

# California State College, Sonoma

1977–1978 Catalog

1801 East Cotati Avenue

Rohnert Park, California 94928

\$2.00 plus tax

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# **ACADEMIC CALENDAR 1977–78**

### **FALL, 1977**

November 1–30, 1976	Period to apply for admission to the college and to the Credential Programs for Fall semester, 1977. Applications submitted after this date will be processed on a space-available basis.
January 2-March 31, 1977	Period to apply for financial aid (BEOG, SEOG, NDSL, FISL, OEOP, Nursing and Work-Study employment) to insure consideration in the initial round of awards.
July 1, 1977	. Schedule of Classes on sale in Bookstore.
August 29, 1977	. Academic Year begins. General faculty conference.
August 30, 1977	New Student Orientation, 9:00–12:00; department and division meetings, 9:00–12:00. New Student Advising, 1:00–4:30 p.m. Disabled Student Registration.
August 31, 1977	. Senior registration and fee payment.
September 1-2, 1977	. General registration and fee payment.
September 6, 1977	. First day of instruction.
September 10-11, 1977	New Student Orientation Retreat. 4:00 p.m., Friday to 4:00 p.m., Saturday.
September 12–14; 1977	Late Registration. \$5.00 late fee charged. Period to drop a class without an entry being made on student academic record card.
September 19-23, 1977	. Period to add classes.
September 30, 1977	. Last day to apply for degrees awarded in January 1978.
October 3, 1977	. Census date.
October 14, 1977	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. (See College Catalog, page 46.)
November 23, 1977	Last day to drop a class or withdraw from the college with "W" and without penalty of "F" or "NC". Compelling reasons required. (See College Catalog page 46.)
December 16, 1977	. Last day of instruction.
December 19-23, 1977	. Final Examinations.
December 30, 1977	. Last day for faculty to turn in grades.
December 26-30, 1977	. Holiday recess. Classes not in session.
January 3-4, 1978	. Student-Faculty conferences and Evaluation.
January 5, 1978	. Division and Department meetings for Evaluation. Semester ends.
	HOLIDAYS
September 5, 1977	. Labor Day. College closed.
September 9, 1977	
October 10, 1977	
November 11, 1977	. Veterans' Day. College open.
November 24 95 1077	. Thanksgiving Holiday. College closed.

December 26-30, 1977...... Holiday recess. Classes not in session.

January 6-29, 1978 ...... Mid-semester recess. Classes not in session.

December 25, 1977...... Christmas. College closed.

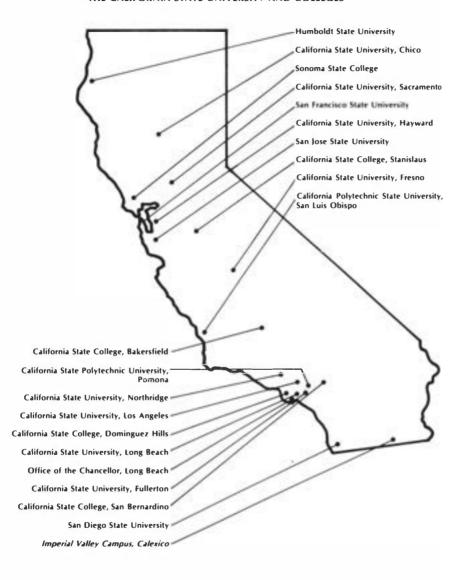
January 1, 1978...... New Year's Day. College closed.

# Spring, 1977

August 1–30, 1977	Period to apply for admission to the college and to the Credential Programs for the Spring Semester, 1978. Applications submitted after this date will be processed on a space available basis.
October 1–29, 1977	Period to apply for financial aid (BEOG, SEOG, NDSL, FISL, EOP, Nursing and Work-Study employment) to insure consideration in the initial round of awards. Funding limited.
	Period to apply for admission to the college and to the Credential Programs for Fall Semester, 1978. Applications submitted after this date will be processed on a space-available basis.
January 2, 1978	Schedule of Classes on sale in Bookstore.
January 30, 1978	Spring semester begins. General faculty conference.
January 31, 1978	New Student Orientation 9:00-12:00 noon.
	Faculty Meetings 9:00 a.m.–12:00 noon.  New Student Academic Advising, 1:00 p.m.–4:30 p.m.  Disabled Student Registration.
February 1, 1978	Senior registration and fee payment.
February 2-3, 1978	General registration and fee payment.
February 6, 1978	First day of instruction.
February 13-17, 1978	Late Registration. \$5.00 late fee charged. Period to drop a class without entry being made on student academic record card.
February 20-24, 1978	Period to add classes.
February 27, 1978	Census Date.
March 10, 1978	Last day to apply for degree in June, 1978.
March 17, 1978	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. (See College Catalog, page 46.)
· ·	. Spring recess. Classes not in session.
April 28, 1978	Last day to drop a class or withdraw from the college with "W" and without penalty of "F" or "NC". Compelling reasons required. (See College Catalog, page 46.)
May 24, 1978	. Last day of instruction.
May 25-June 1, 1978	. Final Examinations.
June 2, 1978	. Commencement, 11:00 a.m.
June 6, 1978	. Last day for faculty to turn in grades. Semester ends.
	HOLIDAYS
February 12, 1978	. Lincoln's Birthday.
February 20, 1978	. Washington's Birthday. College closed.
March 20-24	. Spring recess. Classes not in session.
May 29, 1978	. 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 Donahoe 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 1976 totaled approximately 300,000 students, who were taught by a faculty of 17,000. Last year the system awarded over 53 percent of the bachelor's degrees and 34 percent of the master's degrees granted in California. Over 600,000 persons have been graduated from the

19 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 1976/77 year, the total cost of operation is \$740 million, which provides continuing support for 239,410 full-time equivalent (FTE \*) students. This results in an average cost per FTE student of \$3,091 per year. Of this amount, the average student pays \$285. Included in this average student payment is the amount paid by nonresident students. The remaining \$2,806 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:

# 1976/77 PROJECTION OF TOTAL COSTS OF CAMPUS OPERATION (Including Building Amortization)

Projected Enrollment: 239,410 FTE

	Average Cost Per		
Source	Amount	Student (FTE)*	Percentage
State Approp. (Support)	\$613,824,941	\$2,564	82.9%
State Funding (Capital Outlay) **	30,029,210	125	4.1
Student Charges	68,260,575	285 ***	9.2
Federal (Financial Aids)	27,881,227	117	3.8
Total	\$739,995,953	\$3,091	100.0%

<sup>•</sup> 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.

<sup>\*\*</sup> The system's wide range of facilities and equipment on the 19 campuses is currently valued at approximately \$1.17 billion, excluding the cost of land. Amortized over a 40-year period, they are valued at \$125 per FTE student.

<sup>\*\*\*</sup> The average costs paid by a student include the student services 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 \$225 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 JrState Capitol, Sacramento 95814  Governor of California
The Honorable Mervyn M. DymallyState Capitol, Sacramento 95814  Lieutenant Governor of California
The Honorable Leo McCarthy
The Honorable Wilson C. Riles
Dr. Glenn S. Dumke

APPOINTED TRUSTEES		
Appointments are for a term of eight years, except for a student Trustee and alumni Trustee whose terms are for two years, expiring March 1 of the years in parentheses. Names are listed in order of appointment to the Board.		
Charles Luckman (1982)9220 Sunset Blvd., Los Angeles 90069		
William O. Weissich (1977)55 Professional Center Parkway, San Rafael 94903		
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)		
Gene M. Benedetti (1978)		
Robert F. Beaver (1976)		
Roy T. Brophy (1980)		
Mrs. C. Stewart Ritchie (1980)1064 Creek Dr., Menlo Park 94025		
Frank P. Adams (1981)		
Richard A. Garcia (1979)		
Dean S. Lesher (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)		
Willie J. Stennis (1983)3947 Landmark, Culver City, 90230		
Ms. Kathleen A. Carlson (1978) Associated Students, San Francisco State University, 185 A Parnassus Ave., San Francisco 94117		
Dr. Juan Gomez-Quinones (1984)405 Hilgard Ave., Los Angeles 90024		
ohn F. O'Connell (1979)Bechtel Corporation, P.O. Box 3965, San Francisco 94119		

## **OFFICERS OF THE TRUSTEES**

Governor Edmund G. Brown Jr.

\*\*President\*\*
Mr. Roy T. Brophy

\*\*Chairman\*\*

Mr. Frank P. Adams Vice Chairman Chancellor Glenn S. Dumke Secretary-Treasurer

# OFFICE OF THE CHANCELLOR

The California State University and Colleges 400 Golden Shore Long Beach, California 90802

Glenn S. Dumke	
Harry Harmon	Executive Vice Chancellor
D. Dale Hanner	
Lee R. Kerschner	Vice Chancellor, Administrative Affairs
Alex C. Sherriffs	Vice Chancellor, Academic Affairs
Marjorie Downing Wagner	Vice Chancellor, Faculty and Staff 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 95929 Stanford Cazier, President (916) 895-5011
- California State College, *Dominguez Hills* 1000 E. Victoria Street Dominguez Hills, California 90747 Donald R. Gerth, 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) 881-3000
- Humboldt State University Arcata, California 95521 Alistair W. McCrone, President (707) 826-3011
- California State University, Long Beach 1250 Bellflower Blvd. Long Beach, California 95521 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 91330 James W. Cleary, President (213) 885-1200

- California State Polytechnic University,
  Pomona
  3801 West Temple Avenue
  Pomona, California 91768
  Hugh O. LaBounty, Jr., Acting 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) 887-7401
- San Diego State University 5300 Campanile Drive San Diego, California 92182 Brage Golding, President (714) 286-5000
- Imperial Valley Campus 720 Heber Avenue Calexico, 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
- Sonoma State College 1801 East Cotati Avenue Rohnert Park, California 94928 Peter Diamandopoulos, President (707) 664-2880
- California State College, Stanislaus 800 Monte Vista Avenue Turlock, California 95380 A. Walter Olson, President (209) 633-2122



# SONOMA STATE COLLEGE 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 (1977) Lakeport (Lake County)

Ransom M. Cook (1978)
Penngrove (Sonoma County)

Robert Gonzales (1978) Healdsburg (Sonoma County)

Dr. Frederick A. Groverman (1979) Cotati (Sonoma County)

Mrs. E. W. Hartzell (1977) Sonoma (Sonoma County)

Edward G. Lopez, M.D. (1977) Sebastopol (Sonoma County) Bradford W. Lundborg, M.D. (1977) Santa Rosa (Sonoma County)

R. Michael Mondavi (1980) Napa (Napa County)

Lois A. Prentice (1979) Sausalito (Marin County)

Mrs. William J. Rudee (1977) Santa Rosa (Sonoma County)

Henry F. Trione Santa Rosa (Sonoma County)

Eric Koenigshofer (Ex Officio Alumni) Sebastopol (Sonoma County)

# SONOMA STATE COLLEGE ADMINISTRATION

## **EXECUTIVE**

President	Peter Diamandopoulos	
Assistant to the President		
Director, Affirmative Action	Margaret Bobertz	
Director of Institutional Research	George L. Proctor	
Associate Director, Institutional Research	Harold J. Soeters	
Director, Public Affairs		

#### **ACADEMIC AFFAIRS**

ACADEMIC AFFAIRS	
Vice President for Academic Affairs	Yvette M. Fallandy
Assistant to the Vice President for Academic Affairs	Louis A. Dallara
Dean of Academic Planning	William H. Poe
Director, Educational Development and Grants	Rita B. Garant
Educational Opportunity Program, Director	
International Education Services, Coordinator	
Director of Testing	Gerald J. Alves
Director of Academic Advising	
Director of Admissions and Relations with Schools	
Director of Student Records	Frederick H. Jorgensen
Instructional Resources, Director	Harold R. Skinner
Library Director	
Dean of Graduate Studies	Robert Y. Fuchigami
Chairman, Division of Humanities	
Chairman, Division of Natural Sciences	

Chairman, Division of Psychology, Health Sciences and	
Physical Education	Gerald Redwine
Chairman, Division of Social Sciences	Glenn Price
Coordinator of Interdisciplinary Studies	
Provost, Robert Hutchins School of Liberal Studies	J. Anthony Mountain
Provost, School of Environmental Studies and Planning	
Provost, School of Expressive Arts	Lynn Waddington

ADMINISTRATIVE AFFAIRS AND EDUCATION	ONAL SERVICES
Vice President for Administrative Affairs and Educational Ser	vices W. Lloyd Johns
Associate Vice President for	
Administrative Affairs and Educational Services	Carroll V. Mjelde
California ITV Consortium, Director	Stuart Cooney
Computer Services, Coordinator	Arthur A. Hughes
Continuing Education, Coordinator	Leonard E. Swenson
Continuing Education, Coordinator	Charles E. Wallace
Personnel Director	Alan K. Murray
Campus Planning, Director	Nore F. Thiesfeld
Plant Operations, Chief	William R. Mabry
Business and Finance. Director	R. M. D. Childs
Financial Manager	Ben Y. Quong
Procurement and Support Services Officer	Joseph C. Vizi
Enterprises, Bookstore, Manager	Otto K. Buckenthal
Student Union, Director	James Gross
Career Development Center, Director	Rand Link
Counseling Center, Director	Ioaquin I. Sanchez
Financial Aid, Director	Arnold Neiderbach
Housing, Director	John R. Simmons
Public Safety, Director	R. Richard Courier
Student Health Center, Director	Thomas R. Plowright
Student Resource Center, Director	Robert C. Joseph

# GENERAL INFORMATION

## Historical Development

Sonoma State College was established by act of the Legislature in 1960 and opened its doors to the first students in September 1961. Coming at that particular 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 was 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, history, counseling, political science and physical education are now offered.

From the beginning, the college has had a strong and cherished tradition of open communication and good personal relationships. Informal groupings, as well as formal structures are part of college governance and

community life.

As an expression of this philosophy of education, three Cluster Schools have been established, each enrolling no more than 200 students. These are 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 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".

Sonoma State College is dedicated to the fostering of individual growth within a community of learning. Students and faculty, staff and administration work together to serve each other, the community of our service area, and society as a whole.

# Campus Planning

Planning for the development of the campus and for construction of necessary physical activities to meet the program needs of the College are the responsibility of the Campus Planning Office. The Building and Planning Director, and the Campus Consulting Architects consult with the Campus Planning Committee in developing and updating the Campus Master Plan, reviewing design concepts and recommending construction projects to the President and to the Trustees.

The first Campus Master Plan, for 12,000 FTE, was approved by the Trustees in 1962. It has been revised, most recently in 1975, to include a reduction in enrollment to 10,000 FTE, a change in architectural vocabulary, a modification of the campus environment to include a number of

cluster schools, and to reflect changes in the academic program.

The on-campus residential community, which opened in the fall of 1972, accommodates 406 students in suite, cluster-type housing. Construction of

the first cluster school facility was completed in 1975; Nichols Hall and the College Union in 1976. Construction of the Art Building and an Addition to the Library, which will include a new computer center for the campus, began during 1976. Plans for a Child Care Center have been completed. Plans are being developed for completion of a Theatre Arts Building and an Aquatic Facility by 1978–79. These and related landscaping projects, housing, parking and auxiliary facilities will provide for a well-balanced campus.

The College currently has facilities to accommodate approximately 6,000 F.T.E. With ever increasing construction costs, additional facilities will become available only when an urgent need is generated by new enroll-

ments and new programs.

The Campus Planning Office 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.

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

The Sonoma State College 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, 1977-78**

#### Officers

Yvette M. Fallandy (Vice President for Academic Affairs) President
W. Lloyd Johns (Vice President for Administrative
Affairs) Vice President
Rita B. Garant (Director, Office of Educational Development) Secretary-Treasurer

#### Directors

Claude R. Minard (Faculty/Chairman, Faculty Committee on Educational Development) Wallace M. Lowry (Faculty)

Gregory F. Jilka, Esq. (Community Representative)

Steven J. Cash (Student Representative)

## **ACCREDITATION**

Sonoma State College 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.

## AFFIRMATIVE ACTION POLICY

Sonoma State College is guided by the precept that in no aspect of its programs shall there be a difference in the treatment of persons because of race, creed, color, religious preference, handicap, national origin, age, sex, marital status, Vietnam era veteran or any other classification which would deprive such persons of consideration as individuals; and that equal opportunity and access to facilities shall be available to all. This principle is expected to be observed in the administration, housing and education of students; in policies governing programs or extra-curricular life and activities; and in the employment of faculty, staff and student personnel. The College shall work cooperatively with the community in furthering this principle of equal opportunity.

## **TESTING SERVICES**

The Office of Testing Services provides a variety of services to the College Community. Some are designed to assist students in their exploration 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 SSC 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 unap-

proved 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.

### **CREDIT BY EXAMINATION CANDIDATES:**

College Level Examination Program (CLEP)

CSUC English Equivalency Test (EET)

CSUC Science/Math Equivalency Test (SMET)

## **GRADUATE SCHOOL CANDIDATES:**

SSC Graduate Programs:

Biology MA: GRE Aptitude Test & GRE Advanced Biology Test

Counseling Education MA: GRE Aptitude Test Education MA: Miller Analogies Test (MAT)

English MA: GRE Advanced Literature Test in English or SSC

English Department Comprehensive Examination

History MA: GRE Aptitude and Advanced Test in History

Management MA: Graduate Management Admission

Test (GMAT) or GRE Aptitude Test

Political Science MA: GRE Aptitude Test

Graduate Programs other than SSC:

Law School: Law School Admission Test (LSAT)

Medical School: Medical School Aptitude Test (MCAT)

Advance registration for all tests is required. Students interested in further information concerning the testing program are invited to contact the SSC 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 SSC; notification of admission, and admission advising for applicants.

The Relations with Schools and Colleges 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.

### Registrar

The Registrar's Office maintains the students' permanent cumulative academic record of work completed at Sonoma State College. Services of this office include registration in the College; verification of enrollment of students to various agencies of the Government (Social Security, California Veterans War Orphans, etc.); issuance of Sonoma State College 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 "proba-

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tion," "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.

Well over a million and a half dollars per year are available for student aid. About 75% of this is in four Federal programs. Many students, additionally, are assisted through the Federally Insured Student (Bank) Loan and the Basic Educational Opportunity Program (BEOP). Altogether, 30% of our full-time students receive some financial aid.

## **ADMISSION PROCEDURES AND POLICIES**

Requirements for admission to Sonoma State College are in accordance with Title 5, Chapter I, 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 Sonoma State College in a regular semester.

Readmitted Students—Any student who has not been in attendance at Sonoma State College 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 Sonoma State College. This includes graduates of Sonoma State College.

Readmitted Graduate Students—Any student who has not been in attendance at Sonoma State College 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.

## Requirement and Use of Social Security Number

Applicants are required to include their social security number in designated places on applications for admission pursuant to the authority contained in Title 5, *California Administrative Code*, Section 41201. The social security number will be used as a means of identifying records pertaining to the student as well as identifying the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution.

#### 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. An alternate choice campus and major may be in-

dicated on the application, but an applicant should list as alternate campus only that campus of The California State University and Colleges that he will attend if his first choice campus cannot accommodate him. Generally, an alternate degree major 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 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 first month of a filing period will receive equal consideration for such categories. A small number of undergraduate programs are impacted throughout the 19-campus system, and applicants to such programs are expected to meet supplementary admission criteria for admission to these programs. These programs are identified and announced each fall. Applicants will receive from the campuses further information about the supplementary admission criteria to be used and how and when applicants can meet them. Applicants to impacted programs *must* apply during the first month of the filing period.

### 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 nonrefundable 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**

Terms 1977–78	First Accepted	Filing Period Duration	Student Space Reservation Notification Begins
Fall Semester 1977	November 1, 1976	Each campus accepts applications until capacities are reached.	December 1976
Spring Semester		Most campuses accept applications up to a month	
1978	August 1, 1977	prior to the opening day of the term. Some campuses will close individual programs as they reach capacity.	September 1977

### **SPACE RESERVATIONS**

Applicants who can be accommodated will receive a space reservation. A space reservation is not a notice of admission but is a commitment by Sonoma State College 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.

### **ENGLISH PROFICIENCY TEST**

On May 26, 1976 the Board of Trustees approved a resolution requiring a writing proficiency/diagnostic examination for all entering lower division students to be initiated no sooner than September 1977. Students are advised to obtain further information from appropriate campus officials (i.e., advisors, campus test officers, etc.) on currently available methods for meeting this requirement. The results of the writing examination will not affect admission eligibility.

# 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 Sonoma State College 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. 48. Test results of either the CEEB Scholastic Aptitude Test (SAT) or the American College 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 592
Princeton, New Jersey 08540

# 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 CSUS 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 aver-

age 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)

Transfer Admission eligibility is based on *transferable* college units attempted, rather than on *all* college units attempted. The California Community College transfer 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. Score	S.A.T.	GPA.	A.C.T. Scare	S.A.T.	G.P.A.	A.C.T. Scare	S.A.T.	GPA.	A.C.T.	S.A.T.	G.P.A.	A.C.T. Scare	S.A.T. Scare
(-)1	-	-	296	15	704	2.71	20	904	247	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	2.41	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	732	2.65	22	952	2.41	26	1144	2.16	31	1341
3.14	12	560	2.89	17	760	2.64	22	960	2.40	27	1152	2.15	32	1351
3.13	12	568	2.88	17	768	2.63	22	968	2.39	27	1160	214	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	2.00	33	1400
3.07	13	616	2.82	18	816	2.57	23	1016	2.3	28	1206	2.08	33	1408
3.06	13	624	2.81	18	824	2.58	23	1024	2.32	28	1216	2.07	33	1416
3.05	14	632	2.60	19	632	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	2.99	29	1240	2.04	34	1440
3.02	14	636	2.77	19	856	2.59	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	(—) <sup>2</sup>	-	
297	15	696	2.72	20	896	-	_	_	2.23	30	1288	. ,		

<sup>1</sup> Students earning grade point average above 3.20 are eligible for admission.

<sup>&</sup>lt;sup>8</sup> Students earning grade point averages below 2.0 are not eligible for admission.

<sup>1.</sup> 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.

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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 Sonoma State College 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 Sonoma State College the applicant must request that each college attended send two complete official transcripts 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.

#### 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, 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**

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 Educational Opportunity Program 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 Educational Opportunity Program will be interviewed by the Educational Opportunity Screening and Selection Committee and will be notified of official admission to the College by the Admissions and Relations with Schools Office.

#### Advanced Placement

Sonoma State College 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.

- 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.
- Allow credit to meet General Education requirements, as evaluated by the Admissions and Relations With Schools Office at the time of the students admission.
- Allow Advanced Placement credit to apply to major requirements at the discretion of the major department.

# 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)

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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.

Students who do not meet 2.5 GPA must petition, with Graduate Adviser and Department Chairman, support for admission on probation, as an unclassified graduate.

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.

# 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 Sonoma State College. 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 SONOMA STATE COLLEGE

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

Examination  Natural Sciences General Examination		Amount of Credit Approved	Course Equivalent— CLEP		
		otal of 6 (fulfills 3 units of General Education requirements in Biological Sciences and 3 units general education in Physical Sciences). 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 or 117		
Social Sciences—History General Examination	6	(fulfills 6 units of general education requirements in <i>Social Sciences</i> ).	Social Science 100		
Algebra and Trigo- nometry Subject Examination	3	(fulfills 3 units course credit toward Algebra and Trigonometry.)	Mathematics 107		
American Government Subject Examination	3	(fulfills 3 units of course credit in American Political System. Satisfies State Code requirement in U.S. History & Constitution. Students must take department exam to fulfill Code requirement in State & Local Govt.	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. Students must take department exam to fulfill Code requirement in State & Local Govt. but not state and local government).	History 251 or 252		
American Literature Subject Examination	6	(fulfills 6 units course credit toward Survey of American Literature	English 260, 261		
Analysis & Interpretation of Literature Subject Examination & Departmental Essay	6	(fulfills 6 units of credit) toward Basic Composition (Freshman English).	English 101 A & B		
English Literature Subject Examination	6	(fulfills 6 units of course credit in Survey of English Literature).	English 250, 251		

# CLEP EXAMINATIONS APPROVED AT SONOMA STATE COLLEGE—Continued

Examination	Amount of Credit Approved	Course Equivalent— CLEP		
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 116, 117, 21		
General Chemistry Subject Examination	6 (fulfills 6 units of course credit in <i>General Chemistry</i> ).	Chemistry 115 A & E		
Educational Psychology Subject Examination	3 (fulfills 3 units of course credit in <i>Educational Psychology</i> ).	Psychology 417		
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		
Human Growth & Development Subject Examination	3 (fulfills 3 units of course credit in <i>Human Growth and Development</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 Managerial 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 Micro- Macro 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 &amp; Measurements</i> ).	Psychology 437		
Western Civilization Subject Examination and Essay	3 (fulfills 3 units of course credit in Western Civilization). History majors passing the exam will be exempted from History 201 or 202.	History 201 or 202		

## 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 Sonoma State College. 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 Sonoma State College.

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 stand-

ards 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 68000–68090, 90403, 89705–89707.5, and 68122, 68124 and 68121, and in Title 5 of the *California Administrative Code*, Article 4 (commencing with Section 41900) 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 his parents, or, in the case of permanent separation of the parents, 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, and for the Spring semester, January 25. If you have any questions respecting the applicable date, contact the campus Admissions and Relations With Schools Office.

There are several exceptions from 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, who remained, was still a minor. When the minor 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 refugees. Certain alien graduates of California public high schools.
- 8. Certain credentialed, full-time employees of school districts.
- 9. 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.
- 10. Certain exchange students.
- 11. 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.
- 12. 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 400 Golden Shore Long Beach, California 90802

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 régister 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 SSC, 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 (Subject to change without notice)

Legal residents of California are not charged tuition. The following reflects applicable fees and nonresident tuition. Non-resident and foreign visa students are required to pay tuition in addition to fees charged to all students. Fees for auditing are the same as for credit. Checks should be made payable to Sonoma State College in the exact amount of the fees to be paid.

Registration Fees Per Semester (Payable at time of registration)

rees required of all students	U to b.U units	o. I or more units
Student Services Fee—per semester	\$57.00	\$72.00
Student Union Fee—per semester	5.00	10.00
Facilities Fee—per semester	3.00	3.00
Total Fees	\$65.00	\$85.00
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Nonresident tuition for domestic and foreign students (in addition to above fees)	
15 units or more	\$787.50
Less than 15 units, per unit	52.50

[If a student's registered number of units is increased during the term to a higher fee/tuition category in the above schedule, the student must pay an additional amount so that the total amount paid equal the fees or tuition for the greater number of units.]

* OTHER FEES OR CHARGES [Payable when service is rendered]
Application Fee
(This fee is payable upon application for admission or re-admission by all new
students or students returning after an absence of two or more semesters.)
Late registration
Transcript of record fee, per copy
Failure to meet administratively required appointment or time limit
Graduation Fee
Campus Services [I.D.] Card
(This is a one-time charge payable by all new students. In the event this card is
lost or stolen, a replacement charge of \$1.00 will be assessed.)
Items Lost or Broken
Lost room keys
Replacement of validation sticker
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
Sailboat Rental Fee
Basic Arts & Crafts Fee
Pasia Caulatura I ala Esa

Basic Arts & Crafts Fee
Basic Sculpture Lab Fee
Sculpture—Subtractive Lab Fee
Sculpture—Additive Lab Fee
Beginning Printing Relief and Intaglio Lab Fee
Beginning Printmaking—Lithography Lab Fee
Beginning Printmaking—Serigraphy Lab Fee
Intermediate Sculpture—Metal Lab Fee
Intermediate Sculpture—Synthetics Lab Fee
Advanced Sculpture Lab Fee
Advanced Printing Relief and Intaglio Lab Fee

<sup>\*</sup> All fees and payments must be made in U.S. currency.

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Advanced Printmaking—Lithography Lab Fee	10.00 10.00
Use of Musical Instruments	5.00
Checks returned for any cause	5.00
[In the event a check for registration fees is returned, the late fee of \$5 will also apply.]	
Parking Fees:	
Automobiles, reserved, per semester	36.00
Automobiles, non-reserved, per semester	15.00
Motorcycles, per semester	3.75
[Parking fees are payable by all students using campus parking facilities]	
Daily Park UR Self non-reserved spaces—per admission	0.25
No provision is made for part-time reserve parking.	
Replacement of decal	2.00
Library Fees:	
2 week material per day	.15
1 week material per day	.25
2 day material per day	.25
Overnight [9 a.m.] material per hour	.25
2 hour material per hour	.25
Summer Sessions Fees:	
Per unit	35.00
Student union fee (per unit)	.65
Extension Program Fees:	

### THE STUDENT SERVICES FEE

Per unit .....

The Student Services Fee was established by the Board of Trustees of The California State University and Colleges in January 1975. Previously, this fee was known as the Materials and Service Fee.

33.00

The student services fee provides financing for the following student services programs not covered by state funding:

- 1. Social and Cultural Development: 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: Supports personnel who provide housing information and monitor housing services available 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.

The previous Materials and Service Fee covered not only the above expenditures but also the cost of instructional and audio-visual supplies and contractual services, but a Task Force recommended that the responsibility for financing these expenditures be transferred to the State. It also suggested that the basis for the Student Services Fee be fully and clearly communicated to students and campus staff.

The Student Services Fee is subject to change by Board of Trustees action necessitated by budget actions of the Executive and Legislative branches of government.

### Refund of Fees

Fees may be refunded only as authorized by Sections 41802, 41803, and 41913 of Title 5, California Administrative Code and other pertinent provisions of law. Whether a fee may be refunded and the circumstances under which a fee or any part of a fee may be refunded, may vary depending on the particular fee involved. Requirements governing refund may include such matters as the reason for seeking a refund (for example, death, disability, compulsory military service), the number of days of instruction which have elapsed before application for refund is made (for example, requests for refund of student services fees, student body organization fees, and student body center fees must be made no later than 14 days following the commencement of instruction and requests for refund of extension course tuition fees must be made prior to the fourth meeting of the class), and the degree to which the campus has provided the services for which the fee has been charged. Details concerning the fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking a refund may be obtained from the Registrar's office, Stevenson Hall, Room 2006. Requests for refund regarding Extension Classes should contact the Coordinator of Continuing Education.

# Time of Application for Refund

Student Services Fee. Application for a refund must be submitted not later than 14 calendar days following the day of the term when instruction begins. Students who changed their unit load to a lower fee category are eligible to receive a refund of the difference between the higher and lower fee, less five dollars.

The following are exceptions to the above regulations on time of application: If, in the opinion of the President of the College, accident or illness of the student prevents his making an application within the two-week limitation, the prescribed time limit may be extended to cover any period of physical incapacitation of the student.

Students receiving letters of eligibility from the State or Federal veterans' authorities are entitled to a full refund if their letters of eligibility are dated back to the first day of instruction. If not, a pro rata refund will be made. Special refund regulations apply in cases of students being ordered

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to active military service. A copy of the active duty orders must be submitted with the refund application, since it is incumbent on the student to prove "interruption" of his educational program as a direct result of the orders as received.

### Amount of Refunds

Student Services Fee. The amount of Student Service fees paid, less \$5.00 to cover the cost of registration, will be refunded if application for a complete withdrawal is made in accordance with the paragraph titled "Time of Application for Refunds."

Nonresident and Foreign Visa students are allowed refunds for tuition

fees paid in accordance with the following schedule:

	uring the first week of the semester	
(2) During the	second week of the semester	90%
	third week of semester	
	fourth week of semester	
(5) During the	fifth week of semester	30%
(6) During the	sixth week of semester	20%

Parking Fee. Parking fee refund applications will be honored only if the student returns the parking decal previously issued with the application. Refunds will be made in accordance with the time schedule listed.

The amount of the parking fee refund will be determined on the basis of calendar days beginning with the first day of instruction for the semester in accordance with the following schedule:

1–30 calendar days	75%
31–60 calendar days	50%
61-90 calendar days	.25%
None thereafter	

#### 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.

#### DISENBOLLMENT

All of the student's financial obligations to the College incident to registration must have been paid prior to the last day to drop a class or withdraw from the College with "W" and without penalty of "F" or "NC". Examples of such obligations are payment of deferred fees and making good on dishonored checks. (See Academic Calendar) If all such obligations have not been met, the student will be disenrolled automatically on the foregoing date. The student will not be permitted to re-enroll.

#### 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 (many lenders loan only \$1,000 to \$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 em-

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ployees 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). Grants range from \$226-\$1,400. 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 over 4 years. They are granted only to undergraduates from low income families. SEOG grants are matched dollar for dollar 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-\$1,000, 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 ancestry. 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. SSC 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—\$170. College Opportunity Grants (COG) are for \$500–\$1,100 plus fee of \$170, and are available to students from low income families, generally, through not exclusively, from an ethnic minority background. Contact:

California Student Aid 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 to those registered for 8 or more units.

#### 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.

For further information, contact the office of Director of Student

Records, which determines eligibility.

# 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 lst 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 Financial Aid Form, 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 \$2,750-\$3,220 for a single student, \$4.970 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.

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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.

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 Name/Schedule Card in their registration materials. 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 Registrar's 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 Add Cards the student submits at the time of registration. An official Study List is established from cards on file as of the end of the fourth week of instruction. This list is maintained in the Registrar's 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 during the schedule change period by following procedures outlined in the Class Schedule. Students are cautioned, however, that all Study List changes after the schedule change period are subject to strict review by the faculty. Detailed justifications for adding classes late must be provided for faculty review. Withdrawals after the schedule change period 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 Registrar's 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 Sonoma State College course may repeat the same course at Sonoma State College 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 Registrar's 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 Sonoma State College is:

- 1. Students at Sonoma State College 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

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

- 3. "Students of Sonoma State College 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," "prac-

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ticum," "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 stu-

dent'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 Sonoma State College 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.

		<b>CRADE</b>	<b>ATTEMPT</b>	<b>PROCRESS</b>	ATTEMPT
GR	PADE	<b>POINTS</b>	COUNTED	<b>POINTS</b>	COUNTED
Α	OUTSTANDING	4	YES	4	YES
В	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)				
ΑU	AUDIT	0	NO	0	NO
• Inco	mplete charged as "NC" if not made up within or	ne 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.

Units Attempted	Grade Mark		Grade Points	Progress Points
3	В	3	9	9
2	CR	2	0	4
3	Α	4	12	12
2	Ĭ	0	0	0
4	NC	0	0	0
1	C	2	2	2
3	W	0	0	0
			93	97

CPA:  $23 \div 7 = 3.28$ PPI: 27 : 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 27:15=2:1-. The 27 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 may enroll in class as Auditors. 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.

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 Registrar's 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 informaton includes verifying whether or not a person has ever been a student at Sonoma State College 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 Registrar's 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 Sonoma State College 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 postbaccalaureate student if any time
  - 1. his cumulative postbaccalaureate grade point average in all college work attempted or his cumulative postbaccalaureate grade point average at Sonoma State College falls below 2.5.
- C. 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 Sonoma State College 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 Sonoma State College 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 postbaccalaureate student when his cumulative postbaccalaurate grade point average for all work attempted and his cumulative postbaccalaureate grade point average at Sonoma State College are 2.5 or higher.
- C. As a graduate student when his cumulative graduate grade point average for all graduate work attempted and his cumulative grade point average at Sonoma State College 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 Sonoma State College.
- 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 Sonoma State College.
- 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 Sonoma State College.
- 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.

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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 Registrar's 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 Sonoma State College 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 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.

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

Status	Units earned
Lower Division	
Freshman	0-291/2
Sophomore	30–59½
Upper Division	
Junior.	
Senior	90 or more
Condition	

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.
- Students must achieve a minimum grade point average of 3.50 for the semester.
- 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.

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# 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 *Sonoma State College 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 "CR" will be recorded on his permanent record. No resident credit is earned, and units graded "CR" do not affect the grade point average.
- Forms for "Application for Unit Credit by Challenge Examination" are available in department offices.

## Special Courses

Sonoma State College 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.
- 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.
- 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
- 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 volunteer in community services. These courses are subject to the following conditions:

### 295 and 395—Community Involvement Program

- 1. 295 signifies lower division status; 395 signifies upper division status.
- 2. Variable credit from 1 to 4 units per course based upon 30 hours of direct community service for each unit of credit.
- 3. A maximum of 6 units allowable toward graduation.
- 4. Approval for registration must be obtained from the departmental faculty sponsor.
- This course counts toward elective or unspecified requirements of a major or minor, and toward total units required for graduation.

6. A completed time log, final paper, and a minimum of three meetings or seminars with the departmental faculty sponsor.

## Continuing Post-baccalaureate Study

- Undergraduate students, upon award of a baccalaureate degree from Sonoma State College are required to file an application for admission to graduate status the same as new graduate students from other institutions.
- 2. Graduate students, upon award of a graduate degree or California Teaching Credential, are required to make application for admission for continued study at the graduate level.
- 3. Non-objective graduate students will be allowed to accumulate up to 24 semester units of graduate work in Unclassified Post-baccalaureate Status. Upon reaching the 24 semester unit total, their continued enrollment will be subject to review by the College. Such student enrollment will be terminated by the College and further study by the student will be reviewed by the Graduate Studies Council, upon the student presenting a petition for continued enrollment and recommendation by a graduate department or the Credential Office.

## Veterans' Certifications

Sonoma State College 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 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 other schools should submit transfer requests at least one month before enrolling.

These forms are available in the Office of Veterans' Affairs and will be forwarded to the Veterans' Administration by this office.

To receive (1) full-time benefits the student must carry at least 12 units; (2) three-fourths benefits the student must carry at least 9; (3) one-half benefits 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.

# Transcript of Record

The Registrar's Office will provide official transcripts of a student's Sonoma State College academic record upon written request by 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.

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#### Petitions

The college recognizes a need to provide for individual cases meriting exception to basic rules. A petition process has been established permitting individuals to request a change of rules or procedures. The Registrar's Office will accept petitions for processing according to the guidelines defined 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 in Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20) U.S.C. 1232g) and regulations adopted thereunder (45 C.F.R. 99), and California Education Code Section 22509 et seq, set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern 1) access to student records maintained by the campus, and 2) the release of such records. In brief, the law 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 law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law 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. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Registrar's office. Among the types of information included in the campus statement of policies and procedures is: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists which indicate persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost which will be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Health, Education and Welfare. An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201.

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, the most recent previous educational agency or institution attended by the student and any other information authorized in

writing by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests to be released. Written objections should be sent to the Registrar's office.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic responsibilities.

# 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 nosmoking 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.

#### Nondiscrimination on the Basis and Sex

The California State University and Colleges does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by Sonoma State College. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of Sonoma State College may be referred to the Affirmative Action office, which has been assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region 9, 760 Market Street, Room 700, San Francisco, California 94102.

