) Lecturer in English
B.A., 1961, Mount Mary College; M.A., 1967, Fordham University.
- Barbara R. Tesser (1974) Assistant Professor of Nursing
B.S., 1964, University of Massachusetts; M.S., 1968, University of California, Los Angeles.
- Laxmi G. Tewari (1974) Lecturer in India Studies
B.Mus., 1963; M.Mus., 1965; D.Mus., 1967, Banaras Hindu University; M.A., 1971; Ph.D., 1974, Wesleyan University.
- Richard K. Thompson (1974) Medical Officer
B.A., 1967, University of California, Davis; M.D., 1971, University of California, San Francisco.
- Hector Timourian (1973) Visiting Professor of Biology
B.A., 1955; Ph.D., 1960, University of California, Los Angeles.
- Benjamin R. Tong (1973) Lecturer in Psychology
B.A., 1965; M.A., 1970, San Francisco State College.
- ** Ann M. Tucker (1970) Assistant Librarian
B.A., 1968, Sonoma State College; M.L.S., 1970, University of California, Berkeley.
- Catherine A. Valdez (1974) Visiting Professor in Psychology
B.A., 1972; M.A., 1973, California State College, Sonoma.
- Gary M. Vanderhoef (1974) Lecturer in Physical Education
B.A., 1974, California State University, Sacramento.
- Haywood C. Vaughan (1972) Lecturer in Nursing
B.A., 1970, California State College, Sonoma; M.S., 1973, Dominican College.
- Tania Volhontseff (1974) Assistant in Mathematics
B.A., 1973, San Jose State University.
- Donald B. Walker (1974) Lecturer in Humanities
B.A., 1964, Stanford University; Ph.D., 1971, University of California, Berkeley.
- Byron C. Walters (1973) Lecturer in Management
B.A., 1965, Youngstown University.

- Mary Anne Warren (1972) Lecturer in Philosophy
B.A., 1968; Ph.D., 1974, University of California, Berkeley.
- Paulette L. Williams (1973) Lecturer in English
B.A., 1970, Barnard College; M.A., 1972, University of Southern California.
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index



INDEX

- Academic Advising, 76
- Academic Calendar, 8
- Academic Load, 52
- Accounting (See Management), 238
- Accreditation, 26
- Administration, 21
 - California State College, Sonoma, 21
 - California State University and Colleges, 17
 - Office of the Chancellor, 16
 - Trustees of California State University and Colleges, 15
- Admission
 - Application for, 30
 - as International Students, 34
 - Cancellation of, 43
 - Classification, 59
 - Filing Period, 31
 - of High School Graduates, 33
 - of Students from other Countries, 33
 - of Undergraduate Transfers, 34
 - to Classified and Unclassified Graduate Status, 35
 - to Teacher Education Program, 36
- Advanced Placement, 37
- Afro-American Studies, 105
- American Ethnic Studies Program, 117
- Anthropology, 125
- Art, 130
- Asian-American Studies Program, 119
- Astronomy, 140
- Athletic Program, 77
- Attendance Regulations, 53
- Auditors, 55
- Bachelor of Arts, Liberal Studies, 350
- Biology, 142
 - M.A., 145
- Business (See Management), 238
- California State College, Sonoma, 21
 - Administration, 21
 - Advisory Board, 21
 - Campus Development, 25
 - Foundation for Educational Development, Inc., 26
 - History, 23
- California State University and Colleges, 13
- Center for Field Experience Education, 80
- Center for Performing Arts, 155
- Chemistry, 156
- Class Attendance, 53
- Classical Studies, 93
- Classification of Students, 59
- Clubs and Organizations, 70
- Cluster Schools, 325
- College-Level Examination Program, 37
- Community Involvement Program, 345
- Computer Center, 79
- Continuing Education Program, 81
- Continuing Graduate Study, 101
- Counseling Services, 66
- Counseling Program, M.A., 165
- Courses of Instruction and Major Course Requirements, 103
- Credential Programs, 94
- Credit, 40
 - by Challenge Examination, 60
 - Earned in Accredited Colleges, 40
 - for Extension and Correspondence Courses, 40
- Criminal Justice Administration, 345
- Dance (See Theatre Arts), 319
- Dean's List, 59
- Degrees, 85
 - Bachelor of Arts, 85
 - Bachelor of Science, 86
 - External Degree, 81
 - Master of Arts, 101
- Determination of Residence, 40
- Disabled Students, 69
- Dishonored Checks, 47
- Disqualification, 57
- Drama (See Theatre Arts), 319
- Economics, 168
- Education, 174
 - M.A., 174
- Eligibility Index, 33
- English, 184
 - M.A., 184
- Ethnic Studies, 105
- Euro-American Studies Program, 121
- European Studies, 346
- Expressive Arts, 339
- Extension Division, 81
- Extension Fees, 46
- External Degree, 81
- Faculty, 361
- Fees and Expenses, 45
- Financial Aid, 48
 - Application for, 50
- Foreign Languages and Literatures, 192
- French, 192
- General Education, 90
 - Entering Freshmen, 90
 - Transfer Students, 94
- Geography, 208
- Geology, 214
- German, 196
- Grade Points, 54
- Grading, 53
- Graduate Students, 35