STUDENT PERSONNEL SERVICES

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#### STUDENT PERSONNEL SERVICES

### Counseling Center

The Counseling Center provides a space for people to experience themselves as learning, growing individuals with needs. Assistance for those needs may be personal, social, vocational or educational. The Counseling Center staff provides individual counseling, couples counseling, and different types of groups (i.e., Over 35 group, Men's group, Women's group).

The goal of the Center is to help people identify their personal strengths and learn to utilize resources that can help them. Another function of the Center is to identify the stress points within the college and promote

programs to alleviate or change them.

Our staff of counselors, graduate student interns and peer advisors are here to help you if we can. You are invited to drop in, The Village D-5, or call 664-2153. Office hours are weekdays 8 a.m. to 4:30 p.m. and other times by appointment.

The Counseling Center is closed for counseling of students during the

semester break and during the summer vacation.

#### Disabled Student Services

With increasing awareness of the needs of the disabled here at Sonoma State, an office of Disabled Student Services has been established. The program has as its primary goal enabling persons with physical disabilities to participate fully in the educational experience, which includes educational programs and facilities, student support services, and social and cultural activities. The main thrust then results to be the removal of all physical or attitudinal barriers that may be standing in the way of accomplishing their academic goals. The total spectrum of disabilities is served, and includes paraplegics, quadraplegics, partially sighted and blind, deaf, arthritics, diabetics, and epileptics as well as those people who are temporarily disabled. Some specific services are pre-registration, priority enrollment in classes, special advising, and reader, driver, and attendant listings and referrals. The office certifies those students with mobility limitations for special parking.

The Coordinator of Disabled Student Services works closely with the California Department of Rehabilitation and various social service agencies, and the surrounding community to insure that the disabled student experiences a minimum of difficulties. On campus, the Disabled Student Coalition assists in the identification and removal of architectural barriers,

as well as reviewing all plans for new construction.

All people with permanent or temporary physical disabilities are encouraged to come by Stevenson 2011A, Ext. 2356, if they need any assistance, or have any questions.

# 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 Room 65, Cluster School Complex.

## Student Employment

Student Employment assists students in securing part-time, temporary, and summer jobs. Students are encouraged to register in person and to update their work applications at least once each month in order to keep current with the many job listings that are processed in the office.

Employers from throughout the College service area hire students to work in the following categories: para-professionals in schools and recreation, office and sales, skilled and semi-skilled labor, domestic jobs, live-in jobs, hospital and restaurant jobs. Despite the extremely competitive labor market in Sonoma County, the Student Employment Office makes over 5,000 job referrals each year.

## Field Experience

The Community Involvement Program and various departmental internship programs provide students with a broad range of field experience opportunities. As a result of these field experiences, students gain a better understanding of their subject matter, gain career-related work experience, provide service to their community, and explore potential vocations. In order to assist students in integrating credit-generating, off-campus learning experiences into their academic programs, the Center has hundreds of community service volunteer and internship requests on file.

#### Career Placement Information

The campus may furnish, upon request, information concerning the subsequent employment of students who graduate from programs or courses of study which have the purpose of preparing students for a particular career field. This information includes data concerning average starting salary and the percentage of previously enrolled students who obtained employment. The information provided may include data collected from either graduates of the campus or graduates of all campuses

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in The California State University and Colleges. Interested prospective students may request copies of the published information from Mr. Rand Link, Director, Career Development Center.

# Career Development Center

The Career Development Center provides programs and services to assist students in developing realistic career options through career planning, placement services, part-time employment, and field experience opportunities. The Career Development Center assists in bridging the College's academic programs with the broader society, and facilitates the process of students entering, re-entering, or continuing in the world of work.

# Career Planning and Placement

Career Planning and Placement assists students in matching their abilities, experiences, potentials, and needs with the results of the labor market. Students learn life-long strategies to "place themselves" through workshops, individual advising, jobs listings, and career resource materials available in the office. Career Planning and Placement works in conjunction with the various academic and student service departments to develop an effective system of career advising and to follow Sonoma State graduates through their evolving careers.

In addition to assisting students with life/work planning, Career Planning and Placement prepares and sends a newsletter to registrants on request, schedules interviews with prospective employers, and processes files for registrants. Graduating seniors, credential candidates, and alumni who have completed or are completing 24 units at Sonoma State College may register for file and referral service. All services are available without a fee with the exception of alumni who have not attended the College for the past year who will be charged a slight fee for utilization of the file service and newsletter.

Students are encouraged to visit Career Planning and Placement to work towards career choices that maximize their unique talents, skills, and interests. Assistance with resume writing, interview techniques, and job-seeking campaigns is available to all students.

#### 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 conditions, and endeavors to keep abreast of the latest trends in medical problems prevalent in a college environment.

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.

# Educational Opportunity Program

The Educational Opportunity Program was initiated at Sonoma State College 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 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 Direct 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 EOP 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. Students use the Center to expand their educational opportunities by exploring individual interests, becoming involved in campus life, learning about the campus and campus events, organizing groups and projects, and using the Center facilities.

The specific involvements of the Center include the following:

- A. Orientation—New students at Sonoma State 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. Guidelines for chartering student organizations provides the helpful information for developing clubs. For the school year 1975–76 there were approximately 60 on-going clubs which fell under the following categories: departmentally-based, ethnic, community-oriented, religious, and special interest clubs.

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The Activities Faire, an annual springtime event, familiarizes and orients the campus to the diverse and colorful range of campus

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 (664-2880), the student locator service, the campus lost and found, and a variety of information-sharing services. The hours of operation are Monday to Friday, 9:00 a.m.-4:30 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 assists student organizations by providing information on handling publicity, finances, securing of space, etc. Guidelines for Special Events and Guidelines for Film Showing are helpful aids to program-plan-

ning.

E. 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 use by chartered student organizations.

Chartered student clubs for the school year 1977-78 include the following: Accounting Forum, Alathea, Asian Student Association, Associated Students of the Residential Community, Baha'i Club, Ball-Volley Club, Biology Club, Black Students Alliance, Bruce Lee Brotherhood Association, Canine Corps, Can You Dig It, Chess Club, Christian Science Organization, Christians on Campus, Conceptualization Mass Media Club, Cotati Archive Association, Dream Fantasy Theatre, Economics Club, Eckankar, Eden West, Environmental Action Club, E.O.P. Students Association, Folkdancers Club, Friends of the Cotati Food Coop, Friends of Hutchins School, Gay Student Union, Gensei Ryu Karate Association, GO (Getting Out), GO (Chinese Game) Club, Goiu Kai Karate Club, Jewish Student Union, Jazz Appreciation Society of Sonoma, KSUN, Kundalini Yoga Club, Management Club, M.E.C.H.A., Modern Afro Jazz Dance Club, Mujeres de la Raza, MySchool Friends, North African Dance Club, Phi Alpha Theta, Psychology Club, Radical Advocates of Geography, Society of Physics Students, Society for the Study of Marxism, Sonoma Myingma Center Aid Group, Sonoma Parents Club, Students International Meditation Society, Tai Chi Chu'an Club, Ubiquity, United Farmworkers Support Committee, Women's Union.

# Office of Veterans' Affairs

The Office of Veterans' Affairs was established at Sonoma State College 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 "Rep." He is available to counsel, assist in applying to school, and to help solve any problems encountered concerning Veterans' Administration Benefits.

TEATURES

# SPECIAL FEATURES

### Library

Líbrary Director James H. May, Associate Library Director

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

The new college library building, occupied in 1970, provides study space for 450 students. The college library book collection consists of 260,000 volumes and expands at the rate of 15,000 volumes annually. The periodical collection consists of 34,000 bound volumes and subscriptions exceed 1,750.

The first floor of the library houses the bibliography area, circulation department and reserve bookroom. The office of the Library Director and the technical services department (acquisitions, cataloging, and proc-

essing) is 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 phonolistening area where there are 22 listening stations for tapes and records. In addition, this room has four individual listening booths for students. There is also a group listening room for class or informal group listening. The collection consists of over 12,000 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 readerprinters are located in this room. The document collection consists of 40,000 items and the microform collection in excess of 500,000.

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, as well as a classroom. An addition to the library is presently under construction and will double the size of the present library.

### **TUTORIAL LEARNING CENTER**

The Tutorial Learning Center provides individual and group assistance in all subject areas to Sonoma State College students at no charge. The Center also provides Study-Skill development courses for students who wish to improve particular skills. The tutoring is done by a staff of student tutors. Students who wish assistance or desire to gain practical experience

in tutoring should come to the Center in Stevenson Building, Room 2023. The Center is open daily from 8:00 a.m. to 4:30 p.m.

### THE CHILDREN'S SCHOOL

The Sonoma State College Children's School, Inc. opened on campus in February, 1976 as the "Child Care Center" to serve children of the campus community from infancy to 6 years of age. The Children's School provides a comprehensive child development program fostering social, emotional, physical and intellectual growth. Priority for admission is given to children of students, and fees are based on a sliding scale according to family income. Besides a staff of full-time paid professionals and part-time student assistants, the Children's School needs and welcomes volunteers from all departments on campus. The Children's School is housed in temporary facilities until the completion of its building just north of Zinfandel (expected occupancy, Fall 1977). For information or registration, telephone the Children's School at 664-2230.

# 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.

#### ACADEMIC ADVISING

Students who have declared a major should consult a faculty advisor in the academic department of their chosen field. This academic advisor will assist the student in planning his/her program of classes and in planning for the achievement of educational and vocational goals. The student, however, is ultimately responsible for selecting courses and meeting all degree and/or credential requirements.

Those students who have not yet selected a major are advised in the office of Academic Advising, which is their "academic home." The advisors of this office provide information and guidance to these undeclared majors to help them choose a program of study to meet their interests and potentialities.

The office of Academic Advising also provides a variety of services designed to aid students in their academic pursuits: explanation of general education and graduation requirements, unofficial evaluation of graduation requirements, assistance with academic problems of a general nature, and referral to appropriate offices.

## 70 / Special Features

In addition, the office of Academic Advising provides information to prospective students regarding admission procedures and the academic programs available at Sonoma.

## **INTERCOLLEGIATE ATHLETICS**

Sonoma State College offers a competitive sports program for both men and women. Currently, the men's program offers competition at the extramural level, and does not include membership in a conference, or a national association. The College currently competes in baseball, basketball, cross country, fencing, golf, gymnastics, sailing, soccer, tennis, and track and field. The cross country, fencing, sailing and track and field teams are co-educational. Other sports may be added to the program at an appropriate time in the growth of the College.

The women's program provides intercollegiate competition in the following sports: basketball, cross country, fencing, gymnastics, softball, tennis, track and field, and volleyball. Sonoma State College is a member of the Northern California Intercollegiate Athletic Conference. Member schools include 18 colleges and universities in this area. Both programs will be expanded with student interest and participation, and when faculty

and financial resources are available.

### **INTRAMURALS**

An intramural sports program is currently offered at Sonoma State for all students, faculty and staff. A full range of men's, women's, and co-ed activities are offered including flag football, badminton, turkey trot, basketball (5 person), table tennis, softball, tennis, golf, spring run, 3 person basketball, and volleyball. The intramural program is based on participant interest and activities can be expanded to include new offerings as need arises.

### INTERNATIONAL PROGRAMS

The California State University and Colleges (CSUC) offers opportunities for students to pursue their studies at a distinguished foreign university or a special program center. Under the auspices of the CSUC Office of International Programs, participants in this program are concurrently enrolled at their home campus, where they earn academic credit and maintain campus residency, and at an overseas institution of higher education

Cooperating universities abroad include the University of Provence, France; the Universities of Heidelberg and Tubingen, Germany; the University of Tel Aviv and Hebrew University of Jerusalem in Israel; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the Universities of Granada and Madrid, Spain; the University of Uppsala, Sweden; Lincoln University College of Agriculture and Massey University, New Zealand (South Pacific Anthropological studies only); and Waseda University, Japan. In the United Kingdom, cooperating universities (which may vary from year to year) include, among others, Aberdeen, Dundee, Edinburgh, Bangor, Heriot-Watt, Leicester, London, Manchester, Nottingham, Oxford, Liverpool, Lampeter, Sheffield, and Strathclyde.

In addition, CSUC students may attend a special program in Taiwan, Republic of China, or an architectural program in Copenhagen, Denmark.

Eligibility for application is limited to those students who will have upper division or graduate standing by September 1978 at a CSUC campus; who have demonstrated the ability to adapt to a new cultural environment; and, who, in the cases of France, Germany, Mexico, and Spain, will have completed at least two years of college-level study in the language of instruction at the host university, or possess equivalent knowledge of the language. At the time of application, students must have a minimum cumulative grade point average (g.p.a.) for all college-level work of 2.5, except for the programs in Israel, New Zealand (South Pacific Anthropological studies only), and the United Kingdom where a minimum g.p.a. of 3.0 is required. Selection is competitive and is based on home campus recommendations and the applicant's academic record. Final selection decisions are made by a statewide committee of faculty members, except for the programs in New Zealand and the United Kingdom where final selections are made by the respective host universities.

The International Programs supports all tuition and other academic and administrative costs overseas for each of its participants to the same extent that such funds would be expended to support similar costs in California. Students assume costs for pre-departure orientation, insurance, transportation, housing and meals. Home campus registration and other fees and personal incidental expenses or vacation travel costs while abroad are also paid by the student. Non-resident students are subject to non-resident fees. 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. International Programs participants may apply for any financial aid available at their home campuses, except for campus work-study.

Applications for the 1978–79 academic year must be submitted before February 10, 1978, except for New Zealand and United Kingdom. Applications for the New Zealand program (South Pacific Anthropological studies only), must be submitted by May 12, 1978, for participation during calendar year 1979. (The academic year in New Zealand begins in February and ends in October.) United Kingdom applications must be submitted by January 6, 1978.

Detailed information and application materials may be obtained from the office of International Education Services; further information may also be obtained by writing to The California State University and Colleges International Programs, 400 Golden Shore, Suite 300, Long Beach, California 90802.

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 Sonoma State College catalog:

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### 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 instructional, research and administrative computer work for the entire college. Students at Sonoma State have access to four separate computer facilities:

- 1. An NCR 200 computer
- 2. The State University Data Center Computers in Los Angeles
- 3. Campus PDP 11/45 Timesharing system
- 4. Statewide Timesharing system consisting of a CDC Cyber 173 computer system.

# NCR 200 Computer

This system is divided into two partitions. One partition is used for administrative and computer center staff jobs while the other functions as a remote job entry terminal to the State University Data Center which processes student jobs.

## State University Data Center

The Sonoma State computer is linked by telephone to the State University Data Center at Los Angeles. This makes available a CDC 3300 computer system. This system is used to process all instructional student jobs and large systemwide administrative programs.

### **Timesharing**

Timesharing is a mode of operating a computer in which students at different locations may write and run programs at the same time. The two most outstanding features of timesharing are immediate response and the ability to create programs in a step by step fashion.

There are two Timesharing facilities available at Sonoma State College. These are the campus PDP 11/45 and the statewide CYBER 173.

Languages (software)—The following languages are available at Sonoma State College:

COBOL—business language APL—mathematical language GPSS—simulation of systems SPSS—statistical analysis LISP—list processing language FORTRAN—scientific language SIMULA—scientific language BASIC—basic timeshare language

The Computer Center is open regularly five days a week from 8:00 AM to 11:00 PM. There are student consultants available during much of this time to assist student programmers.

# CONTINUING EDUCATION PROGRAM EXTENSION—EXTERNAL DEGREES—SUMMER SESSIONS

The Office of Continuing Education, Sonoma State College 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 including courses for specific persons employed in school districts, governmental agencies, industries, and other organizations. The continuing education program reflects the educational philosophy and faculty strengths of the resident College and at the same time serves the varied needs of an adult six-county community. The services are three-fold: the summer and special sessions programs offer 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 and Special Sessions programs offered on- and off-campus, include resident credit 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. Many courses, workshops, institutes, and demonstration schools are included, designed to give special opportunities for the improvement of professional competence and continued learning.

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 Sonoma State College by filing transcripts, taking entrance examinations, etc.

Extension courses are offered mainly during the academic year. Courses are offered in both on-campus and off-campus locations. Continuing education programs offered in our off-campus locations are ordinarily presented in conjunction with a cooperating agency which expresses a need for

the program and assists in the administration of the offering.

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. Special non-credit programs are also offered for those who desire to meet their needs for continuing education in an organized manner.

## 74 / Special Features

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 and special session programs should be sent to the Office of Continuing Education (phone 707/664-2394).



## BACHELOR OF ARTS DEGREE

(Fields for Majors and Minors)

Division Majors Minors\*
Psychology, Health Sciences Mexican-American Studies Mexican-American Studies

and Physical Education Physical Education Physical Education Physical Education

Psychology Psychology

Humanities Afro-American Studies Afro-American Studies
Art American Ethnic Studies

English English
French French
German German
Music Music
Philosophy Philosophy

Spanish Russian
Theatre Arts Second Language

Teaching Spanish Theatre Arts

Interdisciplinary Studies Criminal Justice India Studies
Administration Linguistics

European Studies India Studies Liberal Studies Special Major

Natural Sciences Biology Astronomy

Chemistry Biology
Geology Chemistry
Mathematics Geology
Physics Mathematics
Physics

Social Sciences Anthropology Anthropology Feonomics Feonomics

Economics Economic Geography Geography History History

Management International Studies
Political Science Management
Sociology Political Science

Sociology

#### **HUTCHINS SCHOOL OF LIBERAL STUDIES**

**Hutchins School of** 

Liberal Studies Liberal Studies

## SCHOOL OF ENVIRONMENTAL STUDIES AND PLANNING

School of Environmental Studies Environmental Studies—Planning and Planning Emphasis

**Urban Studies** 

#### SCHOOL OF EXPRESSIVE ARTS

School of

Expressive Arts Liberal Studies—Expressive Arts

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

	Units
General Education	40 f
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)

Division Majors Minors

Natural Sciences Chemistry Astronomy
Geology Chemistry
Physics Physics
Mathematics Mathematics

Nursing Special Major Interdisciplinary Studies

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

<sup>†</sup>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 at the Admission and Records 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 Bachelor 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 Sonoma State College.
- 4. Twenty-four units in residence (work completed at Sonoma State College) 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 Sonoma State College 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.
- 8. California law specifies that in order to receive a Bachelor 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.

- 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. On May 26, 1976, the Board of Trustees approved a resolution requiring a demonstration of writing skills competency as a requirement for graduation. During the junior or senior year a test of competence in English composition (Written English Proficiency Test) must be passed or a grade of C or better earned in English 375 (College Composition) taken at Sonoma State College. The WEPT is administered by the College Test Office.

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 within the past five years; (2) an upper-division written proficiency examination passed at and certified by another institution within the past five years; (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. Students may count non-traditional credit toward a Bachelor degree up to these limits:

40 units overall

1/3 in the major

Students graduating from the Hutchins School of Liberal Studies may exceed these limits with Departmental consent.

No more than 1/3 of the units in a M.A. degree, chosen with depart-

mental approval, may be for non-traditional grades.

13. 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 at the end of Spring Semester.

ALL STUDENTS GRADUATING FROM SONOMA STATE COLLEGE 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.

# 80 / Degrees and Credential Programs

#### 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 3.50.

The following conditions also must be met by all candidates to be consid-

ered for honors:

 A minimum of 45 letter graded semester units offered for the degree must have been earned in resident study at Sonoma State College. In exceptional cases this condition may be petitioned.

2. The grade point average of all work completed for the Baccalaureate Degree must meet a minimum grade point average of 3.50.

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 designated 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 Sonoma State College 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 one of the following methods or a combination thereof:

- Satisfactorily complete the prescribed courses in each area listed below.
- 2. Satisfactorily complete the four-semester sequence of Lower Division courses offered by the Hutchins School of Liberal Studies. Please see page 349 for a description of the Hutchins Lower Division program. (The Hutchins School does not offer any elective courses in Physical Education.) Students may transfer from the Hutchins program to the method described in (1) above at any time and will receive General Education credit equivalents for their work done at Hutchins. For complete information about transferring units contact the Hutchins School.
- 3. 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.

#### Humanities

General Education requirements in the Humanities are to be fulfilled by completing 3 units in each of the following fields:

$q u_n$	its
English 101B or Literature Course (including Foreign Literature in translation)	3
Art 212, 213, 250, 210, 211, or 313 or Music 250 or Theatre Arts 370A or B	3
Philosophy—Any philosophy course(s) totaling three units (with the exception of stu-	
dent-initiated courses), including Philosophy 200 or 202 if not taken to fulfill the basic	
subject requirement	3
Total	. 9

The Humanities Division on participates in the Sonoma State College CLEP credit by examination program. For further information on Humanities CLEP test, refer to page 33.

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 Sonoma State College CLEP credit by examination program with approval of the Division Chairman. For further information on Social Science CLEP tests, refer to page 33

Anthropology 202. Introduction to Prehistory (4 units)

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. Man and Environment (4 units)

Geography 202. 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, and must include one laboratory course.

The Natural Science Division participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Natural Sciences, refer to page 33.

# **Biological Sciences**

#Biology 100. CLEP, credit by examination equivalent,

Natural Sciences General Examination (3 units).

Biology 101. Explorations in Biology (3 units)

Biology 112. Introduction to Oceanology (3 units)

Biology 116. Biology of Plants (4 units)

Biology 117. Biology of Animals (4 units)

\*Biology 201. The Human Species (2 units) Biology 201L. The Human Species: Laboratory Component (1 unit)

\*\*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)

<sup>₱</sup> Satisfactory performance on both the Biological and Physical Sciences sections of the Ceneral Examination will satisfy the laboratory course requirement.

Non-laboratory course.

<sup>••</sup> 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 (1 unit)
- Chemistry 115A. General Chemistry (5 units)
- Chemistry 125A. General Chemistry (5 units)
- Chemistry 302. Chemistry and the Environment (3 units)
- \*Geology 100. Historical Foundations of Modern Geology (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. Advanced 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).
- \*Physics 313. Classical Studies (1-3 units)
- \*Physics 342. Popular Optics (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 Multi-Cultural Studies Department, and Mexican-American Studies.

- AAMS 255. Humanities of Black Folks (4)
- 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

6 units

## English 101A (3 units)

In addition, the student must take at least 3 units selected from the following courses:

- Mathematics 105A. Pre-Calculus (1 unit)
- Mathematics 105B. Pre-Calculus (1 unit)
- Mathematics 105C. Pre-Calculus (1 unit)
- Mathematics 105D. Pre-Calculus (1 unit)

non-laboratory course.

<sup>#</sup> Satisfactory performance on both the Biological and Physical Sciences sections of the General Examination will satisfy the laboratory course requirement.

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Mathematics 105E. Pre-Calculus (1 unit) \*\*Mathematics 105T. Pre-Calculus (1 unit)

Mathematics 107. Algebra and Trigonometry (4 units)

Mathematics 108. Analytic Geometry and Trigonometry (3 units)

Mathematics 110. Calculus I (5 units)

Mathematics 111. Symmetry in the Arts and Sciences (3 units)

Mathematics 114. Mathematical Elements for Freshman Science Courses (3 units)

Mathematics 115. Fundamentals of Mathematics (3 units)

Mathematics 117. Mathematics for the Social Sciences (3 units)
Mathematics 118. Mathematics for Sciences II (3 units)

Mathematics 120. Machine Programming (3 units) Mathematics 162. Calculus with Applications I (3 units)

Mathematics 165. Elementary Statistics (3 units)

Mathematics 175. Mathematics Colloquium (1 unit)

Philosophy 200. Introduction to Logic (3 units)

Philosophy 202. 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 additional courses from the foregoing list of courses or 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)

<sup>••</sup> Mathematics 105T will satisfy 1 unit of the 3 unit General Education requirement if the remaining 2 unit requirement is satisfied by credit for Mathematics 105A and 105B.

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

PE 101. Physical Education Activity (1 unit)

PE 102. Mystique of Running (2 units)

PE 103. Advanced Life Saving (1 unit)

PE 306. Preparation for Wilderness Travel (2 units)

PE 360. Dimensions of Play (2 units) PE 379. Extramural Sports (2 units)

PE 380. Intercollegiate Sports-Men (2 units)

PE 389. Intercollegiate Sports-Women (2 units)

Hlth 102. First Aid (2 units)

Hlth 302. Advanced First Aid (3 units)

Students may take, for credit, as many different 101 classes as desired. The same 101 activity courses may be repeated more than once for credit but only with the consent of the instructor.

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

Sonoma State College 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, must complete the pattern as shown below

1. Choosing appropriate General Education courses (see those listed for first-time freshmen).

## **HUMANITIES**

(3 courses; 3 fields) (9 unit minimum)

See page 81.

# 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).

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**BASIC SUBJECTS** (2 courses; 2 fields) (6 unit minimum)

English 101A (3 units)

Mathematics or Logic or Critical Thinking (3 units)

See page 83.

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

2. Completing one or more of the appropriate interdisciplinary Lower Division courses offered by the Hutchins School (Please see page 349 for a description of the Hutchins School Lower Division program.) Interested students should contact the Hutchins School for complete information as to the specific unit breakdown of their interdisciplinary course. (The Hutchins School does not offer any elective courses in Physical Education.)

## **CREDENTIAL PROGRAMS**

Early Childhood and Pre-School Multiple Subject Single Subject Bilingual/Cross-Cultural Specialist Special Education Reading Administrative Services Pupil Personnel Services

Detailed and current information regarding professional course requirements and undergraduate subject matter preparation should be obtained from the Department of Education. Students who plan to work toward a 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 Sonoma State College 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 SUBJECT ELEMENTARY CREDENTIAL

This credential is an elementary credential which qualifies a person to teach in a self-contained classroom pre-school through grade 12. At this College undergraduate subject matter requirements can be met by completing the B.A. in Liberal Studies (BALS), the Hutchins School Liberal Studies option or the option in Environmental Studies. 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 Environmental Studies program, or passage of N.T.E. examination.
- 3. A minimum grade point average of 2.5 cumulative or 2.75 in upper division work.
- 4. Complete a one unit course in drug abuse and health education.
- 5. Two interviews with Education Department faculty, including a spontaneous writing sample.

# **Professional Course Requirements**

#### Phase I

Education 301, Introduction to the Public School (1)

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

Education 350, Introduction to Teaching (3)

#### Phase II

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

Education 407B, Elementary Reading Field Experience (1)

OR State examination in Reading

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

#### Phase III

Education 405A, Student Teaching (6)

Education 405B, Student Teaching (6)

#### Optional Courses:

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

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

Education 401, Conservation Education in the Public Schools (2)

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

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

Note: While the Department of Education faculty believes that all four of the above methods courses are important for success in teaching, only one of the four must be taken in Phase II or III. To satisfy the prerequisites for student teaching, professional education courses must be selected from those listed above.

 $\it Note:$  Those students wishing to complete the program over a four-semester period may do so.

# MULTIPLE SUBJECT ELEMENTARY CREDENTIAL WITH AN OPTION IN EARLY CHILD EDUCATION

# **Program Requirements**

Program requirements are the same as for the Multiple Subject 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 437A, Integrated Curriculum in the Classroom (all grades) (3)

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

Education 407B, Elementary Reading Field Experience (1)

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, 405 A & B, Student Teaching Elementary Grades (6-6)

(Setting: fulltime 7 weeks in Primary; fulltime 7 weeks in Intermediate grade)

# MULTIPLE SUBJECT ELEMENTARY CREDENTIAL WITH AN OPTION IN BILINGUAL/CROSS CULTURAL EDUCATION

The Department of Education is in the process of developing this credential program. Interested persons should contact the Department for further information on this program.

# SINGLE SUBJECT CREDENTIAL

This credential is a secondary credential which qualifies a person to teach preschool through grades 12 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 Languages, History Mexican-American Studies option only), Life Science, Mathematics, Music, Physical Education, Physical Science, Social Science (Division of Social Science, Department of Multi-Cultural Studies, Department of Mexican-American Studies).

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 under certain conditions.

# **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 20 semester units of the degree major to be completed. (Foreign Languages, 21 semester units)
- (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.
- (6) Successful interview ratings from both the Education and the subject matter departments.
- (7) A spontaneous writing sample on an assigned topic to be completed the day of the interview.

# 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.
- (3) Successful completion of the State subject matter examination for candidates not completing a college waiver program.

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**

It is anticipated that changes in the professional course sequence for the Single Subject credential will be approved and implemented during the Fall semester 1977. Please check with the Department of Education for further details and information.

# SPECIALIST CREDENTIAL IN BILINGUAL/CROSS-CULTURAL EDUCATION

The Bilingual/Cross-Cultural Specialist Credential Program is a cooperative effort between the Departments of Mexican-American Studies, Education, and Foreign Languages. 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 such as (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 outlined 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.

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- 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. First semester Bilingual courses may be taken at the undergraduate level or concurrently with regular teaching credential course work. Admission to the field program and the work components is contingent upon possession of a valid basic 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 Minimum Course Requirements

PHASE I	
MAMS 445—Mexican American History II	4 units
MAMS 451—Mexican American Humanities	
MAMS 456—Bilingual Education	4 units
SLT 300—Linguistic Study of Language	3 units
	15 units
PHASE II	
MAMS 557—Bilingual Curriculum Development	4 units
EDUC 531—Fieldwork Practicum	4 units
* MAMS 558—Teaching Reading to the Bilingual Child	
SLT 442—Second Language Teaching Materials & Methods	3 units
MAMS 426—Target Language Skills for Speakers of Spanish	3 units
	17 units
TOTAL PROGRAM (MINIMUM)	32 units

# **Application Procedures**

1. Interested persons should request an application from Sonoma State College 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.

<sup>\*</sup> Candidate(s) must demonstrate acceptable proficiency in target language (Spanish) before they can enroll in the course.

The program is primarily designed for teachers and it can be taken in late afternoons, evenings, and summer sessions. Those interested should apply to the Sonoma State Admissions Office. More detailed information can be obtained from the Department of Education.

# **Program Requirements**

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

Professional Course Requirements U	Inits
Education 507—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—Evaluation in Education	3
Education 574—Information Systems and Research Methods	3
English 508—Seminar in Language: Linguistics, Dialect, Cultural Diversity	3

# Special Education Credentials

Students accepted into the Special Education teacher preparation program pursue a two-semester (Fall and Spring) long course of studies. At the successful completion of the program students will receive both the Learning Handicapped and Severely Handicapped specialist teching credentials. The Special Education credential program is organized around an integrated curriculum and structured on a modular basis. Classes do not meet as traditional distinct entities, but rather a "block program" model is employed. Only full time students, therefore, can be accepted into the program.

# **PROGRAM REQUIREMENTS**

- 1. A baccalaureate degree and a valid basic teaching credential.
- 2. Successful completion of Educ. 430—Exceptional Children and Educ. 441—Field Experience with Exceptional individuals.
- 3. Interviews with Department faculty.
- 4. A spontaneous writing sample.

PROFESSIONAL COURSE REQUIREMENTS	Units
Educ. 542—Mental Retardation	2
Educ. 546A—Education of the Severely Handicapped	2
Educ. 452—Field Internship (Student Teaching)	11
Educ. 546B—Teaching the Severely Handicapped	2
Educ. 548—Learning Disorders	2
Educ. 549A—Educationally Handicapped	
Educ. 549B—Educationally Handicapped	2
Educ. 543—Instructional Strategies	2
Educ. 547—Educational Assessment	
Educ. 544—Language Disorders & Development	1
Educ. 554—Education of the Emotionally Disturbed	
Educ. 545—Counselling and Rehabilitation	2
Educ. 588AB—Curriculum Materials and Modification	3
Educ. 453—Seminar in Field Internship	1

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The above courses are listed in the approved program for Special Education. Prospective students should be aware the program is competency based and deeply committed to ongoing, intensive field experience.

# **ADMINISTRATIVE SERVICES CREDENTIAL**

# ADMISSION REQUIREMENTS

- 1. A baccalaureate degree and a valid basic teaching credential.
- 2. Three years of successful teaching experience.
- 3. A grade point average of 2.5.
- 4. Interview with Department faculty.

PROFE	SSIONAL COURSE REQUIREMENTS	Unit
Ed. 550	Issues in Human and Cultural Diversity	. 3
Ed. 551	Curriculum in the Contemporary School	. 3
Ed. 552A	School Personnel Management	. 3
Ed. 552B	School Personnel Management Field Experience	. 1
Ed. 553	School-Community Relations	. 3
Ed. 554	School Law	. 3
	Research and Evaluation	
	School Finance	
Ed. 557	Student Personnel Services	. 3
Ed. 558	Advanced Seminar in Curriculum Development	. 3
Ed. 559	School Organization and Administration	. 4

## FARLY CHILDHOOD SPECIALIST CREDENTIAL

# ADMISSION REQUIREMENTS

- 1. A baccalaureate degree and a valid teaching credential.
- 2. Interview with department faculty.
- 3. Spontaneous writing sample.

# PROFESSIONAL COURSE REQUIREMENTS

The Early Childhood Education Specialist credential program is organized around an integrated curriculum and structured on a modular basis. Classes do not meet as traditional distinct entities, but rather a "block program" model is employed.

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

COME 1.	Focus on Observation & Child Development in Diverse Settings	
	Ed. 415 Social & Psychological Foundations for Diversity in Early Childhood Education F	(2) ield
	Ed. 520A Advanced Child Development	(3)
	Ed. 520B Advanced Child Development Field	(1)
CORE II.	Focus on Community Involvement, Staff Development and the School as a Community	
	Ed. 435 Intergroup Relations & Early Childhood Education F	(3) ield
	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	
CORE III.	Focus on Curriculum: Patterns of Classroom Structure and Environment; Issues and Trends; Reading; Arts in the Classroom; Individualized Instruction	(3)
CORE III.	Focus on Curriculum: Patterns of Classroom Structure and Environment; Issues and Trends; Reading; Arts in the Classroom; Individualized Instruction	` '
	Focus on Curriculum: Patterns of Classroom Structure and Environment; Issues and Trends; Reading; Arts in the Classroom; Individualized Instruction  437B Integrated Curriculum in Early Childhood Education	` '
	Focus on Curriculum: Patterns of Classroom Structure and Environment; Issues and Trends; Reading; Arts in the Classroom; Individualized Instruction  437B Integrated Curriculum in Early Childhood Education	(3)
	Focus on Curriculum: Patterns of Classroom Structure and Environment; Issues and Trends; Reading; Arts in the Classroom; Individualized Instruction  437B Integrated Curriculum in Early Childhood Education	(3)

# 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 birth 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 to determine when applicable courses are offered.

# FIFTH YEAR PROGRAMS

The Department has a variety of options to meet Ryan Act "fifth year" requirements. Students should contact the Department of Education for further information on these options.

# **GRADUATE STUDY**

Graduate education at Sonoma is growing at a rapid pace with course offerings in twenty-two different graduate level programs. Of this total, fourteen are considered on-campus master's degree programs, one external master's degree program and seven specialist teaching or administrative credential programs.

The Master of Arts degree at Sonoma is designed to help candidates improve their professional competence, develop their ability for independent study, and increase knowledge of their cultural background. Careful examination of the graduate offerings will reveal a wide variety of stimulating and challenging degree and credential offerings. Detailed descriptions for each graduate degree, credential, or certificate program can be found elsewhere in this catalog.

# On-campus Master's Degree Programs

Biology Management
Counseling Mathematics
Education (five options) Physical Education
English Political Science
History Psychology

# External Degree Master's Programs

The external degree program in Psychology is designed especially for persons who cannot attend regular campus courses on a full-time basis. It is equivalent in all respects to resident degree programs with similar credit. Information about these programs may be obtained by writing the Office of Continuing Education or calling (707) 664-2394 or the Psychology Department (707) 664-2411.

Counseling Department

Department

5. Pupil Personnel Services

Mexican-American Studies

6. Bilingual/Cross-cultural

# Specialist Credential Programs

**Education Department** 

- 1. Administration
- 2. Early Childhood Education
- 3. Reading
- 4. Special Education
  - a. Learning Handicapped or
  - b. Severely Handicapped

# Admission Requirements

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. 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:

- 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 Council.
- 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 may petition for provisional unclassified post-baccalaureate 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 post-baccalaureate 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:

- 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 post-baccalaureate credit.
- 2. Only courses numbered upper division and graduate will be allowed.
- 3. Courses taken in provisional unclassified post-baccalaureate status may, at the discretion of the department involved, be applied to any graduate objective but there is no guarantee that they will.

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4. If a student fails to complete the baccalaureate degree at the date specified on his application, the petition for provisional unclassified post-baccalaureate 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.



# **AMERICAN MULTI-CULTURAL STUDIES**

Ada Hall-Mason, Chairperson

The American Multi-Cultural 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 Afro-American Studies. In addition to this, other programs offered are American Ethnic Studies; Asian Studies; Euro-American Studies.

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

# 1. Afro-American Studies 255: Humanities of Black Foks (4)

An introduction to the experiences of Black folks through various art forms; art, language, literature, music, poetry, drama, dance, folklore, press and philosophy of Black folk, then and now.

## 2. 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.

#### 3. 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, modifications 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.

#### 4. 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.

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

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

# **AFRO-AMERICAN STUDIES**

Ronnie Blakeney,\* James Gray, LeVell Holmes, Ada Hall-Mason, 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 businesses.

## AFRO-AMERICAN MAJOR FOR THE B.A. DEGREE

General Education	40 units
Major	36-40 units
Core Courses	
Electives with Major	20-24 units
	44-48 units
Total needed for graduation	124 units

# CORE COURSE REQUIREMENTS (Minimum 16 units)

Select four courses from the five courses listed below:

Select four courses from the five courses listed below:	
AMES 420—Seminar: Theory in the Study of Ethnic Groups	4 units
AAMS 300—Afro-American Musical Heritage	4 units

On leave 1975-76.

AAMS 481—Seminar in Afro-American Studies (Topics subject to change)	4 units
AAMS 400—Black Cultures of the Americas	4 units
AAMS 471—Afro-American Children's Literature	4 units

## **ELECTIVES WITH MAJOR**

Minimum of 20 units to be worked out with advisor.

#### MINOR IN AFRO-AMERICAN STUDIES

The minor is designed to meet the requirements for the Standard Teaching Credential for both elementary and secondary education. A student may design a special program and minor under the supervision of an advisor in Afro-American Studies.

#### **Afro-American Studies**

# 201. Career Planning for Non-Traditional Students (1)

The course will teach students how to develop a résumé and demonstrate their skills in the interview process. Students will be actively involved in researching job availability as well as other opprtunities available to minority students, such as graduate school, etc.

## 202. College Survival for Non-Traditional Students (2)

An introduction to college life and acquiring the skills necessary to survive in a foreign environment. Students will become familiar with all aspects of the college and will be required to participate in student governance and/or a student organization. One hour lecture-discussion, one hour participation.

# 255. Humanities of Black Folks (4)

An introduction to the experiences of Black folks through various art forms; art, language, literature, music, poetry, drama, dance, folklore, 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.

## 275. The Black Child in the Urban Development (4)

An interdisciplinary study of socio-psychological, political, health-nutritional and cultural forces unique to the Black child in urban settings. Incorporates lecture and field techniques. Should be of interest to teachers, health practitioners and social service providers.

## 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 tba.

#### 301. Experimental Courses (1-4)

#### 310. Black Women in America (4)

A historical examination of the Black Woman's contributions and roles in the American society and the contemporary Black woman today.

#### 330. Africa to 1850 (Exact topic subject to change) (See History 330) (4)

A survey of the history and cultures of the African continent from prehistoric times to the Arab conquest and the advent of European explorations. Emphasis will be on the development of indigenous African and Islamic civilizations prior to the military intrusion of European powers.

### 100 / American Multi-Cultural Studies

## 331. Contemporary Africa (exact topic is subject to change) (4)

A study of African and European cultural contacts, conflicts and colonization and the independence of Africa from European political domination. Major stress will be placed on African leaders who have been in the forefront of indigenous resistance to European encroachments, and those European leaders who transcended the ethnocentrism of their periods.

#### 345. Black History (Topics subject to change) (4

A study of the Afro-American from 1468 to the 20th Century Negro in the United States

#### 356. Afro-American Folklore (3)

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.

### 380A. Afro-American and African Dance (3)

Exercise and direction in techniques of body movements needed to master Afro-American, Afro-Cuban and African dance.

#### 380B. Afro-American and African Dance (3)

A continuation of 380A with emphasis on individual dance and choreography. Participation in a dance performance is a course requirement.

## 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.

#### 392. Black Cinema (4)

An appreciation and criticism course of films dealing with the Black experience.

## 393. Children Theatre (4)

A verbal approach to children literature through the use of various techniques, storytelling, creative dramatics, puppetry and other activities that relate to creative dramatics as an approach to teaching elementary school children. May be repeated for credit. Prerequisite Consent of instructor.

#### 400. Black Culture 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 255.

#### 414. History and Literature of South Africa (Topic subject to change) (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 parallel the experiences of the Blacks in the United States.

#### 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. Afro-American Art (4)

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

#### 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.

#### 435. African Literature (4)

A survey and regional study of contemporary and traditional African literature. Consult class schedule for exact course title. This course may be taken three times for credit.

### 436. Communication in 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.

#### 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.

## 466. Black Folk Medicine and Religion (4)

A study of the historical and present medical methods and techniques used to cure various ailments and its historical link to Black Religion.

#### 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.

## 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.

# 481. Seminar in Afro-American Studies (Topics subject to change) (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)

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.

#### AMERICAN ETHNIC STUDIES PROGRAM

### Herminia Meñez

The American Ethnic Studies Program is an interdisciplinary and cross-cultural study of ethnic groups in the United States. Emphasis is placed on the development of a multi-cultural perspective in the study of the histories and contemporary positions of various ethnic and cultural groups and of their major contributions to American society.

#### 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**

	00112 00011020	
AMES 230.	Social Psychology of Ethnic Groups	4
AMES 420.	Seminar: Theory in the Study of Ethnic Groups	4
AMES 430.	Seminar: Community Research and Community Service	4
AMES 450.	Multi-Cultural Education	4
	Multi-Cultural Perspectives in the Social Sciences	
AMES 460.	Humanities: Cultural Approaches	4

#### 102 / American Multi-Cultural Studies

he is required to take one of the following electives:
AMES 301. Ethnic Arts and Music
AMES 345. Ethnic Folklore and Folklife
AMES 380. Third World Literature
and one four (4) unit 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

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

## AMERICAN ETHNIC STUDIES

#### 210. Ethnic Groups in America (4)

An introductory course to the history of ethnic groups in the U.S.: their achievements, contributions, and experiences.

## 230. Psychology of Ethnic Groups (4)

A study of the psychological orientations of ethnic groups in the context of the dominant society.

## 300. Experimental Courses (2-5)

#### 301. Ethnic Arts and Music (4)

A survey and analysis of the aesthetic expression of American ethnic groups as represented in the fine arts.

## 302. Folk Cuisine and Nutrition (3)

A laboratory and lecture course dealing with the food ways, and traditional recipes of ethnic groups in the U.S. Readings will be taken from anthropological and folklore studies, and emphasis will be on actual preparation of ethnic dishes and collecting of traditional recipes.

## 335. Research and Methodology (4)

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

## 345. Comparative Ethnic Folklore (4)

Methods and materials dealing with the traditional expressive culture of American ethnic groups; includes training in the methodology of collecting life histories and oral traditions, and in the analysis of folklore texts and context.

#### 350. Third World Politics (4)

Deals with the ideology, political organization, social, economic, political and cultural goals of groups or movements within the United States which consider themselves to be part of the "Third World."

#### 356. Language and Ethnicity (4)

Languages 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".

#### 425. Men-Women (4)

A multi-cultural examination of men-women relationships, roles and models.

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

Emphasis on community-based research, with application to actual involvement of the student with the ethnic community; includes supervised field experience in health and social

#### 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 develop greater awareness of cultural differences and how they influence the relationships between the patient and medical personnel.

#### 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 elderly within their respective cultures.

#### 450. Multi-Cultural Education (4)

Methods and techniques for implementing cultural diversity in the elementary and secondary classroom, and for improving the teaching of non-European students.

#### 455. Multi-Cultural Perspectives in the Social Sciences (4)

The course is designed to develop models, processes, and sensitivity skills in understanding cultural similarities and differences through an analysis of the historical and contemporary events of American society. A multi-cultural perspective will be used in examining the major themes, problems and institutions in a society of many ethnic and cultural groups.

### 460. Humanities: Cultural Approaches (4)

The course will concentrate on the major contributions of the diverse cultural groups in the performing arts, music, art, philosophy and ethnic literature. Universal themes, e.g., love, death, old age, myhtology, etc., will be selected and examined as to their cultural content, uniqueness and incorporation into the greater American Society.

#### 480. Community Cultural Expressions (4)

The course will be devoted to actual participation in and/or observation of various communitity cultural events, such as theater, festivals, art shows, etc., in the context of theoretical examination of the role of public cultural expressions.

## 495. Special Studies (1-4)

#### ASIAN-AMERICAN STUDIES PROGRAM

James I. Wong

The Asian-America 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 Hermisphere. 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 details.

#### 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, butalso 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.

#### 104 / American Multi-Cultural Studies

### 301. Experimental Courses (3-5)

### 302AB. Zen and Japanese Swordsmanship (3)

A—History

B-Philosophy

Introductory course investigating indigenous 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.

# 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 Sonoma State College 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. Asian Groups in America: Selected Topics (4)

Directed and detailed examinations of specific Asian groups in America. The groups include the Chinese, Japanese, Koreans, Filipinos, East Indians, Southeast Asians, Asian national minorities, and Oceanians. Consult the class schedule for the specific Asian group.

### 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 (4)

Directed studies in Asian-American Studies. Consult the class schedule for the specific topic.

### 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 culture 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 while 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

# **ANTHROPOLOGY**

(Division of Social Sciences)

R. Thomas Rosin, Chairman of Department

James Bennyhoff, Mildred Dickeman, David A. Fredrickson, Sue T. Parker, W. A. J. Payne, David W. Peri, Shirley Silver, Albert L. Wahrhaftig

Anthropology is the study of human origins and adaptations from evolutionary, croscultural, 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 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.

All majors contemplating a career in Secondary Social Science Education should see P. 32

for Ryan Single Subject Social Science Program requirements.

## ANTHROPOLOGY MAJOR FOR THE B.A. DEGREE

General Education	40 units
Anthropology Courses	40 units
Foreign Language and/or Electives	44 units
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.

#### \* 202. Introduction to Prehistory (4)

A survey of world prehistory from the earliest evidences of culture to the rise of urban

<sup>•</sup> Fulfills General Education requirement in Social Science

civilizations in the Near East and the Americas. Emphasis on the reconstruction of human social and technical life and its relation to environmental settings. Brief attention to methods of investigation and reconstruction.

## \*203. Introduction to Cultural Anthropology (4) I and II

The comparative study of cultures; the basic components of cultural systems and their variations.

# **Biological Anthropology**

### 302. Human Biology and Behavior (4) I

Evolutionary-developmental perspectives on species-specific human morphological-behavioral system: reproductive physiology, gender identity, personality, cognition, language, and facial and body displays. Investigation of an alternative to the instinct-learning dichotomy.

### 311. Primate Societies (4) I

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. Homonoid Paleontology (4) II

Analysis of the fossil remains of apes and hominids from an evolutionary prespective; discussion of the problems involved in reconstructing grades and lines in hominid evolution.

# 314. Primate Social Behavior (4) II

Comparative analysis of reproductive and parental behavior, socialization and social roles, play and intelligence, communication, aggressive and territorial behavior in human and nonhuman primates from an evolutionary perspective.

# Archaeology

## 321. Archaeology and Society (4)

Introduction to archaeological theory; discussion of methods employed in the study of prehistory with emphasis upon methods of arriving at inferences concerning social behavior

#### 328. Cultural Resource Management (4)

A review of federal, state and local regulations regarding protection and management of cultural resources, especially archaeological resources. Discussion of procedures employed in the identification and evaluation of cultural resources. Examination of cultural resources management programs.

#### 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) I

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 biologi-

<sup>\*</sup> Fulfills General Education requirement in Social Science.

# 108 / Anthropology

cal and cultural responses to environmental influences and man's impact on his eco-system.

## ‡ 349. Cognitive Anthropology (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.

#### 350. Applied Anthropology (4) I

The study of the application of anthropological principles to changes in societies. Case studies of efforts made to change various aspects of culture and an evaluation of the successes and failures.

#### 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) I

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.

## 357. Medical Anthropology (4) II

Survey of anthropological approaches to disease: paleopathology and the cultural history of disease; cross-cultural and epidemiological studies of the biocultural context of genetic, nutritional and infectious disease; the role of culture in causation, definition and treatment of physical and mental illness.

#### 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.

#### 362. Indians of the Plains (4)

An ethnographic description of the indigenous cultures of the plains, their changes and disruptions to the Battle of Wounded Knee.

#### 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.

<sup>1</sup> Not offered 1977-78.

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.

#### 1 367. 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.

## 1370. Cultures of the Pacific (4) II

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. Civilizations of India (4) I

An introduction to the urban and rural peoples of India, Pakistan, Sri Lanka, 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) I

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 Communication (4) II

An introduction to the ethnographic study of speech and non-verbal communication systems with emphasis on investigation of patterning of speech within communities.

### **Community Involvement**

#### 395. Community Involvement Program (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.

#### 401. Intellectual Traditions in Anthropology (4) II

Survey of history and theory in anthropology: rise of the discipline, development and distinctive methods and perspectives, and current foci of theoretical concern.

#### Advanced Studies

‡ 405. Anthropology Forum (4) I and II

Presentations of current research and theory by Bay Area anthropologists. One weekly lecture is open to the general public. A second weekly meeting is limited to students registered in the course. Students registered in the course will analyze current research in relation to the broader scope of anthropology.

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 (2-4) I and II

Guided study of selected research topics in archaeology. Laboratory and field work, 3 hours for each unit. Course may be repeated for up to a total of 12 units.

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.

444. Advanced Ethnographic Methods (2-8)

Field work and data analysis on selected research problems in ethnography. Three hours for each unit.

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 Human and Nonhuman Primate Biology (4) II

Discussion of selected topics in human and nonhuman primate biology, with emphasis on the application of evolutionary theory to man.

Prerequisite: Consent of instructor.

491. Seminar in Human Ecology (4) II

Research and discussion on selected topics in human ecology, emphasizing the interrelations between genetic and cultural aspects of human adaptation.

Prerequisite: Consent of instructor.

492. Seminar in Archaeology (4) II

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.

1 Not offered 1977-78.

#### 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.

#### 499. Anthropology Internships (1-4)

Students in the intern program will have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Credit will be given for a weekly seminar and 2 hours work per unit.

#### 500. Proseminar (4)

Introduction to research methods in anthropology; design and implementation of research; use of library and archival materials; guide to preparation of professional anthropological papers.

# 502. Seminar in Ecology and Prehistory (4)

Application of ecological theory to the reconstruction of human prehistory, with emphasis on the use of archeological data.

#### 503. Seminar in Cultural Resource Management (4)

Review of federal, state, and local legislation pertinent to archaeological evaluation and the determination of significance; review of cultural resource management programs and their premises; sociocultural implications of cultural resource management

# ART

# (Division of Humanities)

Susan Moulton, Chairperson of Department

Kathryn Armstrong, Gerald Bol, J. DeFeo, Stephen Dubov, Leland Gralapp, Robert Gronendyke, Phyllis Holup, Walter Kuhlman, Susan McKillop, William Morehouse, Myron Ort, Donna-Lee Phillips, Richard Ross, Peter Scarlet, Inez Storer, 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, Printmaking, Modern Media, Drawing or Art Specialist. 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

Art Studio

- 1. Painting
- 2. Sculpture
- 3. Graphics (not including drawing)
- 4. Modern Media
- 5. Drawing
- 6. Art Specialist

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 Sonoma State College will be accepted as art majors.

# General Regulations

- 1. 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
- 2. Courses in the major can not be taken for CR/NC.
- Certain studio courses require payment of lab fees at time of class sign-up. Class card issued at time of payment.
- Students must obtain approval of their course programs from advisors prior to registration each semester.

# 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.

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

a resimun una sopiioniste acuis		
202—Drawing	6 3	units units units units
Junior and Senior Years  418ABC—History of Modern Art 404AB—History of Printmaking 407—419—Upper Division Period Courses		
in History of Art 450A—Pro-seminar in Art Historical Method	3	units
Total  Recommended For Electives: 212—Introduction to World Film History 213—Introduction to American Film History 313—Classical Studies (Art History) 450B—Senior Honors Seminar in Art History 450C—Contemporary Criticism 491—Advanced Studio Criticism	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

# MINIMUM CORE COURSE REQUIREMENTS FOR ART MAJOR WITH STUDIO CONCENTRATION

The Art Major With Studio Concentration is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course offerings in studio and associated areas which allow for the development of an emphasis in one or more of the following: Painting, Sculpture, Printmaking, Drawing, Modern Media and Art Specialist.

#### Freshman and Sophomore Years

251—Introduction to Art Studio Practices		;
210, 211—Introduction to Art History	3 units	

114 / Art			
212 213—Introduction to World/Americ	ean Film History	3	units
202—Drawing	\	•	Carries
203—Form Color and Composition	1		
204—Introduction to Life Drawing	Any combination to total	5	units
205—Objective Drawing			
206—Animation Drawing	)		
and a total and the contract of	477		
208—Principles of Art Photography	1		
220—Painting 222—Watercolor	1		
230—Basic Clay Sculpture	1		
231—Subtractive Sculpture	1		
232—Additive Sculpture	(		
240—Relief and Intaglio	(		
242—Lithography	\		
244—Serigraphy 270—Experimental Art	1		
275—Multi-Media	A minimum of 4 courses se-		
285—Filmmaking	lected from among these		
· ·	studio courses*	8	units
Subtotal		22	units
Junior a	and Senior Years		
302—Advanced Drawing	1		
303—Life Drawing	Any combination to total	5	units
402—Drawing Problems	1		
486—Animation			
410A History of Madage Act		2	
			units
		• • • • • • • • • • • • • • • • • • • •	uiits
_	ENTS FOR AREAS OF EMPHASIS		
Recommended For Electives For All St	udio Majors:		
313—Classical Studies			
403—Advanced Studio Critique			
450C—Contemporary Criticism 470—Advanced Experimental Art			
491—Advanced Studio Criticism			
PAINTING:			
322—Watercolor	\		
420—Advanced Painting	1		
425-Materials and Techniques of the	Any Combination to total	12	units
Artist			
495—Special Studies in Painting	)		
SCULPTURE:			
325—Pro-Seminar in Sculpture	N.		
330—Intermediate Sculpture			
331—Intermediate Sculpture	/		
430—Advanced Clay Sculpture	Any Combination to total	12	units
431—Advanced Sculpture	4		
432—Conceptual and Mixed Media	1		
405 Consist Chadies in Contains	)		
495—Special Studies in Sculpture	)		

<sup>•</sup> May be repeated for elective credit up to 6 additional units in each subject area.

PRINTMAKING: 404AB—History of Printmaking 442—Advanced Lithography 444—Advanced Serigraphy 495—Special Studies in Printmaking	}	Any Combination to total	12 units
DRAWING:			
302—Advanced Drawing	Y		
303—Life Drawing 402—Drawing Problems	4	Any Combination to total	12 units
403—Advanced Studio Critique	(	,	
495—Special Studies in Drawing	)		
MODERN MEDIA:			
313—Classical Studies			3 units
308—Intermediate Photography			
432—Sculpture—Conceptual & Mixed Media	1		
470—Advanced Experimental Art	>	Any Combination to total	9 units
475—Advanced Multi-Media			
485—Advanced Filmmaking	)		
486—Animation	/		

#### ART SPECIALIST

The Art Specialist emphasis is designed for art students who wish to study art and who also have a special interest in another discipline. It enables the student to focus his/her study of art in those areas and courses particularly relevant to his/her special disciplinary interest, and to integrate and coordinate these interests.

Advanced Drawing (any 300 or 400 courses)		units units
Upper Division Studio Courses	5	units
Subtotal	23	units
TOTAL FOR MAJOR	45	units

# THE TEACHING CREDENTIAL PROGRAM for THE ART MAJOR

In general, the basic course requirements for the Sonoma State College 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.

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	
Studio Practices	3
Studio Courses with 12 units in	
an area of concentration	20
Total	
General Education	40
Electives	
and	
Education	24
Total	124

#### ART

#### \* 200. Basic Arts and Crafts (1-2)

Assorted experiences in approaching art activities and concepts relevant to elementary and secondary classroom educational levels with two and three dimensional forms.

#### 202. Drawing (1-2)

A beginner's course in drawing from imagination and observation employing several media.

#### 203. Form, Color and Composition (1-2)

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 (1-2)

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 (1-2)

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 (1-2)

Theory and practice of animation sequence drawing. Continuity, timing, and graphic techniques for creating movement.

#### 208. Principles of Art Photography (2)

An introductory course for art majors interested in basic photographic processes and perceptions.

Prerequisite or corequisite: Introductory art courses 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 . . . and its relation to other visual media.

# 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 . . . and its relation to other visual media.

# 220. Painting (1-2)

Studio course in painting in acrylic or oil media. Directed problems. Work from imagina-

<sup>\*</sup> Laboratory fee is charged in connection with this course. It is payable at class sign-up.

tion, 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 (1-2)

Studio course with directed problems in opaque or transparent watercolor painting.

#### \* 230. Basic Clay Sculpture (1-2)

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 (1-2)

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 (1-2)

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 (1-2)

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.

#### \* 242. Printmaking—Lithography (1-2)

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 (1-2)

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 survey course of the art of the western world art since mid-19th century for non-art majors. Slide lectures discuss the techniques and ideas of contemporary painters, sculptors, craftmakers, architects, and designers. Not meant to be an art history survey course.

#### 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.

#### 270. Experimental Art (1-3)

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.

#### 275. Multi-Media (1-2)

Basic studio experience with projected images, light, performance and video as expressive art forms.

#### 285. Filmmaking (1-2)

Basic techniques for planning, scripting, shooting, and editing film in Super 8mm. Class demonstrations and exercises in camera and projector operation, editing and splicing, and viewing film.

<sup>\*</sup> Laboratory fee is charged in connection with this course. It is payable at class sign-up.

#### 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. One unit requires three hours of work per week and two units requires six hours of work per week by the student.

#### 1 302. Advanced Drawing (1-4)

Directed problems in drawing for the advanced student. Work from imagination or nature. Prerequisite: Art 202–206 courses or consent of instructor.

#### 1 303. Life Drawing (1-4)

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.

#### 308. Intermediate Photography (1-4)

A course investigating more sophisticated seeing and image making. Prerequisite: Art 208 or equivalent.

#### 313. Classical Studies (3)

In-depth studies of individual artists and filmmakers and their works. (Consult class schedule for specific course content.)

Prerequisite: Consent of instructor.

#### †† 322. Watercolor Painting (1-4)

Studio course in opaque and transparent watercolor. Emphasis in concepts related to the media.

Prerequisite: Art 222 or equivalent.

#### 325. Pro-Seminar in Sculpture (1-4)

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.

#### \*\dagger 330. Intermediate Sculpture—Metal (1-4)

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 (1-4)

Studio course with directed problems in the use of plastics and other synthetic materials as a sculptural media.

Prerequisite: 2 units of Art 230, 231, 232.

#### 395. Community Involvement Program (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.

<sup>‡</sup> The 5 units to fulfill upper division requirements in Drawing may be assembled from any combination of 300-400 drawing classes.

<sup>††</sup> May be repeated for credit up to a maximum of 12 units in each course.

Laboratory fee is charged in connection with this cause. It is payable at time of registration.

#### 1 402. Drawing Problems (1-4)

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.

#### 403. Advanced Studio Critique (3)

An advanced seminar dealing with problems in art and the critique of individual work. Prerequisite: Upper division standing, Art 418A, B, or C.

#### 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 Murommachi period to the present.

<sup>‡</sup> The five units to fulfill upper division requirements in Drawing may be assembled from any combination of 300-400 drawing classes.

#### 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 (1-4)

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.

Prerequisite of 2 units of Drawing and 2 units of Painting or Sculpture, or with consent of instructor.

# †† \* 430. Advanced Clay Sculpture (1-4)

Emphasis on individual projects in clay including advanced work in all methods covered in Art 230.

Prerequisite: Art 230 or equivalent.

#### †† \* 431. Advanced Sculpture (1-4)

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 (1-4)

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 (1-4

Advanced problems in relief and intaglio methods.

Prerequisite: Art 240 or equivalent.

#### † \* 442. Advanced Printmaking—Lithography (1-4)

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—Serigraphy (1-4)

Advanced problems in serigraphy.

Prerequisite: 2 units of Art 244 or equivalent.

† May be repeated for credit up to a maximum of 12 units in each course.

<sup>\*</sup> Laboratory fee is charged in connection with this course. It is payable at time of registration.

# 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 or film criticism for advanced Art History and Studio majors.

Prerequisite: Consent of instructor.

#### 460. Gallery and Museum Methods (3)

An advanced course in methods and techniques of gallery and museum practices. Prerequisite: 418A, B, or C and 251.

# 470. Advanced Experimental Art (1-4)

Extended exploratory work in a variety of media not traditionally considered fine art media.

Prerequisite: 251.

#### 475. Advanced Multi-Media (1-4)

Advanced studio and field work with projected images, light, performance, photographic processes and/or video as expressive art forms.

Prerequisites: 208, 275, or 285.

#### 485. Advanced Filmmaking (1-4)

Techniques for completing films in Super 8mm. Emphasis may vary each semester from individual projects to group productions.

Prerequisite: Art 285.

#### 486. Animation (3)

Planning, designing, and shooting the animated film. Techniques of cell drawing and coloring, collage, and pixillation.

Prerequisite: Art 206.

#### 491. Advanced Studio Criticism (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. Guest lecturers invited to enrich course.

#### 495. Special Studies (1-4)

For upper division art majors only.

See page 54.

# **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)

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: Previous or concurrent enrollment in Astronomy 100 or 200.

# 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 equivalent.

#### 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 314; Math 212, or equivalents.

# 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.

# 331. Astrophotography (2)

Lecture, 1 hour; laboratory, 3 hours.

An introduction to the methods and tehniques of photography as applied to astronomy. The course will offer a practical approach to photography of the sun, moon, planets, stars, and nebulae. Experience will be gained using telescopes of small to moderate size in the college observatory. Topics to be covered include filter techniques, selection of films and exposure times, and an introduction to darkroom techniques. There will be special instruction in the use of Schmidt cameras and cooled emulsion cameras. Previous knowledge of photography is not required.

Prerequisites: Astronomy 231 or equivalent, 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.

#### 356. Discovering the Galaxies (2)

Lecture, 2 hours.

An historical survey: Early theories on the Milky Way and the nebulae. Developments in the late 19th and 20th centuries; astronomy's great debate. The structure of our Galaxy. Hubble and "extragalactic nebulae". Einstein and the static universe. The birth of modern cosmology. Epilogue: Today's great debate—the redshift controversy.

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

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 Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Biology, refer to page 33.

# **BIOLOGY MAJOR FOR THE B.A. DEGREE**

General Education (40 units incl. 9 applied from Phys & Biol Sciences)	31	units
Physical science (15-18 units, 5 applied in G.E.)	15	units
Biological sciences (40 units, 4 applied in G.E.)	40	units
Electives		units
	124	units

# **BIOLOGY MAJOR COURSE REQUIREMENTS**

#### Lower Division

Knowledge of the fundamentals of biology		
Biology 116—Biology of Plants (also applied in G.E.)	4	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 338 Phycology
	Biology 350 Natural History of Invertebrates
	Biology 355 Entomology
	Biology 360 Natural History of Vertebrates
B. (4 units)	Biology 320 General Genetics
	Biology 322 Human Genetics
C. (4 units)	Biology 315 General Physiology
	Biology 324 Animal Physiology
	Biology 334 Plant Physiology
D. (4-5 units)	Biology 325 Cell Structure
	Biology 335 Plant Morphology I
	Biology 336 Plant Morphology II
	Biology 337 Plant Anatomy
	Biology 340 General Bacteriology
	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
	. 67

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.

# ADVISORY PLANS FOR THE BIOLOGY MAJOR

The following plans are designed to provide guideline for majors who wish to advance toward a specific goal in the biology major. All of the plans are advisory and within certain limitations may be modified for individual needs. Also, many general education courses are pertinent to each of these plans. Students should consult their biology advisor to identify those GE courses and biology and supporting courses most appropriate for their specific goals. The Required Lower Division Biology Courses, Biol 116, 117 and 215, are required for ALL plans. All courses in biology that are to be applied to the biology major must be taken under the traditional grading mode (A–F). 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.

# GENERAL BIOLOGY ADVISORY PLAN

Students completing a B.A. degree in Biology with the following courses will have a broadly-based background in botanical and zoological sciences with both field and laboratory experience. Selection of this plan will allow the student flexibility in pursuing a career in biology.

I.	Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II.	Recommended Lower Division Support Courses A minimum of 15 units in the Physical Sciences, including Chem 115A— General Chemistry	15	units
III.	Upper Division Biology Courses Biol 300—Ecology	4	units
	Biol 330—Plant Taxonomy Biol 338—Phycology		
	Biol 350—Natural History of Invertebrates Biol 355—Entomology Biol 360—Natural History of Vertebrates	4	units
	Biol 320—General Genetics	4	units
	Biol 315—General Physiology Biol 324—Animal Physiology Biol 334—Plant Physiology	4	units
	8 or more units selected from at least two of the following three categories: Biol 325—Cell Structure Biol 340—General Bacteriology		
	Biol 335—Plant Morphology I Biol 336—Plant Morphology II Biol 337—Plant Anatomy		
	Biol 370—Comparative Anatomy of Vertebrates Biol 372—Vertebrate Embryology Biol 451—Functional Morphology of Marine Invertebrates I Biol 452—Functional Morphology of Marine Invertebrates II	8	units
	TOTAL	28	units

# AGRICULTURAL RESEARCH—BOTANICAL ADVISORY PLAN

Students completing a B.A. degree in Biology with the following courses will be qualified to enter a graduate program in agronomic sciences or to apply for employment in this field.

ente	r a graduate program in agronomic sciences or to apply for employment ii	n this	neid.
I.	Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II.	Recommended Lower Division Support Courses Chem 115AB—General Chemistry Chem 255—Quantitative Analytical Chemistry Math 165, 166—Elementary Statistics I and II Phys 209AB—General Physics Lab Phys 210AB—General Physics TOTAL	4 6 2 6	units units units units units
III.	Upper Division Biology Courses Biol 300—Ecology Biol 330—Plant Taxonomy Biol 355—Entomology Biol 320—General Genetics Biol 321—General Genetics Laboratory Biol 334—Plant Physiology Biol 335—Cell Structure Biol 335—Plant Morphology I Biol 336—Plant Morphology II Biol 336—Plant Anatomy Biol 338—Phycelogy Biol 400—Plant Ecology Biol 439—Mycology	4 4 4 4 1 4	units units units units unit
IV.	Biol 340—General Bacteriology	10 4	units
	Geog 370—General Climatology  Geog 335—Rural Geography Geog 340—Resource Utilization Geog 355—Conservation and Resource Management Geog 464—Human Impact on the Land	4	units

# **BOTANY ADVISORY PLAN**

Students completing a B.A. degree in Biology with the following courses will be qualified to enter a graduate program in botany or the allied botanical sciences or to apply for employment in this field.

I. Required Lower Division Biology Courses		
Biol 116—Biology of Plants	1	
Biol 117—Biology of Animals	<b>&gt;</b>	12 units
Biol 215—Introduction to Molecular Biology		

II.	Recommended Lower Division Support Courses Chem 115AB—General Chemistry	10	units
III.	Upper Division Biology Courses Biol 300—Ecology Biol 330—Plant Taxonomy		
	Biol 338—Phycology Biol 439—Mycology	8–16	units
	Biol 320—General Genetics Biol 334—Plant Physiology		units units
	Biol 325—Cell Structure Biol 335 and 336—Plant Morphology I and II Biol 337—Plant Anatomy Biol 340—General Bacteriology	0.10	
	Biol 340—General Bacteriology Biol 402—Plant Ecology TOTAL		
	Additional Recommended Courses At least one upper division zoology course. Biol 495—Special Studies strongly recommended.		
IV.	Recommended Upper Division Support Courses		
	Geol 303—Advanced Principles of Geology  Chem 335AB—Organic Chemistry and		
	Chem 336—Organic Chemistry Laboratory \ TOTAL		units
	DENTISTRY ADVISORY PLAN		
requir Health	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis	er wit	h the
requir Health (DAT	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admission.	er wit	h the
requir Health (DAT	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis	er wit	h the
requir Health (DAT)	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register a Professions Advisory Committee and to prepare for the Dental Admis and the Dental Admis are advised to register and the Professions Advisory Committee and to prepare for the Dental Admis are advised to Professions Advisory Courses Biol 116—Biology of Plants Biol 117—Biology of Animals	er wit ssions	h the Test
requir Health (DAT)	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis Description of the Dental Admis Des	er wit ssions	h the Test units
requir Health (DAT)	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis Description of Plants Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology Description of Plants Chemistry Description Support Courses Chem 115AB—General Chemistry Dental Chemistry Math 162 and 212—Calculus with Applications I and II	er with ssions  12  10  6 2	h the Test units units units
requir Health (DAT)	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Biol 116—Biology of Plants Biol 117—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology Professions Profession Support Courses Chem 115AB—General Chemistry Math 162 and 212—Calculus with Applications I and II.	12 10 6 2 6	h the Test units units
requir Health (DAT)	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register a Professions Advisory Committee and to prepare for the Dental Admis in th	12 10 6 2 6 4	h the Test units units units units units
requir Health (DAT I.	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Courses Biol 116—Biology of Plants Biol 117—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology Professions Professions Support Courses Chem 115AB—General Chemistry Math 162 and 212—Calculus with Applications I and II	12 10 6 2 6 4 28	units units units units units units units units units
requir Health (DAT I.	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Courses Biol 116—Biology of Plants Biol 117—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology Professions Professions Support Courses Chem 115AB—General Chemistry Math 162 and 212—Calculus with Applications I and II	12 10 6 2 6 4 28	units units units units units units units units
requir Health (DAT I.	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Committee and to prepare for the Dental Admis Professions Advisory Courses Biol 116—Biology of Plants Biol 117—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology Professions Professions Support Courses Chem 115AB—General Chemistry Math 162 and 212—Calculus with Applications I and II	12 10 6 2 6 4 28	units
requir Health (DAT I.	lents completing a B.A. degree in Biology with the following courses will ements for admission to most dental schools. Students are advised to register Professions Advisory Committee and to prepare for the Dental Admis in Professions Advisory Committee and to prepare for the Dental Admis in Professions Advisory Committee and to prepare for the Dental Admis in Professions Advisory Courses Biol 116—Biology of Plants  Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology  Recommended Lower Division Support Courses Chem 115AB—General Chemistry  Math 162 and 212—Calculus with Applications I and II  Phys 209AB—General Physics Laboratory  Phys 210AB—General Physics Laboratory  Phys 210AB—General Physics  Phy 200—Human Behavior  TOTAL  Upper Division Biology Courses Biol 360—Natural History of Vertebrates or any course to satisfy the Group A requirement  Biol 324—Animal Physiology  Biol 322—Human Genetics {	12 10 6 2 6 4 28 4 4 4	units

At least one additional course from the following:		
Biol 380—Principles and problems in		
Human Nutrition	4 10	
Biol 480—Immunology Biol 481—Medical Microbiology I	1–18	units
Biol 484—Hematology		
TOTAL2	43	units
	, 10	
IV. Recommended Upper Division Support Courses Chem 335AB—Organic Chemistry and	10	
Chem 336—Organic Chemistry Laboratory	10	units
Shelli soo solganic shellistiy Daboratory		
Chem 340—Introductory Biochemistry		
or Chem 445—Biochemistry: Structural Materials	0.0	
and Protein Synthesis and	3-6	units
Psy 3xx—	4	units
TOTAL	7–20	units
ECOLOGY ADVISORY PLAN		
		1:0 1
Students completing a B.A. degree in Biology with the following courses will be to enter a graduate program in ecology or to apply for employment as an econsulting environmental biologist.		
I. Required Lower Division Biology Courses		
Dial 116 Dialage of Dlanks		
Biol 117—Biology of Animals	12	units
Biol 215—Introduction to Molecular Biology )		
II. Recommended Lower Division Support Courses		
Chem 115AB—General Chemistry		units
Chem 232—Introductory Organic Chemistry		units
Math 110—Calculus I		units
TOTAL		units
W. W. Divis Bill C		
III. Upper Division Biology Courses Biol 300—Ecology	4	units
Biol 330—Plant Taxonomy		units
Biol 350—Natural History of Invertebrates		units
Biol 360—Natural History of Vertebrates	4	units
Biol 320—General Genetics Biol 324—Animal Physiology Biol 334—Plant Physiology	4	units
Biol 334—Plant Physiology	4	ums
Biol 335—Plant Morphology I		
Biol 340—General Bacteriology	4–5	units
TOTAL2	4–25	units
Additional Recommended Courses		
Biol 401—Marine Ecology		
Biol 402—Plant Ecology Biol 439—Mycology	4	units
Biol 497—Selected Topics in Ecology		
IV. Recommended Upper Division Support Courses		
Geol 303—Advanced Principles of Geology	4	units
Geol 360—Environmental Geology		units
Geog 302—Physical Geography		
Geog 310—Elementary Meteorology		
Geog 360—Geomorphology Geog 370—General Climatology	4	units
Geog 380—Air Photo Interpretation		
of the Physical Environment		

18 units

Geog 464—Human Impact on the land		units
Ensp 315—Environmental Impact Reporting	3	units
TOTAL	18	units

# **ELECTRON MICROSCOPY ADVISORY PLAN**

Students completing the B.A. degree in Biology with the following courses will be qualified to enter a graduate program in which electron microscopy is used or to apply for employment in this field.

I.	Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II.	Recommended Lower Division Support Courses		
	Chem 115AB—General Chemistry		units
	Phys 209AB—General Physics Laboratory Phys 210AB—General Physics		units units
	TOTAL		units
III.	Upper Division Biology Courses Biol 302—Biological Techniques Biol 3xx—Any Group A Biology course Biol 3xx—Any Group C Biology course	3 4	units units units
	biol 3xx—Ally Group C Biology course	4	units
	Biol 320—General Genetics Biol 322—Human Genetics }	4	units
	Biol 325—Cell Structure	4	units
	Biol 337—Plant Anatomy Biol 372—Vertebrate Embryology	4	units
	Biol 495—Special Studies	2-4	units
	Biol 525—Electron Microscopy	4	units
	TOTAL2	9-31	units
IV.	Recommended Upper Division Support Courses Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratory		units
	Chem 340—Introductory Biochemistry	3	units
	TOTAL	13	units
	GENETICS COUNSELING ADVISORY PLAN		
	ents completing a B.A. degree in Biology with the following courses will be a graduate program in genetics counseling or to apply for employment in		
I.	Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II.	Recommended Lower Division Support Courses Chem 115AB—General Chemistry	2	units units units

III. Upper Division Biology Courses  Biol 3xx—Any Group A Course	1 4 4 5 5	units units units units units units units
IV. Recommended Upper Division Support Courses Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratory	10	units
Chem 340—Introduction to Biochemistry Chem 441—Biochemical Methods Chem 445—Biochemistry: Structural Materials and Protein Synthesis and Chem 446—Biochemistry: Enzymes and Metabolism TO TAL		
MARINE BIOLOGY ADVISORY PLAN		
Students completing the B.A. degree in Biology with the following courses we to enter a graduate program in the marine sciences or to apply for employments		
I. Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry		units units
Phys 2 1 ADB—General Physics Phys 209AB—General Physics Laboratory	8	units
Math 165—Elementary Statistics I or other		
appropriate Math course	<u>3</u>	units
TO TAL	24	units
III. Upper Division Biology Courses Biol 350—Natural History of the Invertebrates Biol 338—Phycology Biol 335—Plant Morphology Biol 320—General Genetics	4 4	units units units units
Biol 324—Animal Physiology Biol 334—Plant Physiology	4	units
Biol 451 and 452—Functional Morphology of Marine Invertebrates I and II Biol 401—Marine Ecology TO TAL	<u>4</u>	units units units

Additional Recommended Courses Biol 340—General Bacteriology; Biol 460—Ichthyology; Biol 465—Ornithology. Biol 495—Special Studies is strongly recommended.	
IV. Recommended Upper Division Support Courses Geol 302—Marine Geology	3 units
Chem 232—Introductory Organic Chemistry Chem 335AB—Organic Chemistry TOTAL	4–8 units 7–11 units
MEDICAL TECHNOLOGY AND PUBLIC HEALTH MICROBIO	LOGY
ADVISORY PLAN  Students completing a B.A. degree in Biology with the following courses will the required twelve months medical technology traineeship (at an approved clinical laboratory) or for the public health microbiologist traineeship (at an county or state public health laboratory.)	hospital or
I. Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12 units
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry	4 units 6 units 3 units 2 units 6 units
III. Upper Division Biology Courses Biol 320—General Genetics Biol 322—Human Genetics	
Biol 324—Animal Physiology	
Biol 325—Cell Structure Biol 355—Entomology Biol 360—Natural History of Vertebrates Biol 300—Ecology	4 units
Biol 480—Immunology Biol 481 and 482—Medical Microbiology I and II Biol 484—Hematology Biol 395—Community Involvement Program as a laboratory assistant	10 units 4 units 1–3 units
IV. Recommended Upper Division Support Courses Chern 335AB—Organic Chemistry and Chemistry 336—Organic Chemistry Laboratory	10 units
Chem 340—Introductory Biochemistry Chem 445—Biochemistry: Structural Materials and Protein Synthesis and Chem 446—Biochemistry: Enzymes and Metabolism Chem 441—Biochemical Methods	
Chem 441—Diochemical Methods	5 units

TOTAL ......16-19 units

#### PRE-MEDICAL ADVISORY PLAN

Students completing the B.A. degree in Biology with the following courses will meet the requirements for admission to most medical schools. Students are advised to register with the Health Professions Advisory Committee and to prepare for the Medical College Admission Test (MCAT).