- Graduate Study, 101
- Graduation Requirements, 87
- Health Examination, 36
- Health Sciences, 221
- Health Center, 69
- Health Professions, 343
- Hidden Talent Project, 37, 69
- History, 222
 - M.A., 222
- Holidays, 8
- Honors at Graduation, 88
- Housing, 66
- Humanities, 237
- Hutchins School of Liberal Studies, 334
- India Studies, 348
- Instructional Services and
 - Continuing Education, 81
- Intercollegiate Athletics, 77
- Interdepartmental Minor, 355
- Interdisciplinary Studies, 345
 - Community Involvement Project, 345
 - Criminal Justice Administration, 345
 - European Studies Program, 346
 - India Studies, 348
 - Latin American Studies, 355
 - Liberal Studies—B.A., 350
 - Linguistics, 351
 - Media Studies, 352
 - Special Major, 353
 - Women Studies, 353
- International Students, 34
- International Program, 77
- Intramurals, 77
- Italian, 200
- Language Studies, 93
- Late Registration Fees, 45
- Latin, 200
- Latin American Studies, 355
- Liberal Studies, 334
- Library, 75
- Linguistics Minor Program, 351
- Majors for B.A. Degree, 85
- Majors for B.S. Degree, 86
- Majors for M.A. Degree, 101
- Management, 238
- Mathematics, 247
 - B.A., 247
 - B.S., 247
 - M.A., 253
- Media Studies, 352
- Mexican-American Studies, 111
- Multi-Cultural Services, 80
- Music, 257
- Native-American Studies Program, 122
- Numbering of Courses, 102
- Nursing, 268
- Parking Fees, 46
- Petitions, 62
- Philosophy, 274
- Physical Education, 278
 - B.A., 278
 - M.A., 279
- Physics, 283
 - B.A., 284
 - B.S., 283
- Placement Services, 68
- Political Science, 292
 - M.A., 293
- Pre-dental Preparation, 343
- Pre-medical Preparation, 343
- Pre-Pharmacy, 344
- Privacy Rights of Students, 62
- Probation, 57
- Progress Point Index, 54
- Psychology, 301
 - B.A., 301
 - M.A., 303
- Readmission, 35
 - of Disqualified Students, 59
- Refund Regulations, 47
- Registration, 52
- Regulations and Procedures, 52
- Repeat of Courses, 53
- Russian, 200
- School of Environmental Studies
 - and Planning, 327
- School of Expressive Arts, 339
- Second Language Teaching, 202
- Selective Service Certification, 61
- Simulation Laboratory for
 - Social Sciences, 76
- Smoking Policy, 63
- Sociology, 311
- Spanish, 203
- Special Courses, 60
- Special Features, 75
- Special Major, 353
- Special Programs, 341
- Special Studies, 60
- Student Conduct, 59
- Student Affairs Services, 67
- Student Records, 56
- Student Resources Center, 70
- Study List Changes, 52
- Summer Sessions, 81
- Summer Sessions Fees, 46
- Testing Services, 27
- Theatre Arts, 319
- Transfer Students, 34
- Transportation, 71
- Tutorial Learning Center, 75
- Trustees, California State
 - University and Colleges, 15
- Urban Studies, 356
- Veterans, 61
- Women Studies, 353

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