511 1 COL (C.11).		
I. Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry Chem 255—Quantitative Analytical Chemistry Engl 101AB—Basic Composition.  Math 162 and 212—Calculus with Applications I and II. Phys 209AB—General Physics Laboratory Phys 210AB—General Physics.  TOTAL	4 6 6 2 6	units units units units units units units
III. Upper Division Biology Courses Biol 360—Natural History of Vertebrates any other course which satisfies the Group A requirement Biol 320—General Genetics Biol 322—Human Genetics		units units
Biol 324—Animal Physiology	5	units units units units
Biol 481 or 482—Medical Microbiology I or II Biol 480—Immunology Biol 484—Hematology TOTAL		units
IV. Recommended Upper Division Support Courses Chem 310AB—Fundamentals of Physical Chemistry (some schools) Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratory		units
Chem 340—Biochemistry: Structural Materials and Protein Synthesis and Chem 446—Biochemistry: Enzymes and Metabolism		
Foreign Language		units

# MICROBIOLOGY ADVISORY PLAN

Students completing a B.A. degree in Biology with the following courses will be qualified to enter a graduate program in bacteriology, biochemistry, cell biology, immunology, microbiology, molecular biology, pathology, or virology, or to apply for employment in these fields.

I. Required Lower Division Biology Courses		
Biol 116—Biology of Plants	)	
Biol 117—Biology of Animals	<b>&gt;</b>	12 unit
Biol 215—Introduction to Molecular Biology	)	

II Bearing and delicery Division Courses Courses	
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry	10 units
Chem 225—Quantitative Analytical Chemistry	4 units
Phys 209AB—General Physics Laboratory	2 units
Phys 210AB—General Physics	6 units
Math 162 and 212—Calculus with Applications I and II	6 units
Math 165 and 166—Elementary Statistics I and II	6 units
Foreign Language	
TOTAL	34–42 units
III. Upper Division Biology Courses	
Biol 320—General Genetics	4 units
Biol 321—General Genetics Laboratory	l unit
Dilene A i A Di a i A	
Biol 324—Animal Physiology ( Biol 334—Plant Physiology	4 units
Biol 334—Plant Physiology	
Biol 340—General Bacteriology	5 units
Distance Enteredient	
Biol 355—Entomology	
Biol 350—Natural History of Invertebrates	4 units
Biol 330—Plant Taxonomy Biol 350—Natural History of Invertebrates Biol 360—Natural History of Vertebrates Biol 430 Mycology	- unito
Biol 439—Mycology	
,	
Biol 480—Immunology	5 units
Biol 481 and 482—Medical Microbiology I & II	
Biol 325—Cell Structure	
TOTAL	41 units
IV. Recommended Upper Division Support Courses	
Chem 335AB—Organic Chemistry and	10 units
Chem 336—Organic Chemistry Laboratory	10 01110
Chem 441—Biochemical Methods	
Chem 445—Biochemistry: Structural Materials and Protein Synthesis and	9 units
Chem 446—Biochemistry: Enzymes and Metabolism	
, ,	
Chem 310AB—Fundamentals of Physical Chemistry	
Chem 381—Computer Programming for Scientists	
TOTAL	25 units
PARK SERVICE, JUNIOR MUSEUM AND WILDLIFE MANAGE	EMENT
ADVISORY PLAN	
Students completing a B.A. degree in Biology with the following courses will be apply for employment in this field.	e qualified
I. Required Lower Division Biology Courses	
Biol 116—Biology of Plants	
Biol 117—Biology of Animals	12 units
Biol 215—Introduction to Molecular Biology	10 41110
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry	10 units
Geol 102—General Geology	
Astr 100—Astronomy	
TOTAL	

to

III. Upper Division Biology Courses Biol 300—Ecology Biol 360—Natural History of Vertebrates Biol 330—Plant Taxonomy	8–12	units
Biol 320—General Genetics	4	units
Biol 315—General Physiology Biol 324—Animal Physiology Biol 334—Plant Physiology	4	units
Biol 336—Plant Morphology II Biol 370—Comparative Anatomy of Vertebrates	4	units
Biol 302—Biological Techniques Biol 350—Natural History of Invertebrates Biol 355—Entomology Biol 401—Marine Ecology Biol 402—Plant Ecology Biol 416—Biogeography Biol 439—Mycology Biol 460—Ichthyology Biol 462—Herpetology Biol 465—Ornithology Biol 468—Mammalogy		
TOTAL	28-44	units
IV. Recommended Upper Division Support Courses Geog 302—Physical Geography	4 3 3	units units units units
PRE-PHARMACY ADVISORY PLAN		
Students completing the B.A. degree in Biology with the following courses will enter a graduate program in pharmacy or to apply for employment in this		lified
I. Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry	4 2 6 6	units units units units units
III. Upper Division Biology Courses Biol 330—Plant Taxonomy Biol 324—Animal Physiology Biol 322—Human Genetics Biol 325—Cell Structure Biol 340—General Bacteriology Biol 481—Medical Microbiology I	4 4 4 5	units units units units units units

Biol 372—Vertebrate Embryology Biol 439—Mycology		units units
TOTAL		units
IV. Recommended Upper Division Support Courses Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratory Chem 340—Introductory Biochemistry Chem 445—Biochemistry: Structural Materials and Protein Synthesis and Chem 446—Biochemistry: Enzymes and Metabolism TOTAL	3–6	units
RYAN ACT—SINGLE SUBJECT CREDENTIAL PROGRAM ADV PLAN	ISOF	RY
Students completing a B.A. degree in Biology with the following courses will for certification in the field of biology.	be eli	gible
I. Required Lower Division Biology Courses Biol 116—Biol of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry Chem 232—Introductory Organic Chemistry Phys 209AB—General Physics Laboratory Phys 210AB—General Physics TOTAL	3 2 6	units units units units
III. Upper Division Biology Courses Required: One course each from Group A, B, C & D  Electives: Courses chosen to fulfill this requirement should reflect areas of specialization that would be most valuable for teaching biology. The student should consult the department advisor for recommended courses	16–17	
IV. Recommended Upper Division Support Courses (For Ryan Act Single Subject Credential, physical science and mathematics must total 20 units.) The following or their equivalents are recommended: Chem 340—Introductory Biochemistry Chem 445—Biochemistry: Structural Materials and Protein Synthesis and Chem 446—Biochemistry: Enzymes and Metabolism	3–6	units
Geol 303—Advanced Principles of Geology	4	units
Education Courses: Those courses required by the Ryan Act for Single Subject Credential		
PRE-VETERINARIAN ADVISORY PLAN		
Students completing the B.A. degree in Biology with the following courses will apply to veterinary school or to apply for employment in this field. Pre-veterinaria are advised to register with the Health Professions Advisory Committee.		
I. Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units

II. Recommended Lower Division Support Courses		
Chem 255—Quantitative Analytical Chemistry	4	units
Phys 209AB—General Physics Laboratory	2	units
Phys 210AB—General Physics		units
Engl 101AB—Basic Composition	6	units
TOTAL	18	units
III. Upper Division Biology Courses		
Biol 360—Natural History of Vertebrates	4	units
Biol 324—Animal Physiology		units
Biol 320—General Genetics		
Biol 340—General Bacteriology		units
Biol 370—Comparative Anatomy of Vertebrates		units
Biol 372—Vertebrate Embryology		unit
Biol 481 & 482—Medical Microbiology I & II	10	units
<u> </u>		
TOTAL	35	units
IV. Recommended Upper Division Support Courses		
Chem 335AB—Organic Chemistry and	10	units
Chem 336—Organic Chemistry Laboratory		
WATER QUALITY ADVISORY PLAN		
Students completing the B.A. degree in Biology with the following courses to enter a graduate program in aquatic biology or to apply for employment		
I. Required Lower Division Biology Courses		
Riol 116 Riology of Plants		
Biol 117—Biology of Animals	12	units
Biol 215—Introduction to Molecular Biology		
II. Recommended Lower Division Support Courses		
Chem 115AB—General Chemistry	10	units
Chem 255—Quantitative Analytical Chemistry		units
Math 165—Statistics	_	units
TOTAL		units
W W But all a		
III. Upper Division Biology Courses		
Biol 300—Ecology		
Biol 338—Phycology Biol 350—Invertebrate Natural History	0.10	٠.
Biol 350—Invertebrate Natural History	8–12	units
Biol 439—Mycology		
Biol 460—Ichthyology		
Biol 320—General Genetics	4	units
Bioi 020—General Genetics		umis
Biol 324—Animal Physiology /		
Biol 324—Animal Physiology Biol 334—Plant Physiology	4	units
2101 001 111111 111/010108)		
Biol 340—General Bacteriology	5	units
Biol 495—Special Studies		units
TOTAL	25-29	units
Additional Recommended Courses  Biol 481 and 482 Medical Microbiology I & II		
Biol 481 and 482—Medical Microbiology I & II.		
IV. Recommended Upper Division Support Courses		
Phys 323—Hydrology	3	units
Geol 303—Advanced Principles of Geology		
Chem 335AB—Organic Chemistry and	4-10	units
336—Organic Chemistry Laboratory		
TOTAL	7 10	unite
101/10	1-10	uiiit3

# **ZOOLOGY ADVISORY PLAN**

Students completing the B.A. degree in Biology with the following courses will be qualified to enter a graduate program in zoology or to apply for employment in this field.

to office a graduate program in 20010gy of to apply for employment in this not				
I. Required Lower Division Biology Courses Biol 116—Biology of Plants Biol 117—Biology of Animals Biol 215—Introduction to Molecular Biology	12	units		
II. Recommended Lower Division Support Courses Chem 115AB—General Chemistry Phys 209AB—General Physics Laboratory Phys 210AB—General Physics TOTAL	6	units units units units		
III. Upper Division Biology Courses  A. Invertebrate Emphasis  Biol 300—Ecology  Biol 350—Natural History of Invertebrates  Biol 355—Entomology	8–12	units		
Biol 324—Animal Physiology	4	units units units		
Biol 302—Biological Techniques Biol 325—Cell Structure Biol 452—Functional Morphology of Marine Invertebrates II Biol 456—Insect Taxonomy B. Vertebrate Emphasis Biol 300—Ecology				
Biol 330—Plant Taxonomy Biol 360—Natural History of Vertebrates	8–12	units		
Biol 320—General Genetics Biol 324—Animal Physiology Biol 370—Comparative Anatomy of Vertebrates Biol 372—Vertebrate Embryology		units units units		
Biol 325—Cell Structure Biol 416—Biogeography Biol 460—Ichthyology Biol 462—Herpetology Biol 465—Ornithology Biol 468—Mammalogy Biol 475—Animal Behavior				
IV. Recommended Upper Division Support Courses Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratory	10	units		
MINOR IN BIOLOGY				
(A minimum of 20 units with a GPA of 2.0 or above.)  Biology 116 Biology of Plants	4 4 8	units units units units		

The minor program must be approved by the Chairman of the Department of Biology or her/his representative. Students are urged to seek this approval not later than the junior year.

# MASTER OF ARTS DEGREE IN BIOLOGY

Sonoma State College has offered a program leading to the Master of Arts in Biology since 1966. The degree can be pursued via two options. The THESIS OPTION requires an original, investigative thesis and benefits those students intending to continue in biological research. The EXAMINATION OPTION requires completion of a comprehensive written examination over the basic concepts of biology and benefits those students whose goals are gaining more biological information and more experience in communicating biological concepts. Our Graduate Coordinator will be glad to assist in the selection of an option to meet your goals.

#### I. Admission Procedures

- 1. Apply for admission to the college at the Office of Admissions.
- Unclassified Postbaccalaureate—Applicants who desire only postbaccalaureate course
  work and who do not intend to pursue an M.A. degree only need acceptance by Sonoma
  State College. The Biology Department does not review these applications.
- 3. Conditionally Classified Graduate—Application for students interested in pursuing a Master's Degree in Biology will be forwarded to the Biology Department for consideration. The student must submit, along with the application to the Office of Admissions, transcripts of all college work. These should show a Bachelor's Degree or its equivalent in one of the biological sciences and a grade point average of at least 2.5 for the last 60 units of work attempted.

The Graduate Coordinator serves as advisor to all Conditionally Classified Graduate Students until the students select a major advisor and advance to Classified Graduate Status.

# II. Application Dates

Application for graduate study in the Department of Biology must be submitted to the Office of Admissions prior to the month of November for admission for the fall semester and prior to the month of August for the spring semester. Applicants will be notified of Departmental action by April 1. Corresponding dates for the spring semester are November 15 and December 15.

#### III. Classified Graduate Status

Classified Graduate students are those who have selected a biology advisory committee, accepted a program contract, and been approved by the department faculty for the Masters of Arts program. Classified students must be registered each semester while working toward the degree. The degree program can be completed in two semesters; however, three semesters is a more realistic goal.

#### Procedures for Advancement to Classified Graduate Status

A Conditionally Classified Graduate student should apply for Classified Graduate 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 major advisor and to obtain the required forms.
- 2. The candidate will confer with the major advisor suggested by the department Graduate Coordinator and determine by mutual agreement that the area of interest is compatible with the interest of the advisor and departmental facilities.
- 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 RESPON-

SIBILITY to file all additional required forms (SSC mimeographed instructions "Steps Toward the Master's Degree").

# IV. Requirements for the Completion of the M.A.

A.	Thesis	$\cap$	ntion
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B.

riesis Option	
1. Assessment Examination	
2. 500 Level Courses	15 units maximum
a. Thesis	
b. Special Studies 6 units max.	
c. Non-Thesis Units 12 units min.	
d. Seminar 1-4 units	
3. 400 Level Courses (and below)	15 units maximum
4. Language or substitute	
5. Oral or written examination	
6. Thesis approval	
7. Oral presentation of thesis	30 units
Examination Option	
1. Assessment Examination	
2. 500 Level Courses	15 units maximum
a. Special Studies 3-6 units	
b. Seminar1-4 units	
3. 400 Level Courses (and below)	15 units maximum

a. Practicum ...... 2-4 units 4. Language or substitute

5. Written objective, general biology examination

6. Written essay exam

A full explanation of the above requirements for completion of the M.A. in Biology is available from the Biology Department office, Darwin 125.

#### **BIOLOGY**

# General Education Courses, Not Applicable to the Major

# 100. Credit by Examination (3-6) (Fall and Spring)

CLEP Examination—See page 33 of the catalog.

The General Education requirement in Biology may be satisfied by passing exams such as the CLEP Examination in Biology. Approval of the exam, passing levels and number of units earned are determined by departmental policy (confer with the Biology Department chairman). May be used as an alternative to challenging a specific course.

# 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.

# 112. Introduction to Oceanology (3) (Fall)

Lecture, 3 hours.

A course designed to give a broad general background in the science of oceanology, with emphasis on the relationships between oceanology and other fields.

Prerequisite: High school biology and chemistry.

#### 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 interrlationships 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

#### 100. Credit by Examination (3-6) (Fall and Spring)

CLEP Examination—See page 33 of the catalog.

The CLEP Subject Examination in Biology may be taken to waive course requirements in the Biology core program. Up to 12 units may be waived and 6 units of credit may be earned. Contact the Biology Department for full details.

Biology majors may choose to take these courses to apply for all-college requirements.

# \*\* 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.

#### 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 *Drosophilia*, *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.

<sup>••</sup> This course may be taken to meet the college General Education requirement.

# 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 applications of anatomical data to taxonomic and phylogenetic questions are considered.

Preprequisites: Biology 116 and 215.

# 338. 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, 117, 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, amphibia, 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.

Prerewisites: Biology 117 and 215.

# 380. Priciples 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 Program (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 322 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.

#### 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 (4) (Alternate, Spring)

Lecture, 2 hours; laboratory, 6 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.

A consideration of the experimental techniques and instrumentation for the study of animal behavior in the laboratory and the field.

Prerequisites: Biology 324. Biology 350 or 360 strongly recommended.

## 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 (4) (Fall)

Lecture, 3 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 (1-4)

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.

#### 498. Biology Practicum (1-4) (Fall and Spring)

Application of previously studied theory through supervised instructional work experience inbiology. Intended for professional growth. A course evaluation is required for all students taking the course. May be repeated for up to a total of 4 units.

Prerequisites: Upper division standing in Biology; consent of instructor.

## Graduate Gourses

## 500. Graduate Seminar in Biology (1-2)

A master's degree candidate may take from one to four seminars including no more that 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.

## 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 three-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.

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.

9 units

17-19 units

## **CHEMISTRY**

(Division of Natural Sciences)

David Eck, Chairman of Department

F. Leslie Brooks, Vincent Hoagland, Robert Holmes, Marvin Kientz, Donald Marshall, Irene Masada, 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 Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Chemistry, refer to page 33.

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
Supporting Subjects	17-19 units
Electives or Minor	
	128 units

# CHEMISTRY MAJOR COURSE REQUIREMENTS FOR THE B.S. DEGREE

Chemistry Courses:		
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125AB *-General Chemistry (10 units-5 in Gen. Ed., 5 in Major)	5 units
335AB, 336—Organic Chemistry	10 units
375AB, 376AB—Physical Chemistry	10 units
381—Computer Programming	
425—Advanced Inorganic Chemistry	
494—Undergraduate Research	
497—Seminar	l unit
Upper Division Chemistry Electives †	8 units
	40 units

#### SUPPORTING COURSES FOR B.S. DEGREE

M	ath	ema	tics:
		01000	****

Ed., 9 units in major) (Recommended sequence)	
OR	
10, 210, 310—Calculus I, II, III, (3 units in Gen. Ed., 11 units in major)	
(Optional sequence)	

162, 212, 262, 312—Calculus with Applications I, II, III, IV (3 units in Gen.

(Optional sequence) 11 units Physics:

\*Chem 115AB—General Chemistry plus Chem 255—Quantitative Analytical Chemistry will satisfy the Chem 125AB

<sup>†</sup> 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

Third year:

Physical Chemistry

Computer Programming \*\*

Fourth Year:

Advanced Inorganic Chemistry \*\*\*

Advanced Analytical Chemistry \*\*\*

Undergraduate Research Seminar

Advanced Work

## 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 processsing, 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	33-34 units
Supporting Subjects	11-15 units
Electives or Minor	35-42 units
_	

124 units

<sup>\*\*</sup> May be taken in the second year.

<sup>\*\*\*</sup> These courses may be taken in the spring of the third year concurrently with Chemistry 375B.

34 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—Quantitative Analytical Chemistry	4	units
310AB—Fundamentals of Physical Chemistry	4	units
335AB—Organic Chemistry		units
376A—Physical Chemistry Laboratory	2	units
Upper Division Chemistry Electives	10	units
	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 ui	nits
110, 210—Calculus I and II (3 units in Gen. Ed., 7 units in major) (Optional sequence)	7 u	nits
Physics:		
209AB and 210AB—General Physics and LaboratoriesOR	8 u	nits
114, 116, 214, 216—Introduction to Physics and Laboratories	8 u	nits
	11-15 m	nits

## 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—Quantitative Analytical Chemistry	4 units
310AB—Fundamentals of Physical Chemistry	4 units
335AB, 336—Organic Chemistry	10 units
376A—Physical Chemistry Laboratory	
41—Biochemical Methods	3 units
445, 446 —Biochemistry	6 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: 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—Quantitative Analytical Chemistry	4	units	
310AB—Fundamentals of Physical Chemistry			
335AB, 336—Organic Chemistry	10	units	
376A—Physical Chemistry Laboratory	2	units	. 3
Upper Division Chemistry Electives	9	units	
	34	unite	

#### 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 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)	
Geology 303, 304	5
Physics 114, 116, 214, 216 (or 209AB, 210AB)	8
Astronomy 200	
Mathematics 162, 212 or 110, 210	6
Biology 215	4
	36 units (12 in GE)
General Education	
Major (B.A. degree)	28
Electives *	
Education	24
	104 units

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, Ceography 310, Geology 326, Biology 116, Biology 117. [Chemistry 311 and 400 can count as upper division Chemistry electives for the major.]

## **CHEMISTRY**

#### 102. Chemistry and Society (3) (Fall and Spring) 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.

# Preparation for General Chemistry (2) (Fall and Spring) 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) (Both 115A and 115B offered Fall and Spring)

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) (Fall-Spring)

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.

#### 232. Introductory Organic Chemistry (4) (Fall)

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. Quantitative Analytical Chemistry (4) (Fall and Spring)

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 Program (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) (Fall-Spring)

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) (Fall)

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.

## 320. Inorganic Chemistry (3) (Fall)

Lecture, 3 hours.

A systematic study of the unique and general chemical properties of the elements and their compounds relative to their positions in the Periodic Table with special emphasis on known biological and industrial applications.

Prerequisites: Chemistry 115B or 125B.

#### 335A. Organic Chemistry (5) (Fall and Spring)

Lecture, 4 hours; laboratory, 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.

#### 335B. Organic Chemistry (3) (Fall and Spring)

Lecture, 3 hours.

Continuation of Chemistry 335A.

Prerequisite: Chemistry 335A.

#### 336. Organic Chemistry Laboratory (2) (Fall and Spring)

Lecture, 1 hour; laboratory, 3 hours.

Fundamental techniques of organic chemistry emphasizing synthetic organic chemistry, modern instrumental methods and qualitative organic analysis. Designed to complement Chemistry 335B.

Prerequisite: Chemistry 335A.

#### 340. Introductory Biochemistry (3) (Spring)

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) (Fall-Spring)

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) (376A, Fall and Spring; 376B, Spring)

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) (Spring)

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 Program (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) (Fall and Spring)

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 400. 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) (Spring)

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) (Fall)

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, 336; Foundation in spectroscopy, kinetics and thermodynamics, or consent of the instructor.

#### 437. Advanced Organic Chemistry (2) (Spring)

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) (Spring)

Lecture, 1 hour; laboratory, 6 hours.

Applications of biochemical techniques to the study of proteins, enzymes, and nucleic acids.

Prerequisites: Chemistry 232 or 335A; 340 or 445 or 446; Foundation in spectroscopy, kinetics and thermodynamics, or consent of instructor.

# 445. Biochemistry: Structural Materials and Protein Synthesis (3) (Fall)

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) (Spring)

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) (Spring)

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) (Fall)

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; 335A; minimum of senior 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) (Spring)

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) (Spring)

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).

#### 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.

Prerequistes: 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) (Spring)

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)

Ben Karr, Chairperson of Department Fred Moore, John T. Palmer, Sara Sharratt

## MASTER OF ARTS DEGREE IN COUNSELING

The graduate program in counseling offers an opportunity to study the essentials of Counseling and/or Student Personnel Services, and to pre-

pare for entry level positions in these fields.

The program relies heavily on field experience, which begins during the first semester and culminates in an intensive supervised internship. The internship experience provides for integration of theoretical constructs and research appraisal with practical application. The Department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include (but are not limited to) public schools, community colleges, mental health clinics, counseling centers, college-level student personnel departments, and marriage and family counseling agencies.

Special characteristics of the program include:

1. Early observation of and involvement in actual counseling settings.

2. Development of a core of knowledge and experience in individual and group counseling theory and practice.

3. Development and maintenance of individual counseling styles.

 Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling, and group experience.

This program emphasizes the three "basic pillars" of theory, practical experience, and personal exploration in creative interaction. The effort is to establish a sound foundation for a lifetime of continued professional growth—a foundation which permits confident movement into an entry-level counseling position.

The Master's program can be completed within one academic year, and many students will wish to do so. However, others may wish to move more slowly, and (resources permitting) efforts will be made to accommodate individual patterns. For most students, eight units per semester will be the minimum. Individual patterns should be planned very carefully, since most courses will not be offered every semester and some (e.g., P.P.S. courses) may be offered only once in any two-year period.

The Faculty is committed to the idea that the counselor of the future must take an active role in helping to shape the social/environmental milieu in which he/she will work. While the Faculty recognizes that this task may be difficult, it sees the counselor as one who actively participates in the life of an organization, not as submissive keeper of the status quo or as unseeing iconoclast, but as a sensitive and perceptive voice representing individual freedom and human values.

## ADMISSION REQUIREMENTS

- A. A baccalaureate degree—preferably in one of the behavioral sciences, with sound preparation in psychology. Specifically, a recent course or demonstrated competency in basic statistical analysis is a prerequisite for admission to Counseling 513. In addition, students are urged to have taken basic courses in classical personality theory and in abnormal behavior.
- B. A 3.0 (B) grade point average in the last two years of undergraduate work. Applicants who satisfy all other requirements may petition the College to waive this requirement. Such waiver is not automatically granted.
- C. Graduate Records Examination scores. While these scores will be used only for information (i.e., no minimum score will be required), they must be submitted by the deadline date.
- D. Completion of Counseling Department application forms, in addition to those required by the College.
- E. A personal interview may be required.
- F. Past Counseling Department admissions committees (which have included students) have valued the following criteria:
  - Ability to handle graduate-level academic work, as evidenced by previous academic performance.
  - 2. Some relevant work experience (preferably paid) and/or life experience.
  - 3. Thorough undergraduate grounding in the behavioral sciences.
  - A subjective personal assessment, centered around the candidate's suitability for a career in the helping professions.

MASTER'S DEGREE REQUIREMENTS	Units
Counseling 501 Seminar: Counseling Theory and Practice	4
Counseling 503 Seminar: Dynamics of Individual Behavior	4
Counseling 510 Seminar: Supervised Field Experience	4
Counseling 512 Advanced Seminar in Group Process	4
Counseling 513 Research Methods and Literature	
Counseling 514AB Supervised Internship	8
Electives	2
Total Required Units	. 30

#### PUPIL PERSONNEL SERVICES CREDENTIAL

The College was approved to offer the Pupil Personnel Services Credential in September 1972, when the Master's Degree Program in Counseling was established.

Requirements for the Credential include an M.A. in Counseling and the following additional graduate units:

		Units
Counseling 511	Career Development and the World of Work	4
Counseling 521	Seminar in Pupil Personnel Services Concepts	4
	Seminar in Tests and Measurements	
Education 430	Seminar in Remedial and Special Education	. 3
	Advanced Supervised Internship	
Counseling 570	Ethnic Counseling	4
Total Required	d Units	22

Candidates for the P.P.S. Credential should take note of the following:

- A. It is possible to complete all requirements for the Credential in a two-year period. This requires extremely careful planning. The Department will offer each of the required courses in the regular program at least once every two years; some courses may be offered only once in that time. The Department will publish a schedule indicating when P.P.S. courses will be offered; the schedule may be obtained from the Department secretary.
- B. Field experience for the P.P.S. Credential must satisfy two basic requirements:
  - At least 240 clock hours of supervised field experience must be logged in one or more "K-through-12" settings.
  - Field experience must include at least 120 clock hours in each of two out of the following three major areas: elementary school, high school (or junior high school) and the community college.

## COMMUNITY COLLEGE COUNSELING CREDENTIAL

Completion of the M.A. degree satisfies all current requirements to apply for the Community College Counseling Credential.

#### MARRIAGE, FAMILY AND CHILD COUNSELING LICENSE

As the specific requirements for certification for the MFCC licensing examination become clear, the Department will make every effort to assist students in meeting them.

#### APPLICATION PROCEDURES

The standard State-wide application form is available from the Admissions Office of the State universities and colleges, and community colleges. Students are admitted to the Counseling Program once annually and only for the *following* Fall semester; applications are accepted during the preceding November.

## 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.

#### 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.

## 505. Statistics for the Counselor (4)

Elementary descriptive and inferential statistics as tools for understanding counseling research and measures. Prerequisite for Counseling 513 unless student has taken a comparable statistics course in the past two years or has contracted for credit by examination.

#### 510. Seminar: Supervised Field Experience (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 (4)

A course designed to acquaint students with current occupational choice theories and their effect 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.

## 514AB. Seminar: Supervised Internship (8) or (4) and (4)

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 Measurements (3-4)

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.

#### 561. Seminar: Theory and Practice of Marriage and Family Counseling (4)

Concepts of relationship counseling and psychotherapy with relevant aspects of human sexuality, communication and human development. Historical and emerging socio-cultural views on function and disfunction will be explored.

#### 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)

# **CRIMINAL JUSTICE ADMINISTRATION**

(Division of Social Sciences)

James P. Driscoll, Program Coordinator

Advisory Committee

James P. Driscoll, Assistant Professor of Sociology
William J. Frazer, Professor of Geography
Sue E. Hayes, Assistant Professor of Economics
Paul V. Juhl, Professor of Management
Albert A. Laferriere, Associate Professor of History
Kenneth K. Marcus, Professor of Political Science
Arnold Neiderbach, Director of Financial Aids
R. Thomas Rosin, Associate Professor of Anthropology
John W. Smaby, Professor of Philosophy
Homero E. Yearwood, Associate Professor of Sociology

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 Major Requirements Supporting Subjects Electives.	40 units 44 units 20 units 20 units
Total	124 units

Please note that transferrable units from colleges and junior colleges may be applied to Elective and Supporting requirements.

## MAIOR COURSE REQUIREMENTS

Anthropology 352—Culture Change	4 units
Economics 341—Working in America	
Field Research taken in a participating academic department	
Management 327—Law and Justice	
Philosophy 334—Philosophy of Law	
Political Science 423—Constitutional Law and the Judicial System	
Special Study (495) taken in a participating academic department	
Sociology 413—Criminal Justice and the Community	
Sociology 418—Social Foundations of Delinquency and Crime	
Sociology 490—Senior Seminar in Criminal Justice Administration	
	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.

## **ECONOMICS**

(Division of Social Sciences

Richard Van Gieson, Chair

Barry Ben-Zion, Gerald Egerer, Victor Garlin, Sue Hayes, Sandra Schickele

The Economics Department provides a wide variety of courses which emphasize the economic dimensions of Social Science. As a Social Science, Economics focuses on *people* and studies the ways they are organized in economic systems to produce and distribute wealth and income. Flexible in its requirements, the Economics Major allows students to consider alternative approaches to economic analysis, institutions, and policy in international, American, regional, and urban settings.

The curriculum of the Economics Department prepares students for employment in the private economy or public service on graduation, as well as for graduate programs in economics, business, law, or planning.

The activities of the Economics Club and the Senior Seminar are designed to provide the individual student with a sense of social and intellectual identity at the College. Students interested in Social Science are encouraged to consider an Economics Major, a double major with Political Science or Management, or a Minor in Economics.

All majors contemplating a career in secondary social science education should see Page 323 for Ryan Single Subject Social Science Program requirements.

## ECONOMICS MAJOR FOR THE B.A. DEGREE

General Education		40 units
Economics Courses		40 units
Electives		44 units
Total		124 units
ECONOMICS CURRICULUM		
1. All majors are required to take the following courses		20 units
Econ. 201—Introduction to Economics		
Econ. 304—Macroeconomic Theory, or		
Econ. 306-The American Political Economy	4 units	
Econ. 305—Microeconomic Theory, or		
Econ. 307—Monopoly and Competition in the American		
Economy	4 units	
Econ. or Management 315—Statistics	4 units	
Econ. 498—Senior Seminar	4 units	
<ol> <li>All majors must take at least two 400-level seminars from among three areas: the International Economy, Political Econ- omy, and the American Economy. Either Econ. 484—Ad- vanced Macroeconomics (4 units) or Econ. 485—Advanced</li> </ol>		
Microeconomics (4 units) may be substituted for one seminar.	8 units	
Area I—The International Economy		
Econ. 403—Seminar in Economic Development	4 units	
Econ. 433—Seminar in Comparative Economic Systems	4 units	
Area II—Political Economy		
Econ. 425—Seminar in Radical Economics	4 units	
Area III—The American Economy		
Econ. 420—Seminar in Urban and Regional Economics	4 units	
Econ. 421—Seminar in Labor Economics	4 units	
3. Sufficient units from other Economics courses to total at least		
40 units		12 units

#### **ECONOMICS MINOR**

## OTHER PROGRAMS

4 units

nomics or Econ. 485—Advanced Microeconomics .....

#### 1. Double Majors

Management or Political Science students may major in Economics also. For such students, the Economics Department has a special curriculum. Certain courses taken toward the completion of a degree in either Management or Political Science can also be used toward the completion of a major in Economics. A description of these double majors is available at the Economics Department office.

#### 2. Graduate Work in Economics

Students planning graduate work should consult as soon as possible with the Department to plan an appropriate undergraduate preparation.

## 3. Evening Program in Economics

The Department makes every effort through flexible scheduling to accommodate those majors who can attend college only during the evening.

#### **ECONOMICS COURSES**

NOTE: Either Econ. 201, Econ. 220, or Econ. 310 satisfies the general education social science requirement. Other Economics courses may be substituted for these by petition to the Department.

#### 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 requirement. [Staff]

#### 220. The Urban Crisis (4)

An overview, from the economist's perspective, of the nature of the growing urban problems in such areas as poverty, employment, welfare, housing, transportation, education, urban sprawl, and the fiscal crisis facing many cities. Emphasis will be on the policy choices confronting the cities. Satisfies the general education social science requirement. [Van Gieson]

#### 301. Power and Freedom in the American Economy (4)

A study of the impact on personal freedom of the exercise of economic power by major institutions such as the large corporations, 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. [Garlin]

#### 302. International Trade: Theory and Policy (4)

An examination of the development of the modern theory of international trade, and of the available techniques for achieving equilibrium; all in relation to U.S. foreign economic policy and international economic institutions. [Egerer] This course is a complement to Econ. 314.

Prerequisites: Econ. 201 or its equivalent.

#### 303. Economic Development of the Third World (4)

Theories of economic development and underdevelopment. Examination of problems and policies for achieving growth in both poor and rich countries. [Hayes]

Prerequisites: Econ. 201 or its equivalent.

#### 304. Macroeconomic Theory (4)

A study of theories that attempt to explain the causes of fluctuations in economic activity in the aggregate; i.e., production, employment, income, money and prices. [Egerer] 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. [Ben-Zion]

Prerequisites: Econ. 201 or its equivalent.

#### 306. The American Political Economy (4)

An alternative approach to macroeconomics which, in addition to traditional theory, emphases historical processes and institutional relationships. This course will study the interaction of economic and political decisions in shaping the American economy as a whole. Particular attention will be paid the history of, and potential for, government intervention in achieving domestic economic goals. Acceptable prerequisite for Econ. 484—Advanced Macroeconomics. [Garlin]

Prerequisite: Econ. 201 or its equivalent.

## 307. Monopoly and Competition in the American Economy (4)

An alternative approach to microeconomics which, in addition to traditional theory, emphasizes historical processes and institutional relationships. This course will analyze market power in American industry as exemplified by the behavior of the large corporation with respect to its effect on prices, output, employment and economic growth. Readings will include Galbraith, Nader, Marx. Acceptable prerequisite for Econ. 485—Advanced Microeconomics. [Schickele]

Prerequisite: Econ. 201 or its equivalent.

#### 308. Mathematical Economics (4)

This course is designed to equip the student with sufficient mathematics to read the less technical economic literature with confidence. The wide range of mathematical topics will include economic analysis and mathematically formulated economic models. [Egerer]

Prerequisite: Mathematics 117 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. Satisfies the general education social science requirement. [Egerer, Schickele]

#### 311. The Public Economy (4)

A basic introduction to the economics of the public sector, designed to give the student criteria and tools of analysis by which to judge the impact of government decisions. Equal emphasis will be given to the ongoing dialogue regarding the proper size of government, scope of its activities, and program goals, with discussion of readings on these issues by authors such as Galbraith, Wallich, Downs, and Friedman. [Van Gieson]

#### 313. Classical Studies (4)

An intensive study of one of the classics in economics, such as Adam Smith's Wealth of Nations. Satisfies the general education elective requirement. [Egerer]

## 314. Balance of Payments Theory and International Monetary Policy (4)

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. This course is a complement to Econ. 302. [Egerer]

Prerequisite: Econ. 201, or consent of instructor.

## 315. Statistics (4)

An introduction to basic statistical techniques, including simple least-squares regression, index numbers, measures of central tendency, probability, statistical inference, and the analysis of time series. [Hayes]

Prerequisite: Mathematics 117 or 118.

#### 316. The Economics of Crime (4)

An analysis of the economic aspects of crime in the United States including its socioeconomic bases, the financing of criminal activity, illegal market systems, and the costs of reducing criminal activity. [Hayes]

#### 320. Urban Economics (4)

The application of economic analysis to the problems and issues facing an urban America. The course will deal with housing, transportation, pollution, crime, poverty, public services, and the growing conflict between the central cities and the suburbs. Conservative, liberal, and radical views of the causes and solutions to the nation's growing urban problems will be considered. [Van Gieson]

Prerequisite: Econ. 201 or its equivalent.

## 322. City and Regional Planning—Current Practice (4)

This course will focus on the issues and problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. The student will be introduced to economic planning theory and techniques useful for dealing with issues such as optimal growth, land use, environmental preservation, and housing for low income groups. [Van Gieson]

## 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. [Garlin]

Prerequisite: Econ. 201 or its equivalent, or consent of the instructor.

## 330. The Two Germanies: A Case Study in Economic Systems (4)

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) Gemany and to the roles of the two Germanies in the current political and economic reorganization of Europe. [Egerer]

#### 333. Comparative Economic Systems: the Socialist Countries (4)

Post-revolutionary development of China and the U.S.S.R. will be emphasized. Trends toward centralization and decentralization in economic planning and the interrelationship of ideology and economic policy will be examined. Cuba, Yugoslavia and Eastern Europe will be included as time permits. [Schickele]

Prerequisite: Econ. 201 or consent of the instructor.

#### 341. Working in America (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. [Hayes]

#### 347. Women's Work (4)

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. This course will stress an examination of the future work role of the individual student. [Schickele]

#### 390. Research Methods and Writing in Economics (4)

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. [Ben-Zion]

## 394. Student Instructed Courses (1-4)

Courses instructed by students which in the opinion of the department deal with the traditional subject matter of economics. Will vary from term to term according to students interests.

## 403. Seminar in Economic Development (4)

Theories of economic development and underdevelopment applied to the problems and policies of increasing the standard of living in less developed countries. [Ben-Zion]

Prerequisite: Econ. 303 or 333 or consent of the instructor.

## 411. Seminar in Public Finance (4)

A seminar devoted to the needs of students seeking careers in the public sector. Topics include: taxation, budgeting, systems analysis, government investment, and resource allocation in the public sector. [Van Gieson]

Prerequisite: Econ. 201 or Econ. 311, or consent of instructor.

## 420. Seminar in Urban and Regional Economics (4)

Advanced topics in urban and regional growth problems with attention to functional areas such as education, employment, transportation, and housing. [Van Gieson]

Prerequisite: One of the following: Econ. 303, 320, or 325 or consent of the instructor.

#### 421. Seminar in Labor Economics (4)

Study of neo-classical and radical theories of the labor market. Past attempts to test the validity of these theories and possible methods to further analyze labor market behavior will be discussed. [Hayes]

Prerequisites: Econ. 201 and 341 or consent of the instructor.

#### 425. Seminar in Radical Economics (4)

This seminar applies the analytical categories of radical economics 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. [Garlin]

Prerequisites: Either Econ. 301, Econ. 325, Sociology 414, or consent of the instructor.

#### 433. Seminar in Comparative Economic Systems (4)

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. [Schickele] Prerequisites: Econ. 201 or its equivalent.

## 484. Seminar in Advanced Macroeconomics (4)

Prerequisites: Econ. 304 or 306.

#### 485. Seminar in Advanced Microeconomics (4)

Prerequisites: Econ. 305 or 307.

#### 495. Special Studies (1-4)

#### 498. Senior Seminar (4)

A weekly meeting of senior students and departmental faculty in which selected current topics in economic theory, method, and policy are discussed. Where possible, guest lecturers will be invited to participate. Required for students in the major. [Staff]

Prerequisite: Senior standing.

## 499. Internship (4)

## **EDUCATION**

Brian T. Shears Chairman

Tony Apolloni, Libby Byers, Thomas Cooke, Jayne DeLawter, George Elliott, Norman Erken, Robert Fletcher, Herbert Fougner, Robert Fuchigami, Evangeline Geiger, Bernice Goldmark, José Gutierrez, Betty Halpern, Sally Hurtado, W. Lloyd Johns, Bjorn Karlsen, John Lawrence, Duncan MacInnes, Carroll Mjelde, Deborah Priddy, Charles Rhinehart, Kate Sater, Brian Shears, Thalia Silverman, Harold Skinner, David Thatcher, Charles Wallace, Susan Wallen, Eva Washington, Jean Young.

#### CREDENTIALS FOR PUBLIC SCHOOL SERVICE

Sonoma State College offers courses leading to the Multiple Subject 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, Administrative Services and Special Education (learning handicapped and severely handicapped only). A program leading to a pre-school instruction permit is also available. For detailed information regarding these credential programs see page 86. For information regarding the Pupil Personnel Services Credential, Pupil Counseling please refer to page 157.

Because of frequent changes in legal requirements, students should always contact the Department of Education (707) 664-2131 for current program requirements and details. For information regarding the Bilingual Cross-Cultural Specialist contact Department of Mexican American Studies (664-2369) and for information regarding the Pupil Personnel Services Credential contact the Department of Counseling (664-2544).

## **MASTER OF ARTS IN EDUCATION**

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 areas of concentration in: Reading, Special Education, Early Childhood Education, Educational Administration and Curriculum. Students should contact the Department of Education for current details of programs and their requirements.

## **ADMISSION REQUIREMENTS**

- A. Baccalaureate degree from an accredited institution.
- B. A valid basic teaching credential.
- C. 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.
- D. Part-time students must obtain the favorable recommendation of the department after having completed two courses in the program.

#### REQUIRED COURSES

A. Core Courses for M.A. in Education		
The following courses are required for all options in Education.		
Educ. 574—Information Systems and Research Methods	3 units	
Educ. 575A—Master of Arts Thesis or Project	1 unit	
Ed. 575B—Master of Arts Thesis or Project	2 units	
B. Area of Concentration		
I. Reading Option		
Required Area Courses of Education		
(Educ. 516—Advanced Psychology	3 units	
or Educ. 517—The Psychology of the Reading Process)	3 units	
Educ. 507—Advanced Seminar: Curriculum and Research in Reading	3 units	
Educ. 560A—Diagnosis and Remediation	3 units	
Educ. 560B—Diagnosis and Remediation (Practicum)	3 units	
(or Educ. 561—Supervised Field Experience for Reading Specialists)	3 units	

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

A recent modification of the special education M.A. program has been approved. The modification will include two program choices: (1) Pattern I or Resource Specialist, and (2) Pattern II or Generalist. The Resource Specialist M.A. program will prepare experienced regular and special education teachers to assume the role defined in the California State Master Plan, that is, assisting regular classroom teachers in assessing planning and teaching handicapped children integrated or mainstreamed in regular classes. Pattern II, the Generalist M.A. program, will be available for applicants with a B.A. from an accredited institution with a need for further training in special education. The Generalist M.A. program is more flexible and individualized than Pattern I, including the acceptance of non-credentialed applicants who otherwise qualify. Regular education credentialed applicants are now eligible for admittance to the M.A. program in special education. The option has also been modified to include partial degree fulfillment with the completion of the Specialist Credential in Special Education. Questions regarding admission and course requirements should be directed to the Department of Education.

III. Early Childhood Education Option.

Two patterns of study are available, Pattern I for those who are candidates for the Specialist Credential in Early Childhood Education and Pattern II for those who wish to have the M.A. only e.g., already have a credential, do not want a credential, wish to work solely with pre-kindergarten programs. Those students working toward the Early Childhood Education Specialist Credential must take 33 prescribed units. Further information about this program may be obtained from the Department of Education.

IV. Administrative Services Option

In addition to general admission requirements listed on page 25, students in the administrative services option must also have three years successful teaching experience and successfully complete prerequisite classes Education 550 Issues in Human and Cultural Diversity (3), Education 551 Curriculum in the Contemporary School (3), and Education 553 School-Community Relations (3).

Required Area Courses

Education 552A	School Personnel Management	3
Education 552B	School Personnel Management: Field Experience	1
Education 554	School Law	3
Education 555	Research and Evaluation	4
Education 556	School Finance	3
Education 557	Student Personnel Services	3
Education 558	Adv. Seminar—Curriculum Development	3
Education 559	School Organization and Administration	4

V. Curriculum Option

This new M.A. option is designed to meet the needs of a variety of professional educators including the following:

- 1. Classroom teachers
- Instructors at the Community College level in programs for the preparation of teacher aides.
- 3. Curriculum coordinators and/or consultants in school districts.
- 4. High school department heads.
- 5. Resource teachers in schools.
- 6. Lead teachers in nongraded or team-teaching clusters.
- 7. Demonstration teachers and project coordinators.
- 8. Coordinators of school-wide instructional materials-media resource centers.

Required Area Courses

#### WITH ONE COURSE SELECTED FROM EACH OF THE FOLLOWING FOUR BLOCKS

Block A		
Education 502—Advanced Seminar: Curriculum in Mathematics	3	units
Education 507—Advanced Seminar: Curriculum and Research in Reading	3	units
Education 508—Advanced Seminar: Curriculum and Research in		
Language Arts	3	units
Education 503—Advanced Seminar: Curriculum and Research in Science		units
Education 504—Advanced Seminar: Curriculum and Research in		
Social Science	3	units
Education 506—General Curriculum	3	units
Block B		
Education 437—Integrated Curriculum in Early Childhood Education	3	units
Education 535—Curriculum Development in Secondary School		units
Education 536—Curriculum Development in the Elementary School		units
Education 551—Curriculum in the Contemporary School		units
Education 558—Advanced Seminar in Curriculum Development		units
Block C.	•	
Education 510—Seminar: Educational Sociology	2	units
Education 511—Seminar: Educational Sociology		units
Education 512—Seminar: Comparative Education  Education 512—Seminar: History of Education		
Education 513—Seminar: Philosophy of Education		
Block D	J	uiits
Education 516—Seminar in Advanced Psychology of Education	3	unite
Education 568—Evaluation in Education		
	J	ums
SUPPORTING COURSES:		
Nine units selected with advisor's approval from 400 or 500 level	0	
courses having an appropriate bearing on the student's objectives		
Questions regarding admission, course requirements, and further program details sl	noı	uld be

# 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 Program (1-4)

directed to the Department of Education.

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 and other candidates 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)

Must be taken concurrently with 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 to junior and other candidates who have been given provisional admission to the Ryan Act Multiple Subject Credential Program.

Prerequisite: Approval of Education Department.

#### 350. Introduction to Teaching (3)

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 Subject Credential program.

395. Community Involvement Program (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 Subject Credential.

401. Conservation Education in the Public Schools (2)

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 Subject Credential and Math. 300.

Curriculum of the Elementary School (Science)

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 Subject Credential (6-6)

Full-time teaching experience in an elementary school under the guidance of a cooperating teacher.

Prerequisite: Admission to Multiple Subject 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.

406A. Secondary Reading Field Experience (1)

An observation/participation field experience designed to provide the teacher candidate with prelimnary acquaintance with and conception pedagogical skills, knowledge and insights through classroom activities in a reading instruction setting.

Prerequisite: Approval of Education Department or admission to the Single Subjects

Credential Program.

407A. 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 required.

Prerequisite: Admission to Multiple Subject Program and approval of Education Department.

407B. Elementary Reading Field Experience (1)

Field experience includes observation and participation in teaching reading in the elementary school.

Prerequisite: Admission to Multiple Subject Program and approval of Education Department.

408. Curriculum of the Elementary School (Language Arts)

Principles, methods, and materials of instruction in the elementary school of writing, spelling, speaking and listening, including Audio-Visual.

Prerequisite: Admission to Multiple Subject Teacher Education Program and approval of

Education Department.

#### 170 / Education

#### 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.

#### 415A. Social and Psychological Foundations for Diversity in Education (2)

Devise classroom techniques and materials that provide for diversity in pupil abilities and that also provide for ethnic and socio-economic factors. Must be taken simultaneously with Educ. 415B.

# 415B. Social and Psychological Foundations for Diversity in Education (1)

Field component for Educ. 415A. Must be taken concurrently with Educ. 415A.

#### 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.

## 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. Some field experience required.

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 Subject Credential program.

#### 424. School and Community Field Experience (1)

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-J. Secondary Student Teaching (4-12)

A two semester student teaching experience requiring the candidate presence in the school for a prescribed time each regular day.

425A. Art

425B. English

425C. Foreign Language

- 425D. Life Science
- 425E. Mathematics
- 425F. Music
- 425G. Physical Education
- 425H. Physical Science
- Social Science 425I.
- 4251. History (MAMS)

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.

## Seminar Accompanying Student Teaching (Secondary) (1)

An examination of the problems faced by the enrollees in their student teaching. Emphasis on the planning and evaluation of instruction, and the evaluation of learning. Classroom management and control, record keeping. To be taken concurrently with Educ. 425. May be repeated for credit. Prerequisite: Approval of Education Department.

#### 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.

#### The Community, the School, the Teacher and the Learner (4)

A broad survey of the teaching-learning process including the principles of growth and development, learning theory and evaluation. A pragmatic exploration of the larger community, the school, the various learning settings with emphasis on divergent values of the community and their implications for the learner and the school.

#### Exceptional Children (3)

Survey of programs and services involving the education and habilitation of exceptional children

#### Practicum in Child Study

An intensive study of the growth and learning of children through observation and participation in selected situations. May be taken twice for credit. May be applied toward Child Development Center Permit.

#### 431B. Field Experience in Child Study (3)

Classroom observation and experience in two settings: pre-school and kindergarten, 15-18 hours per week.

Prerequisite: Admission into Multiple Subject/Early Childhood Education credential pro-

#### 432. Nursery School curriculum (2-3)

Experiences in which all students are trained to develop skill in the use of material and media to integrate all aspects of the curriculum. May be applied toward Child Development Permit.

## 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. May be applied toward child development center permit.

#### 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. May be applied toward Child Development Center Permit.

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 Subject Credential, Early Childhood Option, Early Childhood Specialist Credential, M.A.

#### 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.

### 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 Chidren (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.)

#### 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.

## 460. Issues and Problems in Working with Developmentally Disabled Adults (3)

An overview of ethical, moral, legal, and programmatic issues and problems in working with developmentally disabled adults, from the perspectives of consumers, service agencies, and society.

#### 461A. Helping the Handicapped Child in the Regular Classroom (3)

Study of the issues, problems, and techniques related to helping the handicapped child in the regular classroom.

#### 461B. Helping the Handicapped Child in the Regular Classroom (3)

Follow up of issues, problems, and techniques related to helping the handicapped child in the regular classroom.

## 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.

#### 490. Selected Topics in Education (1-4)

A course which may be designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading.

#### 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 (3)

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.

## 502. 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.

## 503. Advanced Seminar: Curriculum and Research in Science (3)

Readings in research literature on methods, materials, principles of learning and psychological factors in the teaching of science. Study of trends and controversial issues in science teaching.

Prerequisite: Educ. 403 or equivalent. Approval of Education Department.

#### 504. Advanced Seminar: Curriculum and Research in Social Sciences (3)

Readings in the research literature on the teaching of social sciences with particular emphasis on the integrative approaches. Study of inquiry methods in social sciences.

Prerequisite: Educ. 400 or equivalent. Approval of Education Department.

#### 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.

#### 506. Advanced Seminar: General Curriculum (3)

Studies in the research, theories, and philosophies of curriculum construction in selected subject areas. Prerequisite: Approval of the Education Department.

#### 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.

Prerequiste: Educ. 408 or equivalent. Approval of Education Department.

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#### 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.

#### 520A. Advanced Studies in Child Development (3)

An in-depth examination of divergent theories of child development and their effects upon program design, teaching strategies and school policy. Current research critically studies in the context of trends and issues in child rearing and education.

Prerequisite: Admission to M.A. and specialist program.

## 520B. Advanced Studies in Child Development (1)

Field component of Educ. 520A.

Prerequisite: Admission to M.A. and specialist program.

#### 531. Bilingual Field Practicum (4)

Application of theory, concepts, and techniques of bilingual-cross-cultural education in selected bilingual field settings.

Prerequisite: Consent of the program coordinator.

#### 535. Curriculum Devlopment in Secondary Schools (3)

Principles of course construction; critical comparison of various types of course contruction. Includes some individual research of new developments in instructional methods in specific subjects in junior and senior high schools.

#### 536. Curriculum Development—Elementary Schools (3)

An inquiry into types of curriculum in elementary schools; how to construct criteria for curriculum construction; the psychology, sociology, and subject matter concepts for curriculum; setting goals, and means and methods for achieving them; changing curriculum patterns.

#### 537. 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 Education Specialist Credential Program.

## 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. Some field experience required.

Prerequisite: Consent of instructor.

#### 539. Issues and Problems in Early Childhood Education

Current topics in Early Childhod Education. Seminars will focus upon current research related to the education of young children. Each student will identify an area of study and prepare an outline for Master's project or thesis. Course may be taken in conjunction with Education 574.

Prerequisite: Consent of the instructor.

#### 541. 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.

#### 542. Mental Retardation (2-3)

Intensive study of problems and issues related to mental retardation.

Prerequisite: Admission to Special Education Program.

#### 543. Instruction Strategies in Special Education (2-3)

Intensive study of the instructional process.

Prerequisite: Admission to Special Education Program.

#### 544. 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.

#### 545. 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.

#### 546AB. 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.

## 547. Educational Assessment of Exceptional Children (3)

Educational assessment and interpretation of diagnostic instruments used with exceptional children. Some field experience required.

Prerequisite: Educ. 430.

#### 548. 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.

549AB. 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.

550. Issues in Human and Cultural Diversity (3)

Human Diversity: The learner with special needs, emphasizing assumptions underlying special programs, discriminatory labeling 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: Admission to Administrative Services Credential Program.

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.

Prequisite: Admission to Administrative Services Credential Program.

552A. School Personnel Management (3)

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: Admission to Administrative Services Credential Program.

552B. School Personnel Management (1)

Field Experience for 552A.

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. 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: Admission to Administrative Services Credential Program.

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. Includes one unit field experience assignment.

Prerequisite: Admission to Administrative Services Credential Program.

556. School Finance (3)

A study of the financial structure of school districts, laws relating to school finance, sources of income, planning and utilization of income, budget procedures, program budgeting, expenditure control, accounting procedures.

Prerequisite: Admission to Administrative Services Credential Program.

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: Admission to Administrative Services Credential Program.

## 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: Admission to Administrative Services Credential Program.

#### 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: Admission to the Administrative Services Credential Program.

## 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.

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# 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.

## 575A. Master of Arts Thesis (1)

Credit-no credit grades only.

Prerequisite: Approval of Education Department.

## 575B. Master of Arts Thesis (2)

Credit/no credit grades only.

Prerequisite: Approval of Education Department.

## 588AB. 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. 595. Special Studies (1-4)

## **ENGLISH**

### (Division of Humanities)

#### James Kormier, Chairman of Department

Martin Blaze, David Bromige, John S. Bullen, Robert Clayton, Robert Coleman, Nirmal-Singh Dhesi, Sally Ewen, Gerald Haslam, Richard Hendrickson, Judith Hess, Hector Lee (Emeritus), William Lee, Dorothy Overly, Don Patterson, Mary Rich, Alan Sandy, Eugene Soules, Janice Wilson, Caroline Zainer.

The English Department offers the opportunity to study a wide range of subjects related to the English language and its many uses, written and oral, historical and contemporary, literary and pragmatic. Fields of study in which students may specialize include English literature, American literature, comparative literature, literary theory and criticism, folklore and popular culture, linguistics, media study, film study, composition, creative writing, and speech communication. The major in English serves as the basis for a liberal education, as preparation for graduate study in English and related disciplines, and as background for professional training in such fields as law, journalism, and teaching.

The English Department participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in English, refer to

page 33.

## **ENGLISH MAJOR COURSE REQUIREMENTS**

Survey Courses	6 units
To be selected from English 230, 231, 250, 251, 260, 261	
Study of Language (English 300)	3 units
Introduction to Literary Analysis: Seminar (English 301)	3 units
Upper Division Course in Writing	3 units .
To be selected from English 310, 325, 326, 327, 328, 375, 413, 414, 415, 416	
Shakespeare (English 450 or 451)	3 units
Electives	18 units
Total:	36 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. A foreign language is not required, but it is recommended, especially for those who plan to enter graduate school.

#### ALTERNATIVE MAJOR

An individualized, project-oriented alternative plan for completion of the B.A. degree in English. Students are not required to take specified courses in the regular B.A. program but must present individual proposals for satisfying major requirements. This program is recommended for students who have a high degree of motivation and special interests within the areas of literature and language.

#### **English Minor**

Students majoring in other fields may develop, in consultation with an English department advisor, a 20 unit English minor. Such minors may emphasize, among other possibilities, literature, creative writing, media studies, professional writing, or comparative literature.

## MASTER OF ARTS DEGREE IN ENGLISH

#### **PROGRAM**

The graduate degree program at Sonoma State College consists of 30 units of work which may be distributed according to a student's particular interests. Linguistics, creative writing, and world literature, as well as English and American literature, are possible choices for major emphasis. The program offers both thesis and non-thesis options.

## ENTRANCE TO THE PROGRAM

Students with a substantial number of undergraduate credits in English, as well as those having an undergraduate English major, are invited to submit their transcripts for evaluation by the English Department Graduate Coordinator. This evaluation will determine whether the student may enter the program as "conditionally classified" or as "classified."

## ADMISSION TO CANDIDACY

For a change from "conditionally classified" to "classified" status (also called "admission to candidacy"), a student will need to satisfy two English Department requirements:

- a demonstration of competence in reading a foreign language, or a college transcript showing completion of the fourth semester or the sixth quarter of a foreign language;
- a score on the GRE Advanced Literature Examination at the 65th percentile or above, or a grade of 'B' or better on the English Department's Comprehensive Examination.

The English Department's Comprehensive Examination is given at the end of every semester. Students who wish to prepare for this examination or for the GRE may take the review seminar, English 497.

#### **DEGREE OPTIONS**

To fulfill the requirements for the degree, a student may choose one of two options:

- 1) 24 units of formal course work, plus 6 units for planning and writing a thesis; or
- 30 units of formal course work, plus completion of a written examination in the student's major emphasis.

Fifteen of the total 30 units in the graduate program should be taken after the student has been admitted to "classified" status. All students are expected to take English 500 and at least half of the 30 units in courses numbered in the 500 series.

#### CERTIFICATE PROGRAM

The English Department is currently formulating a certificate program (non-degree) focusing on the teaching of English. The program will be designed for elementary teachers wishing to pursue a post-baccalaureate program leading to their clear credential, graduates without a B.A. degree in English who may wish to prepare themselves for teaching in that field, or graduates with a B.A. degree in English who seek a program with a teaching emphasis. The program will include courses and experiences at the undergraduate and graduate level and will be scheduled so that those who work can participate. Anyone with a B.A. degree in any field and with a GPA of 2.5 may apply to the English Department for further information.

#### ENGLISH

## 101A. Basic Composition (3)

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.

#### 101B. Basic Composition (3)

Continued emphasis on the development of writing skills. Introduction to various genres of literature (particularly fiction, drama, and poetry).

#### 211. Explorations in Language and Literature (1-3)

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)

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)

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)

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)

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 controversary, the Decadents, the anti-Victorians, surrealism.

#### 260. Survey of American Literature. (3)

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)

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 Program (1-4)

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)

Introduction to the nature of language, examining philosophical approaches as well as the insights of modern linguistic science.

#### 301. Introduction to Literary Analysis: Seminar (3)

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.

### 309A-309B-309C. Speech (3-3-3)

- (A) Public Speaking. May be repeated once for credit.
- (B) Oral Interpretation of Literature. May be repeated once for credit.
- (C) Oral Communication Workshop. May be repeated once for credit.

### 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)

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.

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#### 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 modem stories.

### 317. Biography (3)

Development of biography and biographical forms from Plutarch.

#### 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. College Composition (3)

Purposeful writing for individual needs of students beyond the first year. Emphasis on effective organization, sentence structure, diction, and clarity of expression in expository writing. May be repeated for credit.

### 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 Program (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. Media Workshop (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 (1-3)

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. The English Novel. (3

A study of selected novels of the 18th, 19th and 20th centuries.

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)

Critical reading of Chaucer's Canterbury Tales with individual studies in cultural and biographical background.

#### 446. Chaucer (3)

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)

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)

Critical readings in the literature of England from 1200-1500 with emphasis on the non-Chaucerian tradition.

#### 465. Literature of the Renaissance (3)

Non-Dramatic English literature (1485–1600).

#### 467. English Literature of the 17th Century (3)

Nondramatic poetry and prose from Donne to Dryden, including Milton.

# 469. Restoration and 18th Century Literature (3)

English literature (1660-1800).

### 475. English Literature of the Romantic Period (3)

Significant writers of the early nineteenth century including Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Lamb.

### 476. English Literature of the Victorian Period (3)

#### 478. English Literature of the 20th Century (3)

### 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)

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)

The historic and present responses to the problems of evaluation of literature.

#### 491A. Seminar in Teaching Writing (2)

A workshop devoted to researching, discussing, and demonstrating various methods of teaching writing. Designed for tutors, teachers, and prospective teachers who wish to expand their repertoire of methods of teaching writing and who wish to develop a rhetorical base from which to create teaching materials.

### 491B. Practicum in Teaching Writing (2)

Recommended that this course be taken in conjunction with the seminar (491A). Theoretical approaches to the teaching of writing put to practice in college and junior college classes.

#### 495. Special Studies (1-4)

### 496. Alternative Major (1-4)

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. Exercises are adaptable to the student's area of emphasis for thesis, creative project, or non-thesis option. 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.

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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) Sterling Bennett (German), Chairman of the Department

Philip Beard (German), Mary Arnold (Russian), Aaron Berman (Teacher Education and Second Language Teaching), William O. Cord (Spanish), Earl F. Couey (French and Language Laboratory), Yvette Fallandy (French), Adele Friedman (French), Francisco Caona (Spanish), William Guynn (French), Raymond Lemieux (French), Howard Limoli (French), Marion Nielsen (German), Giovanni Previtali (Spanish), Pablo Ronquillo (Spanish), Rosa Vargas-Arandia (Spanish).

The languages and literatures of France, Germany, Italy, Russia, Spain and Spanish America, along with those of ancient Rome and Greece, are the outward expression of just a few rich cultures. To know the language of another people is to understand their way of life, their attitudes, traditions, values, and contributions in the fields of thought, letters, music, drama, painting, sculpture, and architecture. To know a foreign language is to understand another great culture besides our own. By learning a second language we also learn something about the nature of language and about the relationship between language and being. Paradoxically, an extension through language into another people's frame of reference is simultaneously an extension into, and a more conscious definition of, ourselves. Differences and similarities in culture and being become more distinct; hence, the need for greater communication and the possibility for it arise. Languages provide the instruments by which nations and peoples may penetrate walls of misunderstanding and suspicion, an enterprise essential not only for commerce but for survival in a shrinking world. Knowledge of a language itself does not guarantee a job in the world as it is today, but combined with other skills it does provide broader opportunities for employment. For those motivated students who participate in language courses, language tables, language plays, and the Junior Year Abroad Program, the Department promises ever increasing competence in a foreign language. An American who extends his knowledge and understanding beyond the limits of this nation takes a step toward joining the world of nations.

#### INTERNATIONAL PROGRAMS

Students of Sonoma State College 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. Students are advised that courses taken abroad in the CSUC International Program may be counted toward the major or minor.

For additional information see page 70 under Special Features.

### PLACEMENT IN FOREIGN LANGUAGE COURSES

Astudent 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 Sonoma State College.

The staff of the Department of Foreign Languages will assist students in the matter of placement although the following schedule is *recommended*:

placement although the following schedule is recomm	ended:
	Courses
	Numbered
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	
1. I dui years of high school study	
	100
	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.
- The original study was accomplished three or more years prior to enrollment in the language course at Sonoma State College.

### 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 Sonoma 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 54 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)
Russsan 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 Sonoma State College.

### 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 320-485	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 200G, 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: 100Xor 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  $2\frac{1}{2}$  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 Program (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 (3)

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 Program (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 (3)

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.

### 485AB. French Civilization (3)

Taught in English (and in French by special arrangement for French majors and minors). Study of French art, institutions, ideas, events and personalities. No prerequisites for English-speaking students; for French speakers: French 301–302 or equivalent.

### 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 credental offered at Sonoma State College.

### **MAJOR IN GERMAN**

The major in German for the B.A. degree shall include a minimum of 28 semester unit 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 course.

# **GERMAN MAJOR COURSE REQUIREMENTS**

### Lower Division

230—Phonetics and Conversation	z unig.
Upper Division	
301AB—Advanced Grammar and Composition	6 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

### 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 1/2 semester, 5 for second 1/2 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 (1-5)

Units earned may vary from one to five (or more), depending on number of "module" 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. (1-5)

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 (4-4) 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 21/2 hours (150 minutes) per week.

Transfer students only may take German 250 concurrently with upper division courses during the first and/or second semester of study at Sonoma State College.

### 201X. Intermediate German, Individualized Instruction (1-3)

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 (1-3)

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.

### 203X. Intermediate German, Individualized Instruction (1-3)

Fifth semester. Same study plan as 202X. Language Laboratory, German 203L, must be taken concurrently with this course. Prerequisite: Four semesters of German.

#### 201L-202L-203L. Language Laboratory, Intermediate German (1-1-1)

To be taken concurrently with German 201-202 and 201X-202X-203X. Required minimum in the laboratory is 21/2 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 Program (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 (3-3)

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 (3

From the earliest times to the 18th century.

No prerequisite.

### 307. German Culture and Civilization in English (3)

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. German Classical Studies in English (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 inspiration 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 Program (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  $2\frac{1}{2}$  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.

### 495. Special Studies (1-4)

Prerequisite: Four semesters of college Latin 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	
425—Applied Linguistics	3 units
Unless stated otherwise all nourses 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 Program (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

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, Pasternak and Solzhenitsvn.

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 Linguisities (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, or consent of instructor.

### 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 other 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 field 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 \.

#### **SPANISH**

The major in Spanish is fully acceptable to the Education Department for any credental offered at Sonoma State College.

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-five (35) units of courses, identical for all majors.

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**

		Units
* Spanish 101-102	Elementary Spanish	5-5
	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	3
Spanish 304	Introduction to Civilization of Spain	3
Spanish 309	Introduction to Civilization of Spanish-America	3
Spanish 425	Spanish Linguistics	3
		35

<sup>†</sup> To change the second language teaching emphasis from English to French, Cerman, 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 203 will be accepted in lieu of Spanish 201, 201L, 202, and 202L.

<sup>\*</sup> Course substitutions, when approved by the faculty in Spanish, will be accepted.

# **PLAN SECTION**

	PLAN SECTION	
PLAN I Concentrati		Units
		35
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
		54
DI ANI II O		FT
	tion in Spanish-American Culture	Units
	Ed 1 CM	35
Anthropology 363	Ethnography of Mesoamerica -OR-	
Anthropology 366	Ethnography of South America	4
Antinopology 300	-OR-	**
† MAMS 343	Pre-Colombian History of Mexico	
History 340	Colonial Latin America to 1825	
1115tory 340	-OR-	
History 341	Latin Americans Since Independence	
ilistory 041	-OR-	
History 343	Latin American Biography	4
1115101 / 010	-OR-	-
† MAMS 344	Mexican-American History I -OR-	
+ MAMS 345	Mexican-American History II	
Geography 410	Seminar in Cultures and Environments of Latin America	4
Spanish 453	Great Works of Spanish-American Literature(3)	•
Spanish 400	-OR-	
Spanish 454	Great Works of Spanish-American Literature(3)  -AND-	
Spanish 403	Studies in the Culture of Spanish-America(3)	6-7
opanion 100	-OR-	
+ MAMS 340	Mexican-American Folklore(4)	
	-OR-	
+ MAMS 350	Mexican-American Humanities(4)	
		53-54
DI ANI III O		77-14-
	ation in Spanish Culture	Units
	Shading in the Culture of Spain	35
Spanish 401	Studies in the Culture of Spain	3
History 411 Spanish 480A	History of Spain	4
*Spanish 480B	Don Quijote	3
Spanish 400D	Don Quijote -OR-	
*Spanish 445	Spanish Picaresque Literature	
Spainsii 440	-OR-	
*Spanish 451	Great Works of Spanish Literature	3
	approved by the faculty in Spanish and offered in either the	0
	es or the Division of Social Sciences	5
	or or the Division of occur beforess	100
		53
PLAN IV Concentra	ation in Literature	Units
	anon in Laterature	35
Spanish 302	Literary Analysis	3
*Spanish 400	Spanish Medieval and Renaissance Literature	
	-OR-	

<sup>†</sup> MAMS—Mexican American Studies.

\* Course substitutions, when approved by the faculty in Spanish, will be accepted.

*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
•		=
		50

#### 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.

### 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.

#### 150. Elementary Conversation (2)

Directed conversation in Spanish for elementary level students. Includes individual and class assignments in language laboratory.

Prerequisite: Spanish 101 or equivalent OR current enrollment in Spanish 101.

<sup>\*</sup> Course substitutions, when approved by the faculty in Spanish, will be accepted.

195. Elementary Special Studies (1-4)

Directed and individual study, discussions, and reports on selected topics. Prerequisite: Spanish 102.

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. May be repeated for credit.

Prerequisite for 251: Spanish 250 or equivalent. May be repeated for credit.

295. Community Involvement Program (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 Spanish Phonetics (3)

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 the Civilization of Spanish-America (3)

Readings and discussions of the culture of Spanish-America including its history, literature and arts.

313. Spanish Classical Studies in English (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. Conducted in English. No prerequisite.

### 395. Community Involvement Program (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)

MAMS 340 Mexican-American Folklore (3)

MAMS 343 Pre-Columbian History of Mexico MAMS 344 Mexican-American History I (4)

MAMS 345 Mexican-American History II (4)

MAMS 350 Mexican-American Humanities (4)

### **GEOGRAPHY**

(Division of Social Sciences)

Timothy A. Bell, Department Chairman

William K. Crowley, Joseph W. Frasca, William J. Frazer, Alan Lipkin, 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.

All majors contemplating a career in secondary Social Science Education should see page

323 for Ryan Single Subject Social Science Program requirements.

### 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; Basic, Option, Senior Seminar. In addition, the geography student is required to complete eight (8) units in supporting courses which should 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.

hould be accomplished during the first year of the major, students should develop a eflective of their interests and goals in geography with the aid of an advisor.	program
I. Basic: 302 (Physical), 303 (Cultural), 390 (California), and two (2) of the following three courses: 307 (Earth: A View From Space), 380 (Map	
and Air Photo Interpretation) 385 (Introductory Cartography and Graphics)	18 units
II. Systematic Options: The student must complete twenty (20) units from one of the options listed below (A, B, C, D).	
A) Weather Science Option	20 units
The student must complete the twenty (20) units	
listed below.	
Geog. 307—Earth: A View From Space 4 units	
Geog. 310—Meteorology	
Geog. 370—General Climatology 4 units	
Geog. 394—Man & Weather 4 units	
Geog. 470—Seminar in Atmospheric Sciences 4 units	
B) Environmental Option	20 units
The student must complete twenty (20) units from those courses	
listed below.	
Geog. (Geol.) 306—Environmental Geology 3 units	
Geog. 310—Meteorology 4 units	
Geog. 355—Conservation and Resource Management 4 units	
Geog. 360—Geomorphology	
Geog. 370—General Climatology	
Geog. 394—Man and Weather 4 units	
Geog. 416—Biogeography	
C) Cultural Option	20 units

The student must complete twenty (20) units from the courses listed below including Geog. 403 (Seminar in Cultural Geogra-

phy).

Geog. 320—Political	
Geog. 330—Historical	
Geog. 335—Rural	
Geog. 340—Resource Utilization 4 units	
Geog. 345—The Third World and Economic Development 4 units	
Geog. 350—The City	
Geog. 403—Seminar in Cultural Geography 4 units	
D) Individualized Option	20 units
The career goals of the Geography Major are varied. They may	
include such goals as Graduate work, the Credentials program,	
Planning, Mapping services, or Economic Development. Twenty	
(20) units in courses worked out in consultation with the advisor	
including one seminar in regional geography * must be completed.	
III. Senior Seminar	4 units
Geog. 490—Development of Geographic Thought	4 dilits
	8 units
IV. Supporting Courses	o units
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. 499) may be utilized as a supporting material	
with permission of an advisor.	

### **GEOGRAPHY MINOR**

20 units

# GEOGRAPHY COURSE DESCRIPTIONS General \*\*

### 201. Man and the Environment (4)

A survey of the interrelationships of the physical and cultural environments. Topics to be examined include weather and climate, vegetation, maps and air photos, population, settlement patterns, resources and economic development.

(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 Education program.)

#### 202. World Regional Geography (4)

Selected cultural regions are utilized as the basis for study. Economic development, political problems and man-land relationships are stressed.

(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.)

### 311. Geography of California Wines (2)

California's wine industry in perspective with a brief look at wine origins and world production. An examination of the various wine growing regions of California. Included are discussions of grape-growing, winemaking, and wine tasting. Guest speakers who are experts in enology, viticulture, and wine appreciation will be featured.

• REGIONAL GEOGRAPHY SEMINARS:	4
Ceog. 420—Europe	4 units
Geog. 430—Asia	4 units
Geog. 440—Pacific	4 units
Geog. 460—Area Studies	4 units

<sup>\*\*</sup> The courses listed in this section may be counted toward graduation but not toward the Geography Major.

### 312. Field Geography of Sonoma County Wine (1)

An examination of viticultural practices and winemaking operations in Sonoma County. This course may be taken independently of Geog. 311. The course includes three lectures and a weekend field trip.

### 313. Recreational Geography of California (2)

A survey of outdoor recreation in California. Topics include federal and state parks, urban recreation, and the economics of recreation; activities such as spectator sports, hiking, skiing, and water sports are examined. Field trips will be scheduled.

### 327. Resources and Industrialization in the Soviet Union (2)

A study of the mineral resources and patterns of industrialization in the U.S.S.R.

#### 329. Food Problems of the Indian Sub-Continent (2)

An analysis of the problems relating to feeding the population of the Indian sub-continent.

### 331. The South Pacific, Problems and Perspectives (2)

The course is designed to acquaint the student with the physical and cultural landscapes of the South Pacific and to discuss some of the problems and perspectives of this oceanic environment.

### 332. The People and Places of the Far North (2)

An investigation of the interrelationships between primitive and modern man in the Arctic. The use and abuse of the fragile physical environment will be discussed.

#### Basic

### 302. Physical Geography (4)

A systematic exploration of the physical elements of geography. Atmospheric elements, meteorological, and climatological processes and patterns; their effect on soil and vegetation distribution. Landforms: geologic structures: erosional and depositional processes and forms. 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.

### 307. Earth: A View From Space (4)

Examination of the concepts and principles of remote sensing. Emphasis is placed upon the development of interpretative skills using remote sensing techniques in supplying earth resources information. Application of remote sensing information to urban land use and planning, resource evaluation, agriculture, environmental problems, structural geology, and archaeological site identification is examined.

# 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. Introductory Cartography and Graphics (4)

Lecture 2 hours; laboratory 6 hours.

Examination of the map as a functional communication system designed for the display of information. Emphasis is placed upon compilation and display techniques. Topics include the symbolization of data, lettering, design and lay-out, reproduction techniques, thematic mapping, and computer mapping.

### 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.

### Systematic

### 306. Environmental Geology (3)

Lecture, 3 hours. (Also listed as Geology 306)

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.

### 310. Elementary Meteorology (4)

A systematic study of the earth's atmosphere stressing those elements (temperature, humidity, solar radiation, pressure and wind) which influence the weather on a local and world-wide scale.

### 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.

#### 323. Hydrology (3)

(Also listed as Geology 323 and Physics 323)

Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric water, soil water, runoff, and ground water flow as related to water supply and use. Application to problems of flood control, water management, and water pollution, with special emphasis on California. Prerequisite: Geology 303, Geography 302, or consent of instructor.

### 330. Historical Geography of North America (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.

#### 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. Resource Utilization (4)

The distribution, production and problems of utilization of man's mineral and agricultural resources.

### 345. The Third World and Economic Development (4)

A view of the development process and its operation in various Third World nations. Industrialization patterns, ecological considerations, and attempts at international economic cooperation are some of the topics which will be examined.

### 350. The City (4)

A consideration of urban origins, the diffusion of the city and modern day inter and intra-city phenomena. Topics to be discussed include urban functional organization, urban structure, distribution of cities and their territories, and urban problems—pollution, housing, and open space.

### 355. Conservation and Resource Management (4)

Location, distribution, and conservation of natural resources. Physical, legal, ethical and economic problems that one encounters when dealing with such conservation related subjects as food, energy, land and mineral supplies are analyzed. Evolution of the conservation movement in the nation and world will be discussed.

### 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: Introductory Physical Geography or Geology or consent of instructor.

### 370. General Climatology (4)

An exploration of the atmosphere, how it differs from place to place and time to time. The role of radiation, temperature, humidity, evaporation, cloudiness, precipitation, and surface factors: topography, exposure and altitude in differentiating world climates. Climate's influence on man physically and culturally in history and prehistory.

### 394. Man and Weather (4)

Man's use and abuse of the atmosphere. Past and present impact of man's activities on the atmosphere and the atmosphere's impact on man. Climate change, agricultural climatology and building climatology will be discussed. Extensive field experience is an integral part of the course.

Prerequisite: Course work in Meteorology or Climatology or consent of instructor.

#### 403. Seminar in Cultural Geography (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 300; 330; 335; 350 or 360; and a course in earth science such as Geography 302 or Geology 303.

#### 470. Seminar in Atmospheric Sciences (4)

Experience in the collection, analysis, and utilization of atmospheric data. The department's climatological library, meteorological instruments, map and air photo collections will be used extensively in this problem oriented course.

Prerequisite: Meteorology, Climatology 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.

#### 485AB. Seminar—Cartographic Problems (2)

An examination of special cartographic topics and problems. Topics include computer graphics and mapping, scribing, and advanced thematic mapping.

Prerequisites: Geography 385 (Introductory Cartography) and enrollment in Geography 499 (Geography Internship Program).

# Regional Geography Courses

# 400. 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. Latin America: Culture and Environment (4)

A consideration of general topics of special importance to Latin America such as population, urbanization, and economic development. An examination of specific countries in Latin America with an emphasis on settlement patterns and environmental characteristics.

### 418. Field Experience—Baja California, 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 special problem areas. For example: China and South East Asia, arid lands, and underdeveloped lands may be discussed.

### Senior Seminar

# 490. 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.

### 495. Special Studies (1-4)

### 499AB. 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 Sonoma State College service area. Credit is given for two hours per unit work per week as arranged with the intern coordinator.

**GEOLOGY CORE COURSES** 

Geology 203\_Advanced Principles of Geology

### **GEOLOGY**

### (Division of Natural Sciences)

William Wright, Chairman of Department

Thomas Anderson, Rolfe Erickson, Walt Vennum, G. Davidson Woodard

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.

4 units

Geology 303—Advanced Principles of Geology	4 units
Geology 305A—Mineralogy	2 units
Geology 305B—Optical Mineralogy	2 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
Geology 510—Structural Geology Field	
	23 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	
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
	124 units
	121 dints
Required Geology Courses	
Geology Core Courses	00
	23 units
Geology 320—Field Geology	4 units
Geology 320—Field Geology	
Geology 325—Adv. Field Geology	4 units
Geology 325—Adv. Field Geology Geology 413—Paleontology	4 units 4 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field	4 units 4 units 4 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar	4 units 4 units 4 units 1 unit 3 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field	4 units 4 units 4 units 1 unit 3 units 6 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar	4 units 4 units 4 units 1 unit 3 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives	4 units 4 units 4 units 1 unit 3 units 6 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses	4 units 4 units 4 units 1 unit 3 units 6 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses Chemistry 115 AB—General Chemistry (6 in G. E.)	4 units 4 units 4 units 1 unit 3 units 6 units 45 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses Chemistry 115 AB—General Chemistry (6 in G. E.) Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and	4 units 4 units 4 units 1 unit 3 units 6 units 45 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses Chemistry 115 AB—General Chemistry (6 in G. E.) Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and Physics 214, 216—Introducion to Physics II (lecture and laboratory) (4)	4 units 4 units 4 units 1 unit 3 units 6 units 45 units 4 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses Chemistry 115 AB—General Chemistry (6 in G. E.) Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and Physics 214, 216—Introducion to Physics II (lecture and laboratory) (4) Mathematics 162—Calculus with Applications I	4 units 4 units 4 units 1 unit 3 units 6 units 45 units 4 units 8 units 3 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses Chemistry 115 AB—General Chemistry (6 in G. E.) Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and Physics 214, 216—Introducion to Physics II (lecture and laboratory) (4)	4 units 4 units 4 units 1 unit 3 units 6 units 45 units 4 units 8 units 3 units 3 units
Geology 325—Adv. Field Geology Geology 413—Paleontology Geology 414—Paleontology Field Geology 450—Senior Seminar Upper Division Geology Electives  Required Supporting Courses Chemistry 115 AB—General Chemistry (6 in G. E.) Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and Physics 214, 216—Introducion to Physics II (lecture and laboratory) (4) Mathematics 162—Calculus with Applications I	4 units 4 units 4 units 1 unit 3 units 6 units 45 units 4 units 8 units 3 units

6 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.	gcolo	67.
Major Courses	45	units
General Education	40	units
Supporting Courses	15	units
Electives	24	units
	194	units
	124	uiiits
Required Geology Courses	124	units
1		units
Required Geology Courses  Geology Core Courses	24	
Geology Core Courses	24	units
Geology Core Courses Geology 320—Field Geology	24 3 4	units units
Geology Core Courses Geology 320—Field Geology Geology 325—Adv. Field Geology	24 3 4 4	units units units

# **Required Supporting Courses**

Upper Division Geology Electives .....

Chemistry 115 AB—General Chemistry (6 in G. E.)	4	units
Physics 209AB, 210 AB—General Physics with Laboratory	8	units
Mathematics 162—Calculus with Applications	3	units
	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	00	units units
Supporting Courses	6	units
Electives	45	units
	124	units

# **Required Geology Courses**

Geology 300—Regional Field Geology	3 units
Geology 303—Advanced Principles of Geology	4 units
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
	32 units

### **Required Supporting Courses**

Mathematics 107 or equivalent	4 units 2 units
	6 units

#### RYAN ACT

Geology Single Subject Credential Program		
Core Courses:		
Astronomy 200	3	units
Biology 215	4	units
Chemistry 115AB		units
Geography 310	4	units
Geology 303, 304		units
Physics 210AB		units
Mathematics 107	4	units
	38	units
G.E. Remainder:	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 beside	des 303	3, 304,
and elective	units in	nclud-
ed below		
(8 more)	2–8	units
Education Courses:	24	units
Electives:	18–12	units
	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**

#### 100. Historical Foundations of Modern Geology (3)

Lecture, 3 hours.

Discussion of the development of the major principles of geology with focus on the personalities, and the historical and philosophical background of the times in which these principles were being developed. Applications of these principles to modern geological problems such as plate tectonics.

### 102. General Geology (4)

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.

Field study of rocks, minerals, and landforms and the processes which form them. Geologic history of the western United States. 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. Advanced 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.

Prerequisite: Introductory course in physical geology.

### 304. Principles of Geology Field Course (1)

Field studies done in conjunction with Geology 303. Required weekend field trips. Prerequisite: should be taken concurrently with Geology 303.

### 305A. Mineralogy (2)

Lecture 1 hour; laboratory 3 hours.

Properties and origin of common silicate and ore minerals. Laboratory exercises emphasize hand specimen identification of minerals.

Prerequisites: Geology 102 or 303, Chemistry 115A or concurrent enrollment in Chemistry 115A.

#### 305B. Optical Mineralogy (2)

Lecture 1 hour; laboratory 3 hours.

Introduction to crystallography, crystal chemistry and the principles of optical mineralogy. Laboratory exercises emphasize crystal symmetry determination, stereonet crystal analysis, and mineral identification with the petrographic microscope.

Prerequisites: Geology 305A or equivalent or concurrent enrollment in Geology 305A. Math 107 strongly recommended.

### 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

# 214 / Geology

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.

### 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. Concurrent enrollment in Chemistry 115B strong

ly recommended.

### 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 (4)

Lecture, 1 hour; laboratory, 3 hours. Two 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 311.

### 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 recom-

mended.

\*325. Advanced Field Geology

A minimum of four weeks of detailed mapping in igneous, metamorphic and sedimentary rocks, and the preparation of field reports and geological maps.

Prerequisite: Senior standing in geology and consent of instructor. This course is offered through the extension division as Geol. 325.

# 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 Program (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 (3)

Lecture, 3 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

Lecture 1 hour, laboratory 3 hours.

Introduction to the use of x-ray diffraction and powder techniques.

Prerequisite: Geology 305B.

<sup>\*</sup>The Department of Geology at Sonoma State College also cooperates with other northern California state colleges in offering the summer field course. Many other colleges and universities offer similar courses. Students are encouraged to take this course elsewhere but should consult with their geoglogy advisor regarding selection of one of these programs. Students must demonstrate equivalence in terms of field hours and course content with G325 as offered at Sonoma State College.

### 216 / Health Sciences

### 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 magnetics. 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.

### 425. Economic Geology (3)

Lecture, 2 hours; laboratory, 3 hours.

Physical and chemical controls on ore deposition, including the origin and transport of ore bearing solutions, differentiation of magmas, supergene enrichment of ores and stratigraphic and structural controls on ore formation. Discussion of various mining districts (including exercises with selected ore suites) and methods in ore exploration are included.

Prerequisite: Concurrent enrollment in Geology 307 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.

#### 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)

See Physical Education, page 288.

# 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, includ-

ing 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 Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in History, refer to

page 33.

## 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 Lower Division (all courses or transfer equivalents required):  1. History 100	2 units
2. History 251	4 units
3. History 201 and 202	8 units
B. Upper Division:	
1. History 390 or 391	4 units
2. One upper division survey course from among the following: History 301, 330, 336, or 339	4 units
3. Two senior seminars of which at least one must be a research seminar C. Additional History courses (to be chosen in consultation with a departmental	8 units
advisor and of which at least 10 units must be in upper division courses):	14 units
Total History units required	44 units
D. General Education Courses	40 units
E. Minor and/or Elective and/or Foreign Language and/or Credential Courses	40 units
Total units required for a B.A. Degree in History	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

At least 40 of the 124 units must be upper division units.

field examination committee chairman who must review and approve the specific pattern of study.

## Requirements for Admission to Candidacy

- 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.
- 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.
- 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. By special arrangement, alternative options to the GRE may be taken.
- 4. Three letters of recommendation testifying to the student's ability, character, and potential for graduate study in history.
- Completion and acceptance of separate applications for admission to the Sonoma 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 extenson 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 Sonoma State College. All History courses are to be taken for grade.
- 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 (chosen in consultation with committee chairman):

 The state of the s	/
History Courses at the "300 or 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
Total Units Required for the M.A. in History	30 units

B. Field Examination Option (chosen in consultation with committee chain	rman):
History Courses at the "300 or 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
Total Units Required for the M.A. in History	30 units

All majors contemplating a career in secondary social science education should see Page 323 for Ryan Single Subject Social Science Program Requirements.

## 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 Western Civilization (4)

A general survey of the growth and development of western and non-western civilization from prehistoric times to the modern era. Required of all history majors. (Staff)

## 202. Development of the Modern World (4)

A comparative survey of western and non-western societies from early modern times to the present day. Required of 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. Required for all history majors. (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 Program (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)

## 310. Law and Society in the Western World (4)

The course will endeavor to study the development of certain aspects of law and legal systems in western civilization. Emphasis will be on Roman Law and English Common Law and their impact upon shaping western society. (Laferriere)

#### 312. Italy Since the Renaissance: Culture and Society (2-4)

A general overview of Italy's historical development over the last 400 years, since the late Renaissance, to the post-war Republic. Particular attention is given to art, music and literature, to social characteristics and ideological trends, and to the problem of national unity. (Watrous)

#### 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)

#### 336. Introduction to Asian Culture (3-4)

This course will be an interdisciplinary and multi-media approach to Asian civilization. It will include such topics as: Hinduism, Buddhism, Confucianism, arts and literature, music and folk dances, Asian women, martial arts, and the modern development of India, China and other parts of 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 movement. (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)

## 344. Art and Artists of the Mexican Revolution (3-4)

The arts and artists of the 1910 Revolution with special focus on the muralists Rivera, Siqueiros and Orozco. Particular attention is given to their personal lives, social commentary and political activism as well as their individual art styles. Through slides, films, biographical sketches, field trips and a class project. (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)

## 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)

#### 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 SSC. This workshop will deal with the creative and technical aspects involved in the production of a major peace journal. (Brown/Lin)

#### 360. Photography in History (1)

The uses of photography in the study of local history. A project course devoted to exhibition development, photographic techniques, and surveys of college service area. May be taken twice for credit. (Mellini)

## 361. The Techniques of Historic Preservation (1-2)

The systematic collection of available historical sources and the techniques of historic preservation will be developed. The course will include, in a work-shop format, lectures by experts and practical activities used for these techniques. The course may be repeated for up to four units credit. (Mellini)

## 362. Society and Architecture (3-4)

A social analysis of the interrelationship of architecture and history in California. The crigins and effects of the built environment will be traced by working backwards in time. It is a core course in the undergraduate preservation program, is project oriented, and there will be intensive use of visual materials. (Mellini and staff)

## 370. Experimental Themes and Issues (1-4)

Under this number, newly developed courses will be offered on a variety of historical subjects. Specific descriptions of such courses will be found in the course list prepared each semester by the History Department. (Staff)

## 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, Harris)

#### 395. Community Involvement Program (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)

## 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)

## 411. 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)

## 412. History of France, 1500 to the Present (3-4)

A survey of the decisive events of French history since A.D. 1500. Topics will include: The *Ancien Régime*, the French Revolution, French liberalism and contemporary France. Special emphasis will be placed on cultural developments within each topic. (Brown, Laferriere)

414. History of Germany, 1500 to the Present (3-4)

Asurvey of the decisive events of German history since A.D. 1500. Topics will include: Holy Roman Empire, German unification, Germany and the World Wars and contemporary Germany. Special emphasis will be placed on cultural developments within each topic. (Laferriere and Watrous)

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)

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, Asia, the Americas. (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)

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)

429A. The Arabs and the West in the 20th Century (3-4)

A political, socio-economic and cultural analysis of the Arab world, its varied history and its relations with the western world including the United States of America in the 20th century. Western and non-western sources will be used. (Mellini)

429B. The Arab-Israeli Conflict (3-4)

To explore the dynamics of the Arab-Israeli conflict—one of the most corrosive in the 20th century. We will examine the historical context and various points of view through lectures, discussions, tapes, records and films. (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)

#### 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)

#### 436A. History of Chinese Thought to the 16th Century (3-4)

Chinese thought to the 16th century, concentrating on the development of Chinese science, technology, medicine, arts, literature and the concept of peace and war. (Lin)

## 436B. History of Chinese Thought Since the 16th Century (3-4)

Chinese thought from the 16th century to the present day. Main themes will include Confucianism, Taoism, Buddhism, sinicization of Western ideas, and the thought of Mao Tse-tung. (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)

#### 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)

#### 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)

## 447E. Emma Goldman (3-4)

A study of the life and thought of Emma Goldman and Alexander Berkman, two significant figures in the international anarchist movement of the late nineteenth and early twentieth centuries. (Wexler)

## 447F. American Woman's Biolgraphy (3-4)

Studies of the lives and ideas of selected American women. (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. (Laferniere)

#### 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)

## 459. Mass Violations of Civil Liberties (3-4)

An examination of how government and government officials have used authority to interfere with traditional rights and liberties of citizens. Included among the major "victims" are: the anti-slavery crusaders, Southerners and war dissenters during the Civil War and Reconstruction; Hacks in the "New South"; labor unions, especially the I.W.W., war dissenters and radicals during the World War and the Red Scare of 1919; Communists and other radicals in the Second Great Red Scare; the New Left and the Vietnam War; Watergate. (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)

## 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)

#### 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)

Ananalysis 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)

#### 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)

#### 477. American Social History Since 1865 (3-4)

The development of American society from the Civil War to date: social mobility, class structure, social movements and institutions in American life. (Karlsrud)

## SENIOR SEMINARS IN HISTORY

In the official class schedule for each semester research seminars will be designated by adding the letter (R) after the course number.

# 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)

## 487. Senior Seminar: African History (4)

Directed Studies in African history. Consult the class schedule for the specific topic select of 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**

#### 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)

## 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. (Crivas, 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)

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## 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)

# MANAGEMENT STUDIES

(Division of Social Sciences)

Jeffrey T. Doutt, Chairman of Department

Michael Baldigo, Robert Girling, Wyman Hicks, George Johnson, Paul Juhl, Wingham Liddell, Wallace Lowry, William Reynolds, Delmar Valleau, Margaret Vaughan.

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 the 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 the 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 ordinarily should: (1) be Upper Division; (2) not include Management courses. It is the responsibility of the student major to maintain contact with the advisor and to secure the advisor's consent before changes are made in the 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 32 units in the field of Management, of which up to 8 units may be taken in Economics courses not including Economics 201.

At least 16 units must be Upper Division courses.

C. 16 units of supporting courses, not considered part of the student's General Education requirements.

The requirements for the Bachelor of Arts Degree in Management, therefore, would appear as follows:

# Management Major for the B.A. Degree

General Education		40 units
Major		
Mathematics 117 or 118	inits	
Economics 201	inits	
Management Studies		
and/or Economics (Note B above)	ınits	
Supporting Courses	ınits	
Total for the Major		55 units
Other Electives		29 units
Total required for the B.A. Degree		124 units

#### **Advisement Items**

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 within the 124 units necessary for the B.A. Degree, 40 must be Upper Division.

The Management Department participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Management, refer to page 33.

Increasing evening offerings will provide students widened flexibility for completing requirements of the major.

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Concentrations may be developed by advisement including, but not restricted to, account ing, finance, marketing, human relations, organization theory, multinational management and women in management.

Management students may major in other disciplines, also carrying a so-called "double major". For such students, the Economics Department has worked out a special curriculum Certain courses taken toward the completion of a degree in Management can also be used toward the completion of a major in Economics. A description of such a double major is available at the Economics Department.

The following listing of suggested plans of study is designed to help students plan their coursework in the Management major in order to concentrate in a particular field. This listing is not to be viewed as a set of requirements. Additionally, there are many other excellent courses and fields not included in this list. Students are urged to meet with their advisors in order to prepare an individually tailored program of study.

## Accounting

 For students seeking an accounting position upon graduation, the following courses are recommended:

Mgt 230 Accounting & Managerial Decisions

Mgt 330A-330B Intermediate Accounting

Mgt 332 Managerial Accounting

Mgt 433 Tax Law

Mgt 426 Business Law & Human Behavior

Mgt 315 Statistics for the Social Sciences Mgt 216 Introduction to FORTRAN

or Mgt 217 Introduction to COBOL

or Mgt 218 Introduction to Computer Data Processing

 For students with career objectives in auditing and/or entailing the Uniform CPA examination, the following additional courses are also recommended:

Mgt 430 Advanced Accounting

Mgt 434 Auditing

Mgt 435 Cost Accounting for Management

Mgt 425 The Legal Environment of Management

#### Finance

Mathematics—courses	hevond	Math	117	270	desirable

Mgt 230 Accounting & Managerial Decisions Mgt 370 Introduction to Managerial Decisions

Mgt 470 Managerial Finance

Mgt 391 Theory of Business Behavior

Mgt 375 Money and Banking

Mgt 332 Managerial Accounting

#### Human Relations

Sociology 201	Introduction to Sociology
Psych 318	Seminar in Interpersonal Behavior
or Psych 319	Group Processes

Mgt 342 Human Relations in Management

or Mgt 444 Seminar in Human Relations

or Mgt 344 Managerial Psychology

Also, one of the following two groups of courses:

a. Mgt 350 Management Theory and Organization Behavior

Mgt 340 Manpower Administration Mgt 440 Seminar in Manpower Policy

Econ 341 Working in America

b. Mgt 381

Management Research Methods & Reports

- Mgt 426 Business Law and Human Behavior

Mgt 442 Behavioral Science in Management

Econ 320 Theory of Urban Economics

and/or

Econ 322 City and Regional Planning—Current Practice Also, for students who are interested in organization theory:

Mgt 450

Seminar in Advanced Management Theory

## Marketing

Mgt 360	Marketing Environment
Mgt 361	Advertising Management
Mgt 460	Marketing Management
Mgt 461	Consumer Protection
Mgt 462	Seminar in Marketing Research
Econ 344	Advertising, Government and the Consumer
Psych 367	Perception and Cognition
Psych 445	Social Psychology
Soc 339	Seminar: Mass Media
Soc 341	Sociology of Mass Communications

# Multinational Management

Mgt 463	Introduction to International Business
Mgt 498	Multinational Corporate Development and the Third World: Latin
	America
Mgt 553	Comparative Management
Mgt 391	Theory of Business Behavior
Econ 302	Theory of International Trade and Finance
Econ 303	Theory of Economic Development
Geog 350	The Urban Realm
Geog 340	Economic Geography
Hist 340	Colonial Latin America to 1825
Hist 341	Latin Americans since Independence
Hist 423	British Empire to 1914
Hist 424	Varieties of Imperialism
Hist 431	History of West Africa
Poli Sci 342	International Politics and Foreign Policy
Soc 434	Urban Sociology
Anthro 343	Peasant Societies
Anthro 366	Ethnography of South America
Anthro 375	Cultures of South Asia
Anthro 376	Peoples and Cultures of Africa
In addition, fam	iliarity with foreign languages is highly desirable.

# Organizational Theory

Mgt 350	Management Theory and Organization Behavior
Mgt 450	Seminar in Advanced Management Theory
Mgt 415	Quantitative Analysis for Economics and Management
Mgt 342	Human Relations in Management
Mgt 442	Behavioral Science in Management
Mgt 451	Management Theory with Practical Applications
Mgt 391	Theory of Business Behavior
Mgt 491	Seminar in Management Theory and Policy
Geog 345	Third World and Economic Development
•	•

## **MASTER OF ARTS IN MANAGEMENT**

The primary objective of the M.A. program in Management is to prepare its graduates for positions of leadership in organizational settings in the private sector, in government, or in the community. The program attempts to provide the student with various approaches, tools, and areas of knowledge which may be useful in management. In addition to a working understanding of contemporary management, the student will develop appreciation of economic, social, legal, and political trends in the increasingly complex environment within which management must operate. Furthermore, through intensive study in a chosen area

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of specialization, the student has an opportunity to focus closely upon a problem of his or

her particular interest.

Admission to the program as a classified graduate student requires that evidence of ability to successfully undertake graduate study in Management be submitted for departmental evaluation. Such evidence will include aptitude test scores, completion of five specified prerequisite "core" courses, and certain other written documentation. Students who have not fulfilled these requirements must remove any such deficiencies prior to advancement to classified status.

Students formally admitted to the program as classified graduate students must complete 30 semester units of approved post-graduate work of which 21 units must be taken in residence and at least 15 of which must be in 500-numbered courses. Of the 30 units required, a minimum of 18 units must be taken in management courses. A maximum of 9 units may be transferred from post-graduate work in Extension courses or at other institutions, subject to approval by the faculty advisor. Each student must prepare a complete plan of study in consultation with the faculty advisor.

Students interested in this program are advised to contact the graduate program coordinator, Department of Management for further details.

#### **MANAGEMENT**

#### 216. Introduction to FORTRAN (4)

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)

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. Introduction to Computer Data Processing (3)

First course in the use of computers including a history and evolution of computers and programming. Programming languages and techniques with applications. New directions in computer technology. This course is designed for those students with little or no background in computer sciences.

#### 220. Student Instructed Course

With faculty approval and supervisions, advanced students may occasionally be permitted to offer selected topics as student-instruct courses. For offerings and enrollment details, check with Department office.

#### 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. Financial Accounting Fundamentals (4)

An introductory course designed to provide a basic understanding of the fundamentals of the accounting process as a foundation for study in many areas of management. Course work requires the recording of financial transactions, the classification into meaningful categories, and the summarization into useful financial statements, as well as the analysis of financial statements and special reports as a basis for management decisions.

## 245. Life/Work Planning (3)

A course to empower individuals with a process that will help to design a systematic, practical and effective Life/Work Plan that is self-implemented.

## 315. Statistics for the Social Sciences (4)

Basic training in statistical analysis techniques. Application of statistical procedures in the social and behavorial sciences. Elementary probability, random variables, probability distributions, measures of central tendency and dispersion, sampling, statistical inference, estimation, hypothesis testing. Correlation, regression, time series analysis, quality control testing, statistical decision theory.

Prerequisite: Mathematics 117 or 118.

#### 316. Information Systems (4)

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.

Prerequisites: 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. Beginning Systems Analysis (4)

Use of Systems Analysis to understand and improve ordinary organizations: communes, child care centers, businesses, etc.

#### 325. Personal Rights and Environmental Law (3)

Common substantive legal theories utilized to support personal causes of action regarding 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 (4)

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, or consent of instructor.

## 328. Survey of Legal Rights and Remedies (4)

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)

Current theory of accounting is emphasized in both courses. 330A includes the accounting process, income measurement, balance sheet preparation, cash flow, and the valuation of receivables, inventories, plant and equipment and intangible assets. 330B includes the accounting for liabilities, capital stock, retained earnings and dividends, analysis of financial statements and the preparation of statements from incomplete records.

Prerequisite: Management 230.

#### 332. Accounting for Management Control (4)

Course is designed to provide a knowledge and understanding of internal accounting for planning and control. Topics include capital budgeting, master planning budgeting, flexible budgeting, cost behavior patterns, responsibility accounting, cost control, direct costing, absorption costing, performance measurement, and the day by day internal reporting necessary for planning and controlling current operations.

Prerequisite: Management 230.

#### 339. Personnel Management and Administration (4)

Introduction to personnel practices in industrial fields; includes interviewing, selection, training and counseling of employes. Job analysis, safety programs, and rating methods. Discussion of wage and salary administration.

## 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.

# 341. Human Relations and the Labor Movement (4)

Study of the development of the organized labor movement from the Knights of Labor to Cesar Chavez. Analysis of human relations and social questions and the related economic, legal and political aspects of this development.

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#### 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.

#### 344. Managerial Psychology (1-4)

Theories of human relationships in various task orientations.

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 (3)

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.

#### 361. Advertising Management (4)

Planning for effective advertising, social impact of promotion; government regulations, role of advertising in media.

#### 365. Executive Decision Games (4)

Class will break into small groups to simulate business corporate executives meeting and dealing with decision making in areas such as marketing, finance, and policy. Computer simulation models may be involved. Credit/no credit only. No prerequisite.

## 370. Introduction to Managerial Finance (4)

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)

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)

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)

The course will consider the elements of money supply, and the institutions that affect it such as the Federal Reserve and commercial banks; further the Monetarist-Keynesian controversy and the supporting monetary theories will be explored along with the fiscal and monetary policy implications of the theories. Financial markets, financial institutions, international finance and the banking industry will be analyzed and assessed.

#### 376. Real Estate Appraisal (4)

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 under different instructors. May be repeated under advisement.

## 391. Theories 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)

Corporate policy, technological change and social policy affect the physical and socioeconomic environment both nationally and internationally. Study of how to analyze these developments, their social costs and consequences and methods of social and enterprise planning to control and combat social and environmental decay.

## 393. Managing Health Systems (4)

An overview of health systems in the U.S. Exploring some historical sequences in the development of existing systems. Strength and weakness of existing systems. Proposed systemic and programmatic changes suggested for improving the delivery of health services.

#### 394. Seminar in Managing the Urban Environment (4)

Defining the various systems determining the characteristics of the urban environment. Analyzing these systems to propose changes for improvement in the "urban condition". Lectures and discussions.

Prerequisites: Multidisciplinary background advisable; upper division standing, or consent of instructor.

#### 415. Quantitative Analysis for Economics and Management (4)

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.

#### 418. Intermediate Systems Analysis

Application of the "systems approach" to problems in work groups and other social structures. Students devise and test alternative solutions. Course is for "ordinary" students, not only specialists.

Prerequisite: Management 318 or an equivalent understanding of systems, with consent of instructor.

#### 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.

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## 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)

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. Income Taxes (4)

Analysis of the Internal Revenue Code pertaining to individual and corporate income taxes. Topics include, determination of taxable income, deductions and exemptions, accounting records, returns, computation of taxes, and tax planning. Subject matter to reflect the most recent tax law changes.

Prerequisite: Management 230, or consent of instructor.

## 434. Auditing (4)

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)

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)

First third of course is work with text in current personnel issues and behavioral labor-market theories applied to these. Human capital theory applied. Career progression, salary progression, performance and recruitment, all evaluated from a managerial viewpoint. Last two-thirds of course is field work with local organizations. Student presentations required. Limited enrollment.

#### 442. Behavioral Science in Management (4)

Lecture mainly. Social foundations of so-called "bureaucratic" forms in organizations. Executive and operative occupations 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 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, organization theory, comparative management, and other current issues in the management sciences.

Prerequisite: Mgmt. 350, 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)

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.

## 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 (4)

Important issues and problems for consumers in areas of consumer finance, installment credit, warranty disclaimers, door-to-door selling, deceptive sales practices, bank credit cards, and advertising. Alternative solutions to remedy abuses such as small claims court, homesteading, assertion of rights in default, repossession, foreclosure, deficiency, and garnishment, and governmental agencies' public enforcement.

#### 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)

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.

#### 472. Investments (4)

A study of security characteristics and valuation; sources, selection, strategies, timing of investments, theory of portfolio management.

## 474. Advanced Techniques in Financial Management (4)

Financial management of the firm supplemented by computer simulation.

#### 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.

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# 482. Research in Management (1-4)

May be repeated for credit.

## 491. Seminar in Management Theory and Policy (4)

Group discussion of managerial policy. Readings and discussions of cases in management theory. Study and simulation of 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 limits under "Graduation Requirements.") Independent study credit will be granted only to students who have: (1) attained senior status; (2) minimum GPA in Management study of 3.0; (3) substantial background in the field involved in the petitioned study.

# 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. 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.

#### 499. Internship in Management (1-4)

Field experience in Business or Government. Enrollment by prior arrangement only. May be repeated for credit.

## 518. Seminar in Systems Theory (4)

A scholarly evaluation of Systems Theory, embracing General Systems Theory, as a contribution to the Social Sciences.

Prerequisite: Management 318 or equivalent with consent of instructor.

#### 540. Seminar in Labor Markets (4)

Graduate study of definitions and analytic uses of data on labor force behavior.

## 550. Seminar in Organization and Simulation Theory (4)

Study of theories and models of formal organizations, including models of management processes.

#### 553. Comparative Management (4)

A comparison of managerial and administrative organization methods and behavior in countries with different socio-economic systems. Focus upon the contrast between authoritarian and democratic approaches to management. Particular attention to management in China, Japan, Algeria, the USSR, Sweden and the US. Open to graduates as well as advanced undergraduates with consent of instructor.

#### 560. Seminar in Marketing Analysis (4)

Graduate study of measuring demand and effecting supply of different goods and services.

## 566. Seminar in Public Interest: Management and Economic Issues (4)

Graduate study of the US mixed economy; applications with specific management focus: automation, industrial democracy, worker control and corporate responsibility.

#### 570. Seminar in International Finance (4)

Graduate study of institutions and interdependencies in world money markets.

#### 581. Seminar in Thesis Design and Preparation (2-4)

The course is directed toward candidates for the degree of Master of Arts in Management. Topics will be: (1) what constitutes an acceptable topic or hypothesis, (2) the issue of methodology, and (3) the mechanical problems associated with form and style.

# 595. Special Studies in Management (1-4)

Prerequisite: Graduate standing and consent of the instructor.

Petition procedure required to demonstrate content carried in proposed research.

# 599A-B. Master's Degree Directed Research (3-3)

Open only to fully classified graduate students. 599A and 599B may not be taken concurrently.

# **MATHEMATICS**

(Division of Natural Sciences)

Robert Johnson, Chairman of Department

William Barnier, Donald Duncan, Clement Falbo, Norman Feldman, Shanna Freedman, Robert Johnson, Frederick Luttmann, 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 Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Mathematics, refer to page 33.

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	
220—Logic and Proof	3 units
231—Introduction to Linear Algebra and Differential Equations	3 units
312—Vector Calculus	3 units
320—Modern Algebra I	
322—Linear Algebra	3 units
340—Real Analysis I	
Electives in Mathematics (15 of which must be upper division not including 300 or 312. Any lower division math elective must be approved by the mathematics	
advisor.)	19 units
Total	44 units
	40 unite
Major	45 units
Major	45 units
Major	45 units
Major Electives  MAJOR COURSE REQUIREMENTS  A. Applied Math Emphasis	45 units
Major Electives  MAJOR COURSE REQUIREMENTS  A. Applied Math Emphasis 120—Machine Programming	45 units
Major Electives  MAJOR COURSE REQUIREMENTS  A. Applied Math Emphasis 120—Machine Programming or	45 units 39 units 124 units
Major	45 units 39 units 124 units
Major	45 units 39 units 124 units 3 units 0 units
Major	45 units 39 units 124 units 3 unit 0 unit 3 unit
Major	45 units 39 units 124 units  3 unit 0 unit 3 unit 3 unit
Major	45 units 39 units 124 units  3 unit 0 unit 3 unit 3 unit
Major	45 units 39 units 124 units  3 units 0 units 3 units 3 units 3 units
Major	45 units 39 units 124 units 124 units 3 unit
Major	45 units 39 units 124 units 124 units 3 unit
Major	45 units 39 units 124 units 124 units 3 unit
Major	3 units 124 units 124 units 124 units 3 unit
A. Applied Math Emphasis  120—Machine Programming or  122—Intro. to Computer Programming 162—Calculus A (3 units in G.E.) 212—Calculus B 220—Logic and Proof 231—Intro. to Linear Algebra & Diff. Equations 262—Calculus C 312—Vector Calculus 322—Linear Algebra 331—Applied Differential Equations II	3 units 124 units 124 units 124 units 3 unit

45 units

B. Computer Science Emphasis  122—Intro. to Computer Programming	
122—Into to Computer Programming	3 units
	0 units
212—Calculus B	3 units
220—Logic and Proof	3 units
231—Intro. to Linear Algebra & Diff. Equations	3 units
250—Assembly Lang. & Computer Organization	3 units
262—Calculus C	3 units
312—Vector Calculus	3 units
320—Modern Algebra I	3 units
322—Linear Algebra	3 units
340—Real Analysis I	3 units
345—Probability Theory	3 units
354—Data Structures	3 units
406—Combinatorics.	3 units
An elective selected from Math 450, 452, 454	3 units
	3 units
Upper Division electives in Math, excluding 300 and 312	
	45 units
MATHEMATICS WITH AN OPTION IN STATISTICS	
FOR THE B.S. DEGREE	
General Education	40 units
Major	44 units
Electives	40 units
-	
	24 units
MAJOR COURSE REQUIREMENTS	
MAION COUNSE RECUIREMENTS	
120—Machine Programming	
120—Machine Programming or	2 units
120—Machine Programming or 122—Intro. to Computer Programming	3 units
120—Machine Programming or 122—Intro. to Computer Programming	2 units
120—Machine Programming or 122—Intro. to Computer Programming	2 units 5 units
120—Machine Programming or 122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II 220—Logic and Proof	2 units 5 units 3 units
120—Machine Programming or 122—Intro. to Computer Programming	2 units 5 units 3 units 3 units
120—Machine Programming or 122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 3 units 3 units
120—Machine Programming or 122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 3 units 3 units 3 units
120—Machine Programming or 122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 3 units 3 units 3 units 3 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II. 220—Logic and Proof. 231—Introduction to Linear Algebra and Differential Equations 312—Vector Calculus 340—Real Analysis I. 345—Probability. 360—Design of Experiments.	2 units 5 units 3 units 3 units 3 units 3 units 3 units 3 units 3 units
120—Machine Programming or 122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II 220—Logic and Proof 231—Introduction to Linear Algebra and Differential Equations 312—Vector Calculus 340—Real Analysis I 345—Probability 360—Design of Experiments 365—Statistical Inference.	2 units 5 units 3 units 3 units 3 units 3 units 3 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II 220—Logic and Proof 231—Introduction to Linear Algebra and Differential Equations 312—Vector Calculus 340—Real Analysis I 345—Probability 360—Design of Experiments 365—Statistical Inference. Electives selected from a list of courses on file with the undergraduate advisor.	2 units 5 units 3 units
120—Machine Programming or 122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II 220—Logic and Proof 231—Introduction to Linear Algebra and Differential Equations 312—Vector Calculus 340—Real Analysis I 345—Probability 360—Design of Experiments 365—Statistical Inference.	2 units 5 units 3 units 3 units 3 units 3 units 3 units 3 units 3 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II 220—Logic and Proof 231—Introduction to Linear Algebra and Differential Equations 312—Vector Calculus 340—Real Analysis I 345—Probability 360—Design of Experiments 365—Statistical Inference. Electives selected from a list of courses on file with the undergraduate advisor.	2 units 5 units 3 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 1 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 1 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 1 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 3 units 3 units 3 units 3 units 3 units 4 units 4 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 3 units 3 units 3 units 3 units 3 units 4 units 4 units
120—Machine Programming or  122—Intro. to Computer Programming 110—Calculus I (3 units in G.E.) 210—Calculus II	2 units 5 units 3 units 3 units 3 units 3 units 3 units 3 units 4 units 4 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 499 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, 499 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, not including Math 300.

## **MATHEMATICS**

#### Lower Division

Math 105 T, A, B, C, D, E are one unit modules of a self-paced sequence of algebra and trigonometry courses.

Students who get credit for either Math 105 C, D or E cannot also get credit for Math 107 or 108. Students who have taken Math 107 or 108 may not get credit for Math 105.

Students who have credit for Math 114 or 117 may not get credit for Math 105T or 105A. Students who have received credit for Math 105A or 105B may not get credit for Math 114 or 117.

## 105T. Pre-Calculus Mathematics (1)

Decimals, fractions, percentages, polynomials, factoring, linear equations in one unknown. Math 105T will satisfy 1 unit of the 3 unt G.E. requirement if the remaining 2 unit requirement is satisfied by credit for Math 105A and Math B.

Prerequisites: None.

#### 105A. Pre-Calculus Mathematics (1)

Factoring, equations and inequalities, radicals and fractional exponents, quadratic equations, variation, applications. May be applied toward the General Education Requirement for Mathematics. Prerequisite: 1 year high school algebra or Math 105T or consent of instructor.

#### 105B. Pre-Calculus Mathematics (1)

Graphing relations and functions, symmetry and inverses, equation of a straight line, mid-point and distance formula, equations and inequalities involving absolute values, systems of linear equations. May be applied toward the General Education requirement for mathematics.

Prerequisite: Mathematics 105A or consent of instructor.

#### 105C. Pre-Calculus Mathematics (1)

Exponential and logarithmic functions, trigonometry functions and their graphs, algebraic and trigonometric manipulations. May be applied toward the General Education requirement for mathematics.

Prerequisite: Mathematics 105B or consent of instructor.

# 105D. Pre-Calculus Mathematics (1)

Sum and half-angle formulas, identities, inverse trigonometry functions, trigonometric equations, solving right triangles laws of sine and cosine. May be applied toward the General Education requirement for mathematics.

Prerequisite: Mathematics 105C or consent of instructor.

## 105E. Pre-Calculus Mathematics (1)

Complex numbers, DeMoivre's Theorem, equations, polynominals second degree equations and their graphs. May be applied toward the General Education requirement for mathematics.

Prerequisite: Mathematics 105D or consent of instructor.

## 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, parabala, 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 105D or 107 or 108 or consent of instructor.

#### 111. Symmetry in the Arts and Sciences (3)

The mathematical theory of symmetry in the plane and in space will be explored, with emphasis on how it aids in understanding the causes and consequences of symmetry in natural and man-made objects. A central theme will be the contibution of mathematics to other fields, such as art & architecture; engineering; mechanical devices; music and dance; evolution and anatomy, crystallography; chemical bonding and atomic structure; philosophy; and mathematical proofs. Satisfies the General Education requirement for math.

Prerequisite: None.

## 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 calculator. 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: Math 105T, or consent of instructor.

#### 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.

## 120. Machine Programming (3)

Programming high speed electronic computers. The programming languages BASIC and FORTRAN will be covered.

Satisfies General Education requirement for math.

Any student with credit in another computer science course must get the consent of the instructor before enrolling in Math 120.

Prerequisite: Math. 105D or Math. 107 or Math. 108 or consent of instructor.

#### 122. Introduction to Computer Programming (3)

Study of modern computer language, such as SIMULA. Programs in the language will be run on a computer.

Any student with credit in another computer science course must get the consent of the instructor before enrolling in Math 122.

Prerequisites: Math 105D or 107 or 108 or equivalent or consent of instructor.

#### 162. Calculus A (3)

Curves and slopes, elementary derivatives and applications, plane analytic geometry, trigonometric functions, elementary integration.

Prerequisite: Math. 105D or 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. 105B or Math. 114 or Math. 117 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.

# 175. M\*A\*T\*H Colloquium (1) (1 unit per semester; may be repeated for a maximum of 4 times)

A student taking this course will need to attend all presentations in the Math Colloquium series during the semester. Additional requirements by the instructor, such as keeping a notebook or writing a paper will be assigned. The course is not to be repeated for credit toward mathematics General Education requirements (Basic Subjects).

Prerequisite: 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, multiple integrals and more techniques. Partial differentiation. Sequences and series with Taylor's Series. Limits—definitions and some proofs.

Prerequisite: Math. 110 or equivalent or consent of instructor.

#### 212. Calculus B (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 cardinality and the natural numbers.

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. 312. Transfer students should take Math. 220 during their first semester here.

# 230. Techniques of Problem Solving (1) (1 unit per semester; may be repeated for a maximum of 4 times)

Cultivates by experience and example the mental disciplines for generating creative solutions to challenging problems. The problems to be considered will be taken from recent examinations in the William Lowell Putnam Mathematical Competition, sponsored by the Mathematical Association of America.

Prerequisite: Consent of instructor.

## 231. Introduction to Linear Algebra and Differential Equations (3)

Separable, exact and first order linear equations. Matrices, determinants, vector spaces and linear transformations. Linear differential equations and systems of differential equations. Prerequisites: Math 110 or 212 or equivalent or consent of instructor.

## 250. Assembly Language and Computer Organization (3)

Assembly language. Construction of a small assembler. Possible Boolean Algebra, logical design of binary adder.

Prerequisites: Math 120 or 122 or Chem. 381 or Physics 381 or consent of instructor.

#### 262. Calculus C (3)

Polar and cylindrical coordinates, partial differentiation, chain rule, exact differentials, multiple integrals, series, Taylor's Theorem.

Prerequisite: Math. 212 or consent of instructor.

#### 295. Community Involvement Program (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 3 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. 105D or Math. 107 or Math. 108 or consent of instructor.

#### 312. Vector Calculus (3)

Vector functions and their derivatives, spherical coordinates, line integrals, Green's theorem, Stokes' theorem, divergence theorem. This is the last course in each calculus sequence. Prerequisite: Math. 210 or 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 vectors spaces, linear transformations, matrices, linear equations, determinants, and Caley-Hamilton Theorem.

Prerequisites: Math. 220, Math 231 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, and number systems from the natural numbers to the complex numbers.

Prerequisite: Math. 220 or 312 and 320 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. 231 or consent of instructor.

#### 340. Real Analysis I (3)

Topics will include real numbers, topology of real numbers, continuity and derivative, Reimann integral, sequences and series, and sequences and series of functions.

Prerequisites: Math. 220 and Math. 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. 312, 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. 210 or 262, and Math. 120 or equivalent, Math. 231, or consent of instructor.

## 354. Data Structures (3)

Stacks, queues, deques, linked lists, binary trees. Computer oriented graph theory. Sorting and searching.

Prerequisites: Math 122 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 Program (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. No more than 3 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 or consent of instructor.

## \*408. Advanced Geometry (3) I

Classification of isometries and similarities in Euclidean 3-space; discrete groups of isometries; cystallographic point groups; affine spaces; affine coordinates; affine symmetries and their analytic representation.

Prerequisite: Math. 320 and Math. 322 or consent of instructor.

Offered alternate years.

## 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: Consent of instructor or Math 110 or Math 162.

# 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 312 and Math. 231 or consent of instructor.

## \*438. Differential Geometry (3) 1

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, isometries, geodesics, Gauss Bonnet Theorem.

Prerequisite: Math. 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.

## 450. Operating Systems (3) II

Theory and construction of monitors, simulators, assemblers, and compilers.

Prerequisite: Math. 122 and Math. 250 or consent of instructor.

#### 452. Theory of Language (3)

Translation of arithmetic expressions. Formal models of grammars. Parsing. Possibly constructing a simple compiler. Topics covered could be chosen from: analysis and comparison of several languages; formal grammars and the languages they generate; compiler construction; lexical and syntactic analysis; code generation; the relation of context-free languages to pushdown automata; ambiguity.

Prerequisites: Math 354 or consent of instructor.

#### 454. Automata Theory and Recursive Function Theory (3)

Turing machines. Recursive functions, equivalence of turing computability and recursiveness.

Prerequisites: Math 320 and some programming ability 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.

Prerequisites: Math. 331 or 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.

Offered alternate years.

## 250 / Mathematics

## 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.

## 499. Internship in Mathematics (1-3)

Field experience in mathematics, computer science or statistics. Enrollment by prior arrangement only. May be repeated for up to 3 units of credit. This course is CR/NC only.

## **GRADUATE PROGRAM**

- A. The requirements for acceptance in the Mathematics Department's M.A. degree program are:
  - A Bachelor's degree from an accredited institution and a grade point average of at least 2.5 for the last 60 units of college level work attempted.
  - (2) A major in mathematics.
  - (3) Completion of undergraduate courses which include topics found in Math 220 (Logic & Proof), Math 320 (Modern Algebra), Math 322 (Linear Algebra), Math 340 (Real Analysis).
  - (4) A high standard of scholarship in undergraduate work and a grade point average of 3.0 in upper division work in mathematics.
  - (5) Acceptance by the departmental graduate advisor with mutual agreement by the department and the advisor that the area of interest is compatible with facilities and interests of the department.

Two copies of all transcripts of college level work (as requested by Admissions Office) and letters of recommendation from 3 people who can evaluate your intellectual abilities must be submitted.

- B. Students who would like to enter the M.A. degree program but do not meet all of the above requirements may enter as conditionally classified graduates. In this case the following are required:
  - A Bachelor's degree from an accredited institution and a grade point average of at least 2.5 in the last 60 units of college level work attempted.
  - (2) Acceptance by the departmental graduate advisor with mutual agreement by the department and the advisor that the area of interest is compatible with facilities and interests of the department.

Please consult the graduate advisor of the Mathematics Department for further information.

- C. The following procedures are prescribed for the degree of Master of Arts in Mathematics:
  - (1) Conference with the departmental graduate advisor upon arrival. A graduate student is urged to meet with the departmental graduate advisor 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 requirement.

(2)	Selection	of	Study	Program	Option.
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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 course 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	12	units
Math courses at the "400" level or the "500" level (or other ap-		
proved non-mathematical electives not to exceed 6 units)	12	units
Master's Degree Thesis (Mathematics 599)		
Thesis seminar presentation	0	units

student's study program must be approved by his thesis committee. 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

B. Project Option		
Mathematics courses at the "500" level	12 units	
Mathematics courses at the "400" level or the "50	M" level (or other	

approved non-mathematical electives not to exceed 6 units)......

Mathematics Project (Mathematics 595)......

Project Seminar Presentation.....

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. Selection of courses for the student's study program must be approved by his project committee. 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

Total units required .....

15 units

30 units

15 units

3 units

0 units

15 units 0 units 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. Selection of courses for the student's study program must be approved by his examination committee. The examination will be oral or written as mutually agreed upon by the student and his committee and will cover the

#### Graduate Courses

# 515. Advanced Probability Theory (3)

Order statistics, time series and spectral analysis. Prerequisite: Math. 345 or consent of instructor.

#### 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.

material in the student's study program.

#### 252 / Mathematics

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<sup>2</sup> kernels.

Prerequisites: Math 440 or 570 and Math 418 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.

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.

#### **MEXICAN-AMERICAN STUDIES**

Andrea Neves, Chair of Department

Esteban Blanco, Andrea Neves, Manuel J. Hidalgo

Contributing and Part-time Faculty: Ned Averbuck, Herb Castillo, Carlos Cordero, Christine Cuevas, Rafael Diaz, Sally Hurtado, Raul Lara, Ernesto Martinez, Herminia Menez, John Reyes, Eraldino Roybal, Miguel Tirado, Richard Valdez.

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.

The Department of Mexican-American Studies, in cooperation with the Departments of Education and Foreign Languages, also offers a graduate Teaching Credential in Bilingual Cross-Cultural Education.

#### MEXICAN-AMERICAN MAJOR FOR THE B.A. DEGREE

General Education 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 445—Mexican-American History II	4	units
MAMS 451—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
Social Sciences	20 units 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.

<sup>\*</sup> For the core elective students are encouraged to take a course in another ethnic group.

# 254 / Mexican-American Studies

	4	uni
AAMS 445 Mexican American History II	4	uni
AAMS 451 Mexican American Humanities		uni
AAMS 480 Seminar in Mexican American Studies	4	uni
Elective	4	uni
Total	20	uni
MEXICAN AMERICAN MAJOR COURSE REQUIREMEN LEADING TO A TEACHING CREDENTIAL	TS	
General Education		uni
Major		uni
Education		uni
Electives		
Total	124	un
A. Core		
MAMS 219 Introduction to Mexican American Studies		un
MAMS 445 Mexican American History II	4	un
MAMS 451 Mexican American Humanities	4	un
MAMS 480 Seminar in Mexican American Studies	4	un
Total	16	un
B. Single-Subject Major		
D. Single-Subject Major	16	i iin
Area of Concentration: History or Social Science		
Supporting Courses		
Total	_	
Courses for area of concentration and supporting courses must be selected in	consu	itati
vith Major Advisor.		
vith Major Advisor.  C. Liberal Studies (Multi-subject)		
C. Liberal Studies (Multi-subject)  Major Core Courses		
C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English	3	3 un
C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English	4	un
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C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English  MAMS 490 Mexican American Childrens Literature  L.S. Humanities 300 Exploring Humanities Disciplines  MAMS 451 Mexican American Humanities  L.S. Social Science 459 Social Science Inquiry  MAMS 445 Mexican American History II  L.S. Natural Science 300 Creativity in Science  Elective in Natural Science  L.S. 400 Cross-disciplinary Workshop  MAMS 480 Seminar in Mexican American Studies  Total  Additional elective—28 units in Mexican American Studies and traditional meeded to fulfill Ryan Act Requirements.  Fotal units Major in Liberal Studies (BALS) with Emphasis in Mexican Studies:	4 3 4 3 4 3 disciple	und
C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English	44 35 4 35 disciple	und
C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English	35 44 35 35 45 35 46 35 46	und
C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English	44 35 4 35 discipling Amount 16 40 16 16	und
C. Liberal Studies (Multi-subject)  Major Core Courses  L.S. English 310 Disciplines of English	44 35 4 35 discipling Ame 40 16 16 16 24	ur ur ur ur ur ur ur ur ur ur ur ur ur u

# 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 such as (Title VII) and others 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 MINIMUM COURSE REQUIREMENTS (31 units)

# PHASE I: MAMS 445 Mexican American History II 4 units MAMS 451 Mexican American Humanities 4 units MAMS 456 Bilingual/Cross Cultural Education 4 units SLT 300 Linguistic Study of Language 3 units 15 units

Phase I bilingual credential courses may be taken at the undergraduate level or concurrently with the regular teaching credential.

#### PHASE II:

*MAMS 557 Bilingual Curriculum Development	4	units
* EDUC 531 Fieldwork Practicum		units
* MAMS 558 Teaching Reading to the Bilingual Child	3	units
SLT 442 Second Language Teaching Methods and Materials	3	units
MAMS 426 Target Language Skills for Speakers of Spanish		
TOTAL	17	units
TOTAL PROGRAM	32	units

#### **MEXICAN-AMERICAN STUDIES**

#### 200/300, Conceptual Skills and Analytical Skills (2-4)

Introduction to analytical thought and its written presentation. The course is especially designed for students desiring skills of questioning and validating existing knowledge and practices in the student's field of study or interest. Although not a prerequisite, this course will be helpful to those MAMS majors enrolling in MAMS 480. Students enrolled in MAMS 300 will be required to present extra projects and/or research.

#### 201. Career Planning for Non-Traditional Students (1)

The course will teach students how to develop a resume and demonstrate their skills in the interview process. Students will be actively involved in researching job availability as well as other opportunities available to minority students, such as graduate school, etc.

#### 202. College Survival for Non-Traditional Students (2)

An introduction to college life and acquiring the skills necessary to survive in a foreign environment. Students will become familiar with all aspects of the college and will be required to participate in student government and/or a student organization. One hour lecture-discussion, one hour participation.

#### 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 English 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,

<sup>\*</sup> Candidates must demonstrate acceptable proficiency in target language (Spanish) before they can enroll in the course.

#### 256 / Mexican-American Studies

and sociological role in the United States today. Field trips.

#### 219. Introduction to Mexican-American Studies (4)

A general education course on Mexican Americans emphasing such areas as: arts and humanities, history, psychology, socio-economics, culture, and education. Course satisfies the college's Ethnic Studies G. E. requirement.

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

# 301. Experimental Courses (1-5)

#### 302. Seminar for Tutors (1-3)

Individualized and group study in tutorial techniques. Students will be given the opportunity to practically apply tutorial methods in a supervised setting.

#### 303. 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.

#### 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.

#### 309. Beginning Mexican Guitar and Folk Songs (3)

Introductory instruction in the Mexican guitar with Mexican and Chicano folk song (corridos) accompaniment; to include a historical survey of Mexican and Chicano music; pre-Columbian, classical and flamenco guitar, as well as the more popular student protest songs of Latin America. Students may enroll at the intermediate level, with instructors consent.

#### 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.

#### 320. Community Spanish for Medical Practitioners (2-3)

A survey of community and dialectical Spanish pertinent to public health agencies. Recommended for medical practitioners who plan to work with the Mexican American community.

#### 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.

#### 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.

#### 341. Gods of Meso-America (4)

A character study of the major gods in Meso-America to be viewed as a separate reality as they move through the development of pre-Columbian Mexico.

#### 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. Chicano Perspectives on Mexican History (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.

#### 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 (Myth & Art) (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 (4)

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.

#### 365A. 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.

#### 365B. Intermediate Chicano Theatre (4)

A followup to MAM 365A, includes an ongoing performing Chicano Folk Theatre group. Prerequisite: MAMS 365A.

#### 366-A. Beginning Mexican-American Music & Dance (3)

A survey of traditional and contemporary music and dance of Mexican and Mexican-American society. The course will give introduction to historical content of regional dance from pre-hispanic time to the present. Basic steps and three-to-five dances will be taught, such as Jarabes de Jalisco, Jarochos de Veracruz, and one or more indigenous dances such as the Southwestern polka.

# 366-B. Ballet Folklorico Performing Group (2)

Followup to MAMS 366-A. Further development and refinement of dances. Teaching of more complex dances such as La Negra and other Jarochos, etc.

# Prerequisite: MAMS 366-A.

#### 373. Chicano Literature I (4)

A course designed to identify, analyze and appreciate historical literary themes within the Mexican and early Southwestern experience through novels, short stories, poetry and plays as it relates to the Chicano experience.

#### 374. Chicano Literature II (4)

A course designed to identify, analyze and appreciate current literary themes within the Chicano experience, including their literary antecedents, through novels, short stories, poetry and plays.

# 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.

## 426. 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. Course will also emphasize dialectal language as well as the technical terminology necessary for subject matter instruction in Spanish.

Prerequisite: Consent of instructor or credential candidate.

#### 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.

#### 445. Chicano History (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.

## 446. Mexican and Mexican-American History of Sonoma County (4)

A survey of local Mexican-American history. To include: the exploration of the Sonoma and Mendocino Coast, the mission and rancho periods, the Bear Flag Revolt and the Mexican-American War, social banditry and land grant wars, as well as contemporary Mexican-American history in Sonoma County.

Prerequisite: MAMS 445 or consent of instructor.

#### 447. La Frontera: Border Studies (4)

A study of U.S./Mexican Border issues and how they affect the Mexican-American. To include an analysis of historical border disputes as well as contemporary issues and topics such as: immigration (legal and illegal), employment, the border patrol, water rights, roles of agribusiness and multi-national corporations, drugs, prostitution, folklore, and border music.

Prerequisite: MAMS 445 or consent of instructor.

#### 450. Religion and the Mexican-American (4)

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

#### 451. Mexican-American Humanities (4)

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

#### 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.

#### 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 and completion of general education science requirements.

# 460. Bilingual Fundamentals of Mathematics (1-3)

A general education course 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 and completion of general education mathematics requirements.

#### 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.

# 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 373 or 374 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 to include the writing of a research paper or project. Prerequisite: Consent of instructor.

# 490. Mexican-American Children's 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)

#### 501. Experimental Courses (1-4)

#### 557. Curriculum and the Mexican-American (4)

Seminar course that 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)

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

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

#### 595. Special Studies (1-4)

#### MUSIC

#### (Division of Humanities)

Accredited as an Associate Member of the National Association of Schools of Music.

E. Gardner Rust, Chairman of Department

Ellen Amsterdam, Lawrence Anderson, Billy Browning, Anne Crowden, Margaret Donovan-Jeffry, Joann Feldman, Arthur Hills, Ralph Hotz, William Johnson, Carolyn Lewis, Lucien Mitchell, Danny Montoro, Walter Oster, John Palacios, Margaretta Redwine, Mitchell Ross, George Sakellariou, James Schultz, David Sloss, Larry Snyder, Thomas Stauffer, Jean Stevens, Noel Stevens, Marilyn Thompson, 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 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. Students planning to do graduate work in music are urged to take fourteen units in French or German.

#### ACCEPTANCE TO THE MUSIC MAJOR

All prospective music majors are accepted on probationary status during their first semeter 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 who cannot meet the piano proficiency requirement should expect to take five semesters of Basic Piano (Music 101, 102, 103, 104, and 306), beginning in the first semester of work as a music major.

An aural skills test, checking the student's proficiency in sight singing, dictation and keyboard harmony, will be given as part of the final examination in Music 220. All students will be expected to pass this test before going on to specified portions of the 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 Sonoma State College. 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 Sonoma State College, assumes keyboard facility sufficient to pass the Piano Proficiency Test or Music 306. 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 styles 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; conducting; composition; orchestration; jazz arranging; non-Western music; 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 Sonoma State College.

Students enrolled in Studio Instruction must agree to perform in an appropriate ensemble unless excused by their studio instructor.

#### **ADVISING**

Each student must consult an advisor in the Music Department before beginning work as a music major, and at the beginning of each semester thereafter. The advisor's signature will constitute departmental approval of the student's schedule each semester.

#### SPECIAL EMPHASES WITHIN THE MUSIC MAJOR

The courses listed below constitute the standard major in Music. A student satisfactorily completing these courses, along with other college requirements, will earn a B.A. with a major in music. However, students with highly developed interests in such areas as jazz, world music (western and non-western), performance, composition, music history and mu-

sic education are encouraged to consult an advisor about the possibility of arranging individually tailored programs of study. Courses preparatory to a specialization in music therapy are also available. In most cases, these programs will consist of the Musicianship and Listening Skills requirements, plus a group of upper division courses appropriate to the student's field of study.

In all cases, the student's course work will culminate in the Senior Project, a 1–2 unit course in which the student demonstrates competence in the specialization by means of a performance, composition, research paper, etc.

# 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 200—Listening Skills I	3	units
Music 210—Musicianship IV	3	units
Music 220—Musicianship IV Lab	2	units
Upper Division		
Music 300—Listening Skills II	_	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 310—Musicianship V	3	units
Music 320—Musicianship V Lab	2	units
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 during the junior year to the Education Department for admission to the credential program. Admission to the credential program in music will require a recommendation from the Music Department. Prospective candidates must have passed the aural skills test before they are recommended. Students requesting 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	l unit

The Music Department recommends that the student, as part of his preparation for the teaching experience, take an appropriate course in the ethnic studies area. The student is encouraged to select, in consultation with his advisor, one of the following as a general elective: MAMS 301, MAMS 466, AAMS 300, NAMS 356.

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 a minor 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 Sonoma State College. In addition, all music minors are expected to be in at least one performing ensemble for a minimum of

two semesters of residence at Sonoma State College.

# 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.

# 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, with emphasis placed on listening and on the larger aspects of analysis.

Prerequisite: Music 110 and 120 or consent of instructor.

#### 206. Aural Skills Workshop (1)

Practice in sight-singing and dictation designed for those who have completed Music 220 or the equivalent and who need further preparation for successful completion of the Aural Skills test. May not be counted toward the music major. May be repeated for credit with 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 Musical Instruments (1)

A laboratory devoted to instruction in African drumming, songs, and xylophones. An opportunity to gain understanding of African music and musical instruments 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 audition.

# 261. Introduction to Electronic Music (3)

Survey of the literature, with some instruction in studio techniques.

#### 295. Community Involvement Program (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, with emphasis placed on listening and on the larger aspects of analysis.

Prerequisite: Music 200.

#### 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: 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 sight-reading. The course is intended to teach the skills required in the Department's Piano Proficiency Examination. Open to advanced pianists only.

307. Music Theory for Non-Majors I (1-3)

How to read music and how to read and prepare simple lead sheets. Study of scales, intervals, and chords. Emphasis is placed on developing fluency in reading music and in using simple materials in composition. Open to any student. Does not count toward the music major.

308. Music Theory for Non-Majors II: Popular Music Theory (1-3)

Continuation of Music 307. Study of modes and chords appropriate to different popular styles. General principles of chord progression and application in various popular styles. Emphasis is on developing facility in using the above materials in original compositions. Open to any student. Does not count toward the music major.

Prerequisite: Music 307 or consent of instructor.

310. Musicianship V: Theory (3)

Continuation of Musicianship IV. Must be taken concurrently with Music 320. Prerequisites: Music 210 and 220, or equivalents, aural skills test, 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. May be repeated for credit.

319. Jazz in American Society (3)

The history and development of Jazz from its origin as a blending of West African tribal and European folk music, through minstrelsy blues, spirituals, ragtime, swing, bebop and the modern era. Emphasis is placed on the "New Orleans Melting Pot," "Harlem Renaissance" and "Southwestern Renaissance."

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 aural skills 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)

Admission to the Chorus is by audition. May be repeated for credit.

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. Chamber Orchestra (1-3)

Admission to the Chamber Orchestra is by audition. May be repeated for credit.

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.

332. Experimental Music Group (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. Repertory Orchestra (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 (1-3)

Advanced study of a particular contrapuntal style. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

342. Studies in Music History (1-3)

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 (1-3)

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 (1-3)

Study of life and works of a specific composer. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

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.

377. Innovations in Music and Psychology (3)

The course surveys current uses of music as a tool in fostering all types of human growth. Outside speakers, representing a wide range of viewpoints, provide the focus for class discussion and reactions.

380. Studies in American Music (1-3)

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 Program (1-4)

See Music 295.

#### 400. Theory of the Elementary School (Music) (3)

Philosophy, concepts and materials for music topics in the elementary schools. The structure, nature and function of music in young children's lives.

# 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.

# 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.

#### 427. Studies in Musical Analysis (1-3)

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, Music 301, and Music 306; or consent of instructor.

#### 431. Advanced Conducting (2)

Emphasis on problems in orchestral conducting, including score reading at the piano. Prerequisite: Music 430 or consent of instructor.

# 433. Studio Instruction—Strings (1-2)

See Music 133.

# 434. Studio Instruction-Woodwinds (1-2)

See Music 134.

# 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: 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: 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 Musical Instruments (1)

A laboratory devoted to instruction in African drumming, songs, and xylophones. An opportunity to gain understanding of African music and musical instruments through participation. Must be taken concurrently with Music 457, or by consent of instructor.

#### 456. African Music and Dance Concert Ensemble (1-3)

The study and presentation of various African music and dance repertoires in traditional African music and dance idioms from a number of selected musical cultures. May be repeated for credit.

Prerequisite: Music 455, AAMS 380A or B, consent of instructor, or audition.

#### 457. African Music (3)

Examination of the history, organization, and function of music in various African societies. Study of melody, text, and African musical instruments; social, court, praise, ritual music, music for rites "de passage", and the mutual influences of contemporary African and western cultures will be examined. Suitable for anthropology, sociology, history, and expressive arts students.

#### 459. Musical Cultures of the World (4)

A survey course of musical cultures outside the western classical music traditions, including the history, forms and functions of music in Asia, the Middle East, Africa, Indonesia, the Caribbean, South America and the United States.

Prerequisite: Music 300 or consent of instructor.

## 461. Electronic Music Composition (3)

Primarily a course in composition; discussion of techniques and examination of pieces will focus on helping the student to realize his own compositional interests. May be repeated for credit.

Prerequisite: Music 261 and some experience in composition.

#### 480. Special Topics (1-4)

Topic will vary from semester to semester. Consult class schedule for current offering.

#### 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.

#### 500 Introduction to Graduate Study (3)

A course in the methods and materials for research in music. Proficiency in an imaginative use of library resources in music will be developed through projects in bibliography.

#### 501. Graduate Seminar in Music History (3)

Advanced studies in a particular aspect of music history. The emphasis will be on studies in depth integrating previous study in history and analysis. The topic will vary each time the course is offered.

#### 510. Introduction to Graduate Study II (3)

A continuation of Music 500 focusing on special topics in bibliography. Some original research will be required.

#### 540. Graduate Seminar in Music Education (3)

The practice of music education in the elementary and secondary schools and in the junior colleges. Principles of teaching and learning will be examined.

#### 595. Special Studies (1-4)

Individualized studies in topics beyond the scope of the regular curriculum.

#### **NATIVE AMERICAN STUDIES PROGRAM**

Daniel R. Bomberry, Coordinator

Contributing and Part-time Faculty: William Duncan, James H. May, Joseph Myers, Otis Parrish.

The program makes available the opportunity for the study of 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 an interdisciplinary education or those intending to teach either on the elementary or secondary levels.

Although the Program does not currently offer a major or minor, special majors can be worked out by closely following the guidelines for Special Majors on page 375 of this Catalog. Our suggested Program for a Special Major in Native American Studies is as follows:

# SUGGESTED SPECIAL MAJOR IN NATIVE AMERICAN STUDIES FOR THE B.A. DEGREE

TON THE B.M. DEGREE		
General Education		40 units
Special Major: NAMS		40 units
Core Courses		
Supporting Courses	16 units	
Electives		44 units
Total		124 units

# SPECIAL MAJOR IN NATIVE-AMERICAN STUDIES SUGGESTED COURSES

#### CORE COURSES

COME COCHOES	
NAMS 301—Native Californian History & Culture	4 units
NAMS 340—The Contemporary Native-American	4 units
NAMS 352—Native American Legal & Political System	4 units
NAMS 400—Introduction to Federal Indian Law	4 units
Upper Division Courses in NAMS or other approved fields	8 units
Total	24 units

#### SUPPORTING COURSES

Selected from the following NAMS course offerings or from other areas of concentration approved by the Coordinator of the Native American Studies Program. It is strongly suggested that ITDS 300—Applied Library Research (4 units), be one of the supporting courses.

#### 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. 3 hours of lecture, 1 hour of section meeting.

206. Native American Arts & Crafts Workshop (3)

An introductory workshop concentrating on the practical application of traditional American Indian art forms, designs and techniques through the use of contemporary media. This course attempts to advance the student's utilization of, and appreciation for, the various methods and skills of Native American arts and crafts, while promoting individual creativity.

300. Experimental Courses (1-5)

301. Native Californian History & Culture (4)

A survey of the cultures, and histories of Native California Indians.

#### 272 / Native American Studies

#### 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 (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 changes and disruptions.

#### 333. Medical Theories and Practices of Native American Culture (4)

A study of the theories of disease causation among Native American people and the medical practices that derive from those theories.

# 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 at 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, comological and ritual systems, material culture, mythology, language, and current statuses of Southwestern Native Americans.

#### 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.

### 341. Fundamentals of Native American Education (4)

An introduction to the problems apparent in the education of California Indian youth and the socio-cultural experiences which have led to those problems including a survey of the history of Indian education.

#### 342. Contemporary Affairs of Native Americans of California (4)

An intensive study of the contemporary problems, issues, and developments involving American Indians in California.

# 346. Philosophic Systems & Sacred Movements in Native North America (4)

Only by common participation in religious cults and philosophic systems 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 and philosophic systems. 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.

#### 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.

# 349. The Indian Experience in the Western Hemisphere (4)

The commonalities of the Indian experience in North America, Central America, and South America will be explored. Particular emphasis will be placed on Native resistance to colonization.

#### 351. Native American Community Development (4)

Theories and skills of community development will be analysized in depth. The feasibility of their application to rural and reservation Indian communities will be explored. Special emphasis will be on California Indian communities.

#### 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.

- 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 Myths (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.

400. Introduction to Federal Indian Law (4)

A concept of tribal sovereignty, involving the relationship of tribal governments to the federal and state governments, will be examined through the historical development of the case law. The powers of tribal government will be studied, including problems of jurisdiction, taxation, and civil rights. Particular emphasis will be given to the application of Federal Indian law in California.

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

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

420. Seminar in Contemporary Native American Studies (4)

Special attention to modern cultural and political movements, and urban and rural socio-economic 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)

# NURSING

(Division of Natural Sciences)

Vivian Malmstrom, Chairman of Department

Dorothy Blake, Darien Chandler, Hannah Dean, Sandra DeBella-Baldigo, Laurel Freed, Janice Hitchcock, Carol Landis, Leonide Martin, Virginia Meyer, Rose Murray, Renek Romanko-Keller, Mary Jane Sauvé, Mary Searight, Barbara Tesser, Sue Thomas, Brom Waxman, 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. Family Nurse

Practitioner preparation is available to a limited number of students.

Communication, decision-making, self awareness, the process of change, and beginning teaching skills are emphasized throughout. A cross-cultural approach to understanding health problems is 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 transfer college

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 Department of Nursing offers a discrete program for preparation of selected students as Family Nurse Practitioners. Concentrated FNP study occurs in the senior year and builds upon the junior year core courses. Selection is from second semester currently enrolled juniors. The Family Nurse Practitioner preceptorship is affiliated with the Family Practice Residency Program at Community Hospital in Santa Rosa, which is affiliated with the School of Medicine, University of California, San Francisco.

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, and are considered for Fall enrollment along with those who apply during the regular state college open application period for Fall.

# 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 dving.

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, and 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.

By special petition to the Department of Nursing, and after faculty approval, 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.

# 276 / Nursing

Policy Statement on Changing the Sequence of Course Progression: Students who alter regular course progression in the nursing major must petition to the Department of Nursing

to obtain faculty approval.

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 RS Degree

Training Trajet for the Diet Degree		
Major Courses	61	units
General Education	40	units
Supporting Courses	8	units
Electives	15	units
	194	unite

This includes a minimum of 30 units of lower division nursing and 30 units of general education required for acceptance to the nursing major.

UPPER DIVISION NURSING MAJOR COURSE REQUIREMEN	NTS	
Nursing 302—Microteaching for Nurses	1	unit
Nursing 310AB—Concepts of Nursing in the Community	6	units
Nursing 311—Nursing Practicum in the Community	4	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		
or	6	units
Nursing 424AB—Preceptorship in Distributive Nursing		
Of Children Children		
Nursing 425—Family Nurse Practitioner Clinical Practicum  Nursing 426—Family Nurse Practitioner Preceptorship		
Nursing 426—Family Nurse Practitioner Preceptorship	5	units
Nursing 433—Current Professional Problems	2	units
Nursing 470—Introduction to the Research Process	2	units
	31	units
Nursing Major Supporting Course Requirements		
American Ethnic Studies 432—Health and Culture	4	units

American Ethnic Studies 432—Health and Culture	4 units	
Management 455—The Planning Process	4 units	
	8 unite	

The above supporting course requirements may be met by other ethnic studies and management courses as approved by the curriculum committee of the Department of Nurs-

Students are encouraged to work closely with their major advisors in developing background for the preceptorship, and the selection of elective courses which support preceptorship study.

# NURSING MAIOR CURRICULUM

Junior Year		
Nursing 302—Microteaching for Nurses	1 unit	
Nursing 310AB—Concepts of Nursing in the Community	6 units	j
Nursing 311—Nursing Practicum in the Community	4 units	j
Nursing 315—Science Principles Applied to Human Phenomena	3 units	j
Nursing 316—Physical Assessment Lab	1 unit	
Nursing 367AB—Interaction and Change	4 units	j
Nursing 470—Introduction to the Research Process	2 units	j
American Ethnic Studies 432—Health and Culture	4 units	i
Electives	7 units	S
	32 units	S

<sup>•</sup> For specific Family Nurse Practitioner Preceptorship requirements, see Nursing Major Curriculum, Senior Year, Option II. following.

#### Senior Year

Option I: Preceptorship Study	
Nursing 421AB—Preceptorship Seminar	2 units
Nursing 423AB—Preceptorship in Episodic Nursing	
or	6 units*
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

\*Students may enroll in Nursing 423 AB or 424AB for a minimum of 3 units per semester and a maximum of 5 units per semester. Units in excess of the 6 units required to meet nursing major requirements may be counted as elective units.

Option II: Family Nurse Practitioner Preceptorship

Nursing 421AB—Preceptorship Seminar	2	units
Nursing 425—FNP Clinical Practicum	5	units
Nursing 426—FNP Preceptorship	5	units
Nursing 433—Current Professional Problems	2	units
Management 455—The Planning Process	4	units
Electives	14	units*

Students who wish to complete the FNP Preceptorship must be enrolled concurrently in, and complete, the following as elective units:

Nursing 430AB—FNP Seminar 4 units
Nursing 431AB—Concepts in Nursing Management in Primary Care 6 units

#### 302. Microteaching for Nurses (1)

Lecture, 1 hour; laboratory, 3 (meets for 1/2 semester) 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. Concepts of Nursing in the Community (3)

Seminar, 2 hours; laboratory, 3 hours.

The concepts of health, health promotion and maintenance in the individual, family and community are considered as the primary focus of the nurse's role, within a holistic framework.

Prerequisites: Admission to the nursing major; consent of instructor.

# 310B. Concepts of Nursing in the Community (3)

Seminar, 3 hours.

Continuation of concepts of health with a focus on the community. Health care delivery, community planning and selected community health problems are presented within a holistic framework.

Prerequisites: 310A, 367A, concurrent enrollment in 311 consent of instructor.

#### 311. Nursing Practicum in the Community (4)

Laboratory, 12 hours

Reality based experience in the community, utilizing a variety of settings and teaching strategies to facilitate students' understanding of the levels of health in individuals, families and communities. The student uses the nursing content acquired in the theory classes and simulated practice that precede or are concurrent with this course.

Prerequisites: Malpractice insurance, current driver's license, concurrent enrollment in 310B: consent of instructor.

## 315. Science Principles Applied to Human Phenomena (3)

Lecture, 3 hours.

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 Program (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 CIP coordinator for the

Department of Nursing 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, 311, 315, 316, 367AB; consent of instructor; concurrent

enrollment in 423AB, 424AB, or 425-426.

#### 423AB. Preceptorship in Episodic Nursing (3-5) (3-5)

Clinical hours determined by student's contractual study agreement.

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, 311, 315, 316, 367AB; concurrent enrollment in Nursing

421AB or consent of instructor.

# 424AB. Preceptorship in Distributive Nursing (3-5) (3-5)

Clinical hours determined by student's contractual study agreement.

Students must enroll for a minimum of 3 units each semester.

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: Nursing 302, 310AB, 311, 315, 316, 367AB; concurrent enrollment in Nursing 421AB or consent of instructor.

#### 425. FNP Clinical Practicum (5)

Practicum, 15 hours (9 hours-laboratory, 6 hours clinical preceptorship.)

Practicum experience and clinical practice of physical assessment, health maintenance, and illness management skills with faculty supervision. Self-pacing laboratory, inpatient and outpatient facilities are utilized. Students obtain experience in and become familiar with the preceptorship setting.

Prerequisites: Admission to the FNP Preceptorship, concurrent enrollment in 421A, 430A, 431A, and consent of instructor.

# 426. FNP Preceptorship (5)

Clinical Preceptorship, 15 hours.

Provides practice settings for FNP students under supervision of a preceptor to deliver primary health care for all family members. Previous nursing background is utilized, new knowledge and skills applied, with emphasis upon increasingly self-directed functioning in the broad spectrum of family care. Additional clinical experiences in various community agencies provide a broad range of opportunities for practice.

Prerequisites: Admission to the FNP Preceptorship, completion of 425, 421A, 430A, 431A,

concurrent enrollment in 421B, 430B, 431B, and consent of instructor.

# 430AB. Family Nurse Practitioner Seminar (2-2)

Seminar, 2 hours.

Content focuses on health maintenance, early detection and disease prevention for all age groups; case discussions and student presentations to illustrate clinical problems.

Prerequisites: Admission to the Family Nurse Practitioner Preceptorship; concurrent enrollment in Nursing 421AB, 425–426, 431AB, and consent of instructor.

# 431AB. Concepts of Nursing Management in Primary Care (3-3)

Lecture/discussion, 3 hours.

Content covers FNP assessment process, diagnosis and management of patients with common acute and chronic illness, pregnancy and postpartum, well child care, family planning, role change and interprofessional relationships, legal and organizational aspects.

Prerequisites: Admission to the Family Nurse Practitioner Preceptorship; concurrent enrollment in Nursing 421AB, 425–426, 430AB, and consent of instructor.

#### 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.

#### 470. Introduction to the Research Process (2)

Seminar, 2 hours.

Seminar designed to introduce the baccalaureate student to basic research concepts, language and processes. Attention is given to the logic, methods, and procedures of various kinds of research with emphasis on qualitative studies in nursing and the social and behavioral sciences. Course is oriented toward students who wish to critically appraise studies in order to improve their research consumership.

Prerequisites: Upper division standing and consent of instructor.

#### 473. Health Education and Drug Abuse (1)

Lecture, 1 hour.

Emphasizes the teacher's responsibility for health promotion. Focus is on health issues affecting the school child's growth and maturation, and curriculum development for translating health knowledge into desirable health behavior. Includes a unit on drug education teaching strategies and factors contributing to improper drug use.

Course fulfills Health Education and Drug Abuse requirements of the Ryan Act Credential; enrollment priority is given to students in the Ryan credential program.

Prerequisites: Upper division standing and 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)

"The unexamined life is not worth living."

John W. Smaby, Department Chairman

Harold G. Alderman, Peter Diamandopoulos, Stanley V. McDaniel, Edward F. Mooney, Richard W. Paul, George L. Proctor, Philip O. Temko.

Philosophy is at the heart of any complete education in the liberal arts, and for a very good reason: it is the only field which takes as its special concern the most basic assumptions one makes about oneself and the world. Culture ultimately rests upon basic assumptions, so philosophical reflection has a central place in any culture which wishes to change and grow, rather than remain trapped within its own past. It was Socrates who said: "The unexamined life is not worth living." Philosophical thinking, such as Socrates recommended, is not duplicated in any other field, although it is intertwined with all of the sciences and all of the arts. Questioning one's culture and one's person involves critical analysis of basic assumptions. It also includes the process of revising and integrating those assumptions. Thus philosophy has a positive and constructive side, as well as a critical side.

We live in a crucial period in human history, a time in which traditional values, life-styles, and world-views are being increasingly challenged. Many philosophical viewpoints, such as those of existentialism, Marxism, phenomenology, pragmatism, and Eastern philosophy, have emerged today as contenders in the rush to discover all or part of the solution to our present world crisis. Fundamental choices—and that means philosophical choices—are yet to be

made, with the possible fate of humanity depending upon those choices.

How are the choices to be made? As the irrationality of war as a means of settling disputes between alternative "realities" becomes more and more apparent, the need for careful philosophical thought becomes acute. It is the aim of the Philosophy Department to provide, as well as it is able, an intellectual environment where the foundations for such careful thought can be systematically and communally established.

An important strength of the Philosophy Department is the variety of philosophical approaches represented among the faculty. We see this variety of approaches as the basis for a true community within diversity—a common pursuit of philosophy, made richer by diversity—the common pursuit of philosophy.

ty of individual viewpoints.

Below, we give short descriptions of four contemporary approaches to philosophy represented by the individuals in our department: the approaches of British-American philosophy, Eastern thought, Existentialism and Phenomenology, and Marxist thought. Some faculty members are committed primarily to one of these approaches; most are at home in more than one.

Existentialism and Phenomenology. Existentialism is an approach to philosophy that takes certain features of the human condition as basic to its concern. Among these are freedom, alienation and care; courage and the absurd; wonder, finitude and nobility. Its historical roots lie in the 19th century in the work of Kierkegaard and Nietzsche. It is closely allied to styles in contemporary literature, from Dostoevksy through Kafka and Camus; and it is allied also to contemporary theology, for example in the work of Paul Tillich and Martin Buber. 20th century existentialists (Sartre, for example) have been deeply influenced by the phenomenological method. As a style of doing philosophy, phenomenology is best characterized by its rigorous allegiance to experience. The aim is descriptive, remaining faithful to the richness of one's experience as lived. The attempt is to make explicit the richly textured and taken-for-granted fabric of human existence. In its existential phase, phenomenology attempts to situate this description within what is called the "primary field of the life-world", the field on one's intellectual, emotional, and volitional concerns. In its eidetic or transcendental phase (e.g., Husserl), phenomenology situates its descriptions within the matrix of pure consciousness. Courses emphasizing the approach of existentialism and phenomenology include: Existentialism, Phenomenology, Philosophy in Literature, and seminars in Kierkegaard, Nietzsche, and Heidegger. (For further information on this approach, see Drs. Harold Alderman and Edward Mooney.)

Marxian Studies. Marxian studies is concerned with the still unfinished task of reinterpreting and critically analyzing the thought of Karl Marx, and of those who have followed within the tradition of analysis which his thought initiated. This need for reinterpretation has become more pressing since the publication of Marx's Economic and Philosophical Manuscripts in which, as Robert Tucker has put it,

the economic interpretation of history and the conception of communism have as their setting a comprehensive scheme of thought that is philosophical in character. Its subject is man and the world—self-estranged man in an 'alienated world' as Marx called it. The world revolution is conceived as the act by which estranged man changes himself by changing the world. Instead of being divided against himself as always in the past, man is to be restored to his human nature—and this is what Marx means by 'communism'.

The aim of Marxian studies is not to provide the student with a ready-made "ideology" but to give him/her a sense of how questions are posed and analyzed within the various strands of the Marxian tradition and of how this tradition links up with and faces off against the various other important philosophical traditions. The student is then encouraged to develop his own approach, utilizing those elements of the Marxian tradition which he/she finds useful and rejecting those which he/she deems obsolete. Marxian studies include such courses as: Theory of Alienation, Introduction to Marxism, the Life and Writings of Karl Marx, Existential Marxism, Hegel and Marx, Wittgenstein and Marx, Marx and Krishnamurti, Marxism and Phenomenology, and Marxism and Self-Analysis. (For further information on this approach, see Dr. Richard Paul.)

Eastern Philosophy. Until recent times, the vast body of Eastern philosophical and religious conceptions was either largely ignored in the West, or seriously misunderstood—primarily due to poor translations and unavailability of important texts. Today the situation is undergoing a rapid change, as Eastern ideas become increasingly accessible. It is no longer possible to think of philosophy as something which "began" with the Greeks; Indian and oriental philosophers and logicians had debated and refined the same issues, in many cases long before the speculations of Greek thought. Eastern thought particularly stresses the importance of the mystical element of existence, but it takes the mystical as something quite natural, not as an occult or obscure corner of thought. This "naturalistic mysticism" (as it might be called) has many close connections with modern-day Western traditions, such as phenomenology and pragmatism. The modern meeting of East and West has led to an intense, active interchange and growth of ideas, including new perspectives on Western mysticism. Our department offers several courses which center upon the thought of the East, including: Eastern Thought, TransTantric Philosophy, Mantra, Yantra, and Philosophy of Alchemy. (For further information on this approach, see Mr. Stan McDaniel.)

The British-American Outlook. Although there are many British and American philosophers who exemplify the approaches listed above, in the main these approaches are associated with continental European or Asian schools of thought. In contrast, a complex of philosophical styles has developed (from European roots) in the Anglo-American world, held together mainly by a special emphasis on logical rigor and a strong appreciation of the philosophical importance of the natural and social sciences. This approach has tended to dominate in most British and American philosophy departments. Sometimes this entire movement has been referred to as "analytic philosophy", but this has been an unfortunate label, since it tends to suggest that analysis is the main activity of all philosophers in this category, whereas often the emphasis is on insight, problem-solving, and synthesis. To clarify this, we divide this category into two:

a. Linguistic and Conceptual Analysis. Broadly speaking, this approach has become prominent in the 20th century, and consists in dealing with philosophical problems by rigorously and systematically analyzing the terms, concepts, propositions, and logic involved in the formulation of philosophical problems and their solutions. Characteristically it puts great stress on definition, clarity, and precision. While agreeing with other approaches in regarding truth and wisdom as the aims of philosophy, it tends to see argumentation as the heart and soul of philosophy, and accordingly, it typically insists that for any philosophical claim or position or world-view to be worthy of our assent, it must have more than mere "appeal": it must at least make sense and be carefully supported and argued from sound premises, with every step along the way as clear and distinct as possible. With such a high value on clarity and precision, it is not surprising that many analytic philosophers have come to be concerned with the nature of logic, and with the nature of language and meaning, as philosophical subjects in themselves and have tended to regard these two subjects as fundamental to all philosophical activity. Because of this emphasis on language, analytic philosophy is sometimes called "linguistic analysis". Philosophy of Law, Philosophy of Science, Logic, Ethics and Value Theory, Philosophy of Mind, and seminars in

Wittgenstein, Russell, and Moore are among the courses offered under this rubric. (See Dr. Philip Temko for further information on this approach.)

b. Organic-Naturalistic Synthesis. While this approach embodies the above values, it emphasizes the need for ongoing revision of one's world-view within the context of the total environment, both natural and social. Thus the focus tends to be on experience, process, change, growth, activity, human interaction, and formulation of alternative "conceptual frameworks" within which we experience and understand ourselves and the world. This emphasis may take the forms, for example, of an attempt to develop a systematic theory of justice, an attempt to integrate various cultural perspectives, or an attempt to develop a comprehensive world-view incorporating such 20th century scientific discoveries as the theory of relativity, organic evolution, and the Heisenberg uncertainty principle. Courses which normally emphasize this approach to philosophy include Ethics and Value Theory, Philosophy of Law, TransTantric Philosophy, Metaphysics, Theories of Knowledge, Pragmatism, Philosophy of Mind, and Social and Political Philosophy. (For further information on this approach, see Drs. George Proctor and John Smaby.)

NOTE: Many of the courses mentioned above as examples of the various approaches are taught under the "Topics" headings and will not be found under their specific title in the catalog list of courses. For course titles each semester, see the class schedule.

SERVICES FOR MAJORS. The Philosophy Department is committed not only to providing the best possible academic instruction for its students, but also to developing a "sense of community" among its majors and providing them with the adjunct services and activities necessary for a quality education. These include: the SSC Philosophical Society, an intensive academic advising program, and a departmental career and vocational job advising service. In addition, the faculty are available and eager to engage in informal discussion with students.

**MAJOR REQUIREMENTS.** A student who wishes to major in philosophy has the choice of three options:

Option I (Pre-Professional). This option is designed primarily for the student who intends to do graduate work in philosophy, or for the student who wants intensive technical and specialized undergraduate training and background in philosophy.

Requirements: A total of 36 units in philosophy, all of which must be upper division (with the exception of PHIL-200). These must include the following courses:

PHIL-200	Introduction to Logic	(3)
PHIL-300	Department Colloquium	(3)
PHIL-302	Ethics and Value Theory	(3)
	Great Thinkers: Ancient and Medieval	(3)
PHIL-306	Great Thinkers: Modern and Contemporary	(3)
PHIL-400	Advanced Seminar Topics	(6)
	n Philosophy	(15)
T	OTAI.	36 units

Option II (Applied Philosophy). This option is designed for the student who wants a general background in philosophy and whose primary concern is the application of philosophy to the decisions and problems encountered in one's life and vocation.

Requirements: A total of 24 units in philosophy, all of which must be upper division (with the exception of PHIL-202). These must include the following courses:

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PHIL-202 Critical Thinking	(3)
PHIL-300 Department Colloquium	(3)
PHIL-304 Great Thinkers: Ancient and Medieval	(3)
PHIL-306 Great Thinkers: Modern and Contemporary	(3)
PHIL-392 Applied Philosophy Topics	(6)
Electives in Philosophy (to be chosen on the basis of the student's interests,	
questions, or vocational plans)	(6)

TOTAL 24 unit

Option III (Special Interdisciplinary Interest). This option is designed for the student who wishes to study philosophy and also has a special interest in another discipline. It enables the student to concentrate his/her study of philosophy in those areas and courses particularly relevant to his/her special disciplinary interest, and to integrate and coordinate these philos-

ophy courses with appropriate courses taken in the area of special interest outside of philosophy. For example, a student may wish to systematically integrate concentrated study of logic with mathematics, aesthetics with art or literature, value theory and social/political philosophy with political science, or theories of knowledge with biology or psychology, to name just a few possibilities.

Requirements: A total of 27–36 units, all of which must be upper division (unless approved by the advisor). 18 units must be in philosophy; 9–18 in the student's adjunct discipline(s). The student must plan his/her program in conjunction with a Philosophy Department advisor, and the program must be approved in writing by the advisor and the Department Chairperson. Granting of philosophy credit for non-philosophy courses taken under this option must be approved by the Philosophy Department. Required courses include:

PHIL-300 Department Colloquium	(3)
PHIL-304 Great Thinkers: Ancient and Medieval	
PHIL-306 Great Thinkers: Modern and Contemporary	( - )
Courses in philosophy required by the advisor	
Courses in the adjunct discipline required by the advisor	
TOTAL	27 00 14

MINOR REQUIREMENTS. The minor in philosophy consists of 18 units approved by a department advisor.

#### COURSE OFFERINGS AND DESCRIPTIONS

One can distinguish the broad differences of *approach* discussed above (for example, Existentialism, or Marxist thought) from differences among the several *fields* of philosophy (for example, ethics, Greek philosophy, or theories of knowledge). The five major fields of philosophy are traditionally identified as ethics and value theory, logic, theories of knowledge, metaphysics, and the study of historical periods (Ancient, Medieval, Modern) and figures (for example, Descartes or Nietzsche). Examples of some of the additional fields of philosophy would include aesthetics, philosophy of law, philosophy in literature, and philosophy of science. A description of each of these fields is given in the list of course offerings that follows. After each class description is listed the faculty member (or members) who usually teach that class.

(Note: 300 level courses are sometimes offered concurrently as 400 level courses; consult the Class Schedule for further information.)

**Core Introductory Courses** (Courses in basic areas of philosophy, designed to provide the student with fundamental background information and skills):

#### 100. Introduction to Philosophy (3)

An examination of selected problems and texts within the discipline of philosophy. This course is designed to give beginning students an initial understanding of the nature of philosophy and philosophical inquiry. Topics and approaches may vary from section to section. (Staff)

#### 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. (Staff)

# 202. Critical Thinking (3)

Critical thinking is the best defense against intellectual trickery and self delusion. It provides specific techniques and tools whereby we can avoid basic fallacies in our own thinking and detect them in the thought of others. Reasoning is a highly complicated human activity and cannot be satisfactorily studied in an intellectual vacuum. Hence in this course critical and uncritical thought are contrasted in the context of the human world of activity and interest. All of the basic "tricks" for persuading people to accept false premises and conclusions as true are systematically laid out and their detection practiced. (Paul)

#### 300. Department Colloquium (1 or 3)

The Department Colloquium introduces students to the members of the Philosophy Department, each of whom gives a presentation in the Colloquium lecture series. The lecture series usually explores a single topic, each faculty member taking one aspect of the topic for the theme of his/her presentation. Students enrolling in the Colloquium for three units of credit attend the lectures, cover reading assignments of related material, and meet regularly for discussion. For one unit of credit, a student may enroll for the lecture series alone. Lectures are open to the college community as a whole. (Staff)

## 302. Ethics and Value Theory (3)

An introduction to the philosophical analysis of ethics, morality, and values, and a survey of the various systems of moral philosophy. The course covers such issues as: What is the good life?, What considerations are relevant to making moral decisions?, Are certain moral principles universal, or relative to a given society?, How, if at all, can moral judgments be justified or moral disagreements resolved?, and, What is the relationship between values and personal attitudes? (Mooney, Smaby, Temko)

# 304. Great Thinkers of the West: Ancient and Medieval (3) (Formerly Philosophy 326A)

This course is an introductory survey of the great thinkers of Greece, Rome, and Medieval Europe, from Thales and Heraclitus, to Socrates, Plato and Aristotle, and on to Augustine, St. Francis and Aquinas. We trace the emergence of philosophy in the ancient world, its flowering in the "Golden Age" of Greece, and its decline in the Hellenistic period, followed by the making of a new synthesis of Greek, Roman and Biblical elements in Medieval thought and culture. (Mooney, Proctor, Alderman)

# 306. Great Thinkers of the West: Modern and Contemporary (3) (Formerly Philosophy 326B)

This course covers modern philosophy, from the dualism of Descartes to the atomistic empiricism of Hume and Locke, and then to the great Kantian synthesis at the start of the contemporary era. This is followed by the varied 19th century cultural critiques of Hegel, Kierkegaard, Marx and Nietzsche, and finally the emergence of the 20th century schools of pragmatism, existentialism, and linguistic analysis. An excellent sequel to 304, but 304 is not a prerequisite. (Mooney, Proctor, Alderman)

# 308. Theories of Knowledge (3)

This course approaches the study of philosophy by surveying various "theories of knowledge" and their relationship to one's beliefs about and actions in the contemporary world. This includes a study of such topics as: "common sense", the role of "reason" and "the senses", "scientific knowledge", "the mystical experience", "religious beliefs", the relationships between knowledge, language, biology and society, "self-knowledge", certainty, and "wisdom". Theories and ideas from a variety of cultures, historical periods, and philosophical traditions will be considered. (Smaby)

#### 310. Metaphysics (3)

A survey of metaphysical thought, through an examination of both classical and contemporary sources, intended to introduce the student to such basic philosophical topics as: What is the nature of being, existence, and reality?, What sorts of things are "real"?, How do alternative world-views compare?, and What is the relationship between reality and knowledge? (Temko, McDaniel, Proctor, Alderman)

**Special Area Studies** (Courses designed for both philosophy majors and other students who wish to study some area, topic, problem, or philosopher. Extensive background in philosophy is not normally required. Prerequisites will depend upon particular course content. Taught by faculty with interests and specialized competence in the particular area):

# 320. Philosophy in Literature (3)

Reading and discussion of selected novels, plays, and poetry: What is the portrait of good and evil, reality and illusion, self and community, freedom and fate that emerges within the vision of each writer? Some of the writers typically covered are Dostoevsky, Tolstoy, Camus, Beckett, Albee, Mann, and Hesse. (Temko, Mooney)

#### 322. The Religious Dimension (3)

A philosophical look at the meaning of religious orientations. Is there a basic form or pattern to the religious quest? Is religion an outmoded or irrational way of understanding—and transforming—a person's relationship to himself, to others, to nature, to spiritual ideals? In addition to exploring the orientation of modern thinkers sympathetic to religion (e.g., Buber, Tillich, Kierkegaard), we will consider the critique of religion by anti-religious thinkers (e.g., Freud, Marx, Russell). The contrast between Western and non-Western religious perspectives will be considered. (Mooney)

#### 330. 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. (Paul)

#### 332. Social and Political Philosophy (3)

A critical survey of theories concerning the ideal society and theories critical of existing social and political systems. This includes consideration of such topics as: the relationship between the individual and authority, the tension between individual freedom and social order, the functions of social and political organizations and their relationship to the fundamental goals or purposes of society, and an examination of the fundamental assumptions about human nature underlying different social and political philosophies. (Smaby, Paul)

# 334. Philosophy of Law (4)

This course covers two basic "meta-legal" issues: (1) alternative philosophical justifications for the existence, authority, and nature of law and legal institutions and (2) alternative philosophical theories regarding the relationship between law and morality. The course considers the theories of natural law, legal positivism, and legal realism, and applies all 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). (Smaby)

# 340, 342. Existentialism (3-3)

340 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. 342 is an intensive examination of texts selected from the works of Heidegger, Sartre, Camus, Marcel, Jaspers, and others. (Alderman, Mooney)

Prerequisite: 340 is the prerequisite for 342.

#### 344. 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, and world. The course will distinguish between eidetic and existential phenomenology, and consider the use of phenomenology in the social sciences. (Alderman)

#### 350. Advanced Logic (3)

An examination of selected contemporary deductive techniques applied to the sentential calculus, first-order predicate calculus with identity; exploring such issues as axiomatic systems and their properties, logical truth, and extensionalism. (Staff)

Prerequisite: Philosophy 200, or consent of the instructor.

#### 352. 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, linguistics, psychology, and the social sciences. Analysis of philosophical issues in the language of fiction and poetry. (Temko, Paul)

#### 354. 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. (Proctor)

# 286 / Philosophy

#### 356. Philosophy of Mind (3)

A study of the various philosophical theories of "mind", its relation to the body, and its relationship to the physical and biological world. Particular attention will be paid to metaphysical, epistemological and empirical assumptions and consequences of these theories. The course will include discussion of such topics as "mental structures", the role of mind in perception, "consciousness", "mental states", and how one talks about one's "mental life". (Smaby)

# 360, 362. Eastern Philosophy (3-3)

The core course in Eastern philosophy, a two-semester sequence (this course is also an important course in the curriculum of the India Studies Program). It stresses knowledge of *concepts* rather than memorization of *systems*, and accordingly emphasizes the learning of key Eastern concepts (especially those which differ considerably from Western ones) by exploring their use in selected Eastern texts. (McDaniel)

# 364. TransTantric Philosophy (3)

An exposition of the instructor's research into the relation between Western philosophies of the organic-naturalistic type and esoteric religious philosophies. Certain aspects of the philosophies of Aristotle, Dewey, and Quine are compared with such Eastern systems as that of Tibetan Tantrism. "TransTantric" is the term coined by the instructor to describe his own synthesis of these Eastern and Western viewpoints. (McDaniel)

# 370. Philosophy of Masculine and Feminine Roles (3)

An examination of the roles, personalities and behavior traditionally expected of men and women in patriarchal cultures, and of various philosophical theories concerning the causes and possible "cures" for male domination. Readings may include such thinkers as Mary Wollstonecraft, John Stuart Mill, Friedrich Engels, Margaret Mead, Simone de Beauvoir and Shulamith Firestone. (Staff)

#### 372. Aesthetics (3)

An analysis of the nature of the arts (poetry, painting, architecture, literature, music, dance). It includes consideration of such problems as: the cognitive role of the arts, the arts and perception, the artist and his world, purposes of the arts, and artistic imagination and creativity. (Alderman, Smaby, Temko)

**Topics Courses** (Courses intended to cover some particular aspect of a philosophical problem, a particular philosopher, or some philosophical issue not normally explored in detail in any of the standard course offerings. The course titles and contents may vary from semester to semester and may be repeated for credit. See the class schedule for particular topics courses offered each semester):

- 380. Topics in Value Theory (1-6)
- 382. Topics in the History of Philosophy (1-6)
- 384. Topics in Social and Political Philosophy (1-6)
- 386. Topics in Logic and Language (1-6)
- 388. Topics in Metaphysics (1-6)
- 390. Topics in Theories of Knowledge (1-6)
- 392. Topics in Applied Philosophy (1-6)
- 394. Topics in Phenomenology (1-6)
- 396. Topics in Marxism (1-6)

#### Advanced Courses:

#### 400. Advanced Seminar (1-6)

Advanced seminars are designed for advanced students who wish to do specialized intensive work in a particular area of study. Titles and contents of seminars vary from semester to semester; therefore Philosophy 400 may be repeated for credit. In the past, the Philosophy Department has offered seminars in philosophers such as Plato, Aristotle, Kant, Heidegger, Peirce, and Piaget, as well as seminars dealing with such issues as criminal insanity, moral development, logic and mathematics, Marx and linguistic analysis, advanced studies in

phenomenology, and contemporary issues in the philosophy of language and linguistics. (See the class schedule for seminars offered each semester.)

#### 450; 452. Senior Thesis (3-3)

Writing of a paper deemed acceptable by a faculty director and reader. Superior papers rominated for distinction will be defended before the philosophy faculty. Students wishing to be candidates for graduation with distinction are urged to write a thesis. 450 is a prerequisite for 452.

#### 460. Teaching Assistant in Philosophy (1-6)

Open only to advanced philosophy majors. Intended to give students experience in assisting the instructor in a philosophy course by doing research and tutoring students in the class. Consent of the instructor is required.

# 470. Philosophy Tutorial (1-6)

Advanced, individualized instruction and research with one or more members of the philosophy faculty. The course is designed to provide advanced students with an opportunity to do specialized research and study under strict faculty supervision. Consent of the instructor is required.

# 495. Special Studies (1-4)

Graduate Courses (The Philosophy Department does not offer an M.A. at the present time. However, such a program is being developed. The courses listed below are being offered in response to student requests, and as a way of determining the interest in a Master's Degree Program. Graduate credit earned may be applied towards the Master's Degree, when this program is instituted.):

#### 500. Graduate Seminar (1-6)

Advanced intensive work in philosophy, for students with strong philosophical background. Subject matter varies from semester to semester. May be repeated for credit.

#### 510. Graduate Research in Philosophy (1-6)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

# 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\*, 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, developmental-adaptive-elementary physical education, wilderness recreation, 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 Supporting Courses	40 units
Supporting Courses	12 units
Electives	32 units
Total	124 units
REQUIRED SUPPORTING COURSES	
Biology 220. Human Anatomy	4 units
Biology 224. Human Physiology	3 units
Biology 224L. Human Physiology Lab	2 units
PE 222. The Professions of Physical Education	2 units
PE 304. Descriptive Statistics	1 unit
	12 units
PHYSICAL EDUCATION MAJOR COURSE REQUIREMENTS	
A. Core Courses (All Majors)	
PE 301. Philosophy of Physical Education	3 units
PE 305. Motor Learning !	4 units
PE 315. Sociology of Sport	3 units
Hlth 310. Kinesiology†	4 units
Hlth 315. Physiology of Exercise†	4 units

An additional 22 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 an advisor in the Physical Education Department, a student can choose a pattern of courses to concentrate in the areas of teacher preparation, developmental-adaptive-elementary physical education, pre-therapy, or wilderness recreation. Guidelines for courses in these areas are available in the Physical Education Department.

18 units

..... (22 units)

Student should consult with their advisor as early as possible, and must obtain approval of their course programs from advisors *prior* to registration *each* semester.

#### 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).

B. Areas of Concentration .....

On leave to California State Colleges External Degrees Program.

<sup>••</sup> Majors working toward a teaching credential must participate in the equivalent of one intercollegiate sport a year.

† Note prerequisites.

30 units

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.

# Plan 1 (30 units: Thesis/Creative Project)

Required courses	
PE 500 Introduction to Research	. 3 units
PE 501 Graduate Seminar	. 3 units
PE 525 Thesis/Project	3 units
Electives	. 21 units
	30 units
Plan 2 (30 units: Examination Project)	
Required courses	
PE 500 Introduction to Research	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 History of PE and Sport	6 units
Electives	18 units

For admission to classified status, the candidate must:

 Have completed an undergraduate major comparable to that offered at Sonoma State College, 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.

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, or 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 (2) I and II

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.

#### 302. Advanced First Aid (3) I or II

Study of the principles and practical applications of advanced first aid techniques required to provide the initial emergency care necessary to sustain life and to maintain life support until the victims of accidents or sudden illness are cared for by qualified medical personnel.

# 290 / Physical Education and Health Sciences

### 305. Care and Prevention of Injuries (3) 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, and completed, or concurrent enrollment in PE 304 (Descriptive Statistics).

#### 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, and completed, or concurrent enrollment in PE 304 (Descriptive Statistics).

## 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, basketball, cycling, fencing, frisbee, golf, gymnastics, ice skating, judo, karate, physical fitness, weight training, swimming, trampoline, tennis, folk and square dance, sailing, canoeing, outward bound, horsemanship, tumbling and trampoline, one-wall racquetball, one-wall handball, jogging, power volleyball, orienteering, personal defense for women, aerobic dance and movement.

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.

### 102. Mystique of Running (2) I or II

Historical and philosophical development of running. Includes practical application of running mechanics, physiology responses, and conditioning for running.

### 103. Advanced 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.

#### 107. Water Safety Instruction (2) I or II

Emphasis is on the progression and analysis of swimming skills necessary for a swimming instructor at all skill levels. Successful completion of course can lead to certification.

#### 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 "carryover" 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.

### 222. The Professions of Physical Education (2) I or II

A survey course with emphases in the development of and various aspects within the allied professions of health, physical education, and recreation. Topics include historical developments, current professional opportunities, professional organizations, theory of play, aesthetics of movement, laws, concepts about physical activity and health, personal assessment of essential competencies.

# 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.

# 304. Descriptive Statistics (1) I or II

A self-paced course covering graphing, measures of central tendency, variability, scale scores, and correlation with application to the psychomotor and cognitive areas.

### 305. Motor Learning (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. Prerequisite: Completed or concurrent enrollment in PE 304 (Descriptive Statistics).

#### 306. Preparation for Wilderness Travel (2) I or II

An introductory course stressing low cost and do-it-yourself approaches to equipment and skills necessary to live comfortably with minimum impact on the wilderness. Includes: lightweight foods, clothing and footgear, packs, shelters, maps, sanitation, safety and first aid.

### 315. Sociology of Sport (3) 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, or Phil 200 or Soc 201.

#### 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. Adaptive Physical Education (3) I or II

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. 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.

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### 336. Community Recreation (3) I and II

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.

### 360. Dimensions of Play (2) I or II

An investigation of classical and contemporary theories of play. Issues dealing with crosscultural analyses and origin of various play structures will be explored. The class includes physical participation in a variety of play, sports, and game activities.

## 379. Extramural Sports (2) I and II

Organized competitive sports, providing instruction, training, and competition. For men, or co-ed. Activities may include: volleyball, baseball, cross-country, soccer, basketball, sailing fencing, gymnastics, golf, tennis, track and field. Sports may be added or omitted according to student interest and available resources.

May be repeated for credit.

## 380. Varsity Intercollegiate Sports (2) I and II

Activities may include: I. Cross-country, basketball, gymnastics. II. Golf, baseball, tennis, track and field. Sports may be added or omitted according to student interest and available resources.

May be repeated for credit.

# 389. Varsity Intercollegiate Sports for Women (2) I and II

Activities include: volleyball, tennis, track and field, cross-country, basketball, gymnastics, and softball. Sports may be added or omitted according to student interest and available resources.

May be repeated for credit.

## 390. Advanced Sports Theory (2) I and II

A combination of group and individual study of the techniques, theories, strategies and training principles in selected sports.

May be repeated once with a different sport (May not be repeated with same sport).

### 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.

#### 431. Pre-Professional Experience (1)

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.

#### 440. Evaluation in Physical Education (1) 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 evaluation, as applied to objectives, program and student achievement; study of principles of test selection, construction, administration and interpretation.

Prerequisite: Concurrent enrollment in Ed. 422—C & I, or consent of instructor.

#### 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 Forum (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. Introduction to Research (3)

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. History of PE and Sports (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 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.

# 294 / Physical Education and Health Sciences

### 530. Principles of 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)

Richard H. Karas, Chairman of Department

Isaac L. Bass, John R. Dunning Jr., Samuel L. Greene, George Johnston, Duncan E. Poland, Gordon G. Spear, 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	4	40	units
Major	4	13	units
Supporting Courses	20 or 2	22	units
Electives	21 or 1	19	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	4	units
340—Theory of Light	3	units
381—Programming for Physicists	2	units
450—Statistical Physics	3	units
460AB—Quantum Physics	6	units
* Upper Division Laboratory	2	units
† Physics Elective	6	units
	43	units

# **SUPPORTING COURSES**

A. Mathematics ‡	
110, 210 or 162, 212, 262 (3 units in G.E.)	7 or 6 units
312, 231	6 units
	13 or 12 units

B. Chemistry

115AB or 125AB (2 units in G.E.) 8 units

# 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

To be chosen from two different upper division laboratory courses in physics and/or astronomy other than Physics 311, 332, 403, and 411. At least one of these two courses must be 400 level.

<sup>†</sup> Electives to be chosen from Physics 354, 355 and any course numbered in the 400's (except 403-405) or Astronomy 310AB, 320.

<sup>1</sup> Mathematics 120 may be substituted for Physics 381.

# 296 / Physics

concurrently.

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 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)

Advisory Fran A (Non-mathematical Lever)	
Physics 100—Descriptive Physics (3 units in G.E.)	0 units
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
Advisory Plan C (Calculus Level)	
Physics 114—Introduction to Physics I (3 units in G.E.)	0 units
It is strongly recommended that Physics 116 (1 unit of laboratory in C.E.)	
be taken concurrently.	
Physics 214—Introduction to Physics II	3 units
It is strongly recommended that Physics 216 (1 unit of laboratory) be taken	

<sup>\*</sup> The student must confer with a departmental advisor before selecting these upper division courses.

Total Lower Division Units	3-4 units 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 201 The Belation of Physics to Cociety	2	units
Physics 301—The Relation of Physics to Society		
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	unite

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.

Basic Core Courses	Units
Astronomy 200	3
Biology 215	
Chemistry 115AB or 125AB	10
Geography 310	4
Geology 303	4
Mathematics 162, 212 (or 110, 210)	
Physics 114, 116, 214, 216	
	39 (including 12 in G.E.)
Remainder of General Education	28
Major:	
B.A. in Physics with advisory plan C. Upper division courses in	
Physics and Astronomy to be chosen in consultation with advi-	
sor. 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
Education Courses	
Electives †	
	124-127

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) I and II

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, magnetostatics; 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 recom-

mended.

## 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) II

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 uncertanty 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 Scientists (2) I and II

Same as Chemistry 381. FORTRAN and BASIC programming with emphasis on applications.

Prerequisite: Physics 114 and Mathematics 190 or 212.

#### 395. Community Involvement Program (1-2)

CIP involves students in basic community problems related to physics and astronomy—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 1-2 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 (3)

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, ferrocement, 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)

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 (2)

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.

### 494. Physics Seminar (1)

Group discussions of selected recent papers on experimental and theoretical physics. May be repeated for credit.

Prerequisite: Consent of instructor.

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

The Physics Department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for Special Studies are requested to submit proposals to their supervising faculty members which outline their projects and exhibit concrete plans for their successful completion.

# 497. Undergraduate Research in Physics (3)

Supervised research in an area of physics that is currently under investigation by one or more members of the Physics faculty. This course may be repeated for up to 6 units of credit. Prerequisites: Junior standing and consent of instructor.



# 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.

For Political Science majors who also wish to major in Economics the Economics Department has a special program which gives students credit in the Economics Department for courses taken in Political Science.

# 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
	40	units
POLITICAL SCIENCE MAJOR FOR THE B.A. DEGREE		
General Education	40	units
Major	40	units
Electives	44	units
Total	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. All majors contemplating a career in secondary social science education should see Page 323 for Ryan Single Subject Social Science Program requirements.

#### MINOR IN POLITICAL SCIENCE

Political Science 200 or 202	4 1	units
Upper division courses	16 1	units
	20	units

### COURSE CHALLENGE BY EXAMINATION

The Political Science Department participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Political Science refer to page 33.

### 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 Public Administration and American Politics. A student with an interest in public administration, policy analysis, the policymaking process, or local political action will be able to design a course of study with his/her graduate adviser to meet his/her graduate study objectives. The degree is also available for those who wish to do advanced work in American Government in preparation for Secondary School teaching. The Department of Political Science is committed to a cross-discipline point of view and encourages graduate students to include in their program course offerings in the other Social Sciences. On consultation with his/her graduate adviser, the Master's candidate will develop a program of study in the field of Political Science and related Social Sciences disciplines to total at least 30 units. For those students with little background in Political Science additional course work may be required. The program of study developed between the graduate student and his/her adviser will be the program of study the Department accepts as meeting the requirements for the awarding of the degree. All students are expected to submit an approved Master's thesis or creative project. A candidate must have a 3.0 (B) grade point average in all course work taken to be qualified to graduate. Upon submission of his/her thesis or creative project to his/her graduate committee the graduate student must successfully defend it in an oral interview. The thesis or creative project must meet all other requirements set forth by the College and the Graduate Dean.

The graduate field in the Department of Political Science will emphasize Public Administration and American Government. This field of study is designed primarily for those practitioners in the field who wish to (a) broaden their perspectives through graduate study and (b) acquire skills that will help them evaluate the relative effectiveness of different policy alternatives in achieving policy objectives. The unique character of this course of study is its combination of policy analysis and skills necessary to manage human time and fiscal resources. It is the aim of the Department of Political Science to prepare public administrators who will be able to operate in an environment of change, conflict, turbulence and ambiguity, with ultimate objectives being to enhance social equity, reduce human suffering and advance the cause of democratic principles.

In recognition of the fact that many public administrators cannot take a full schedule of classes and cannot attend classes during the day, the program in Political Science emphasizing public administration is designed to permit a student to complete all requirements for a degree over a two year period, taking 8 units per semester (2 classes) at night. Specific courses in this field will be cycled over a two year period to enable the student to complete his program of study.

Up to nine units of graduate course work taken at other institutions may be transferred into this program.

# **GRADUATE ADMISSION REQUIREMENTS**

- A. A Bachelor's degree with a major from an accredited college or university with a B average and satisfactory GRE aptitude test results.
- B. Completion of the Department Application Form.
- C. 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 COAST 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

#### 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.

### 315. Democracy, Capitalism and Socialism (4)

Are the ideals of democracy realizable within a capitalist social order? What are some of the major socialist political and economic proposals? Under what conditions are the ideals of democracy realizable with a socialist social order?

### 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 different 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.

# 321. Ideology and the Political Order (4)

An examination of the role ideology has played in the outcome of political events in the United States Case studies of the American revolution, the Civil War, the origins of the Welfare State and the Cold War will be consulted as time warrants.

# 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.

### 424. The Bill of Rights, Civil Liberties and the Constitution (4)

Judicial interpretation of the constitution in the area of civil liberties, freedom of speech, religion, press; rights of persons accused of crimes, citizenship, racial discrimination, political rights, and government's responsibility to enforce these rights. Not open to students who have taken Political Science 423.

#### 425. 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.

### 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, amd growing white ethnic political consciousness. The course also focuses on those contemporary public policy issues such as Busing and Residential Integration which provoke ethnic and racial conflict in American society.

# **PUBLIC ADMINISTRATION**

### 330. Introduction to Public Administration (4)

An introductory study to the field of public administration with emphasis upon bureaucratic life, leadership, and decision-making.

### 431. Seminar in Leadership and Public Management (4)

An experimental and didactic exploration of the meaning and practice of leadership within public organizations. In addition to the examination of leadership theories, the class provides an opportunity for the individual to explore the dimensions of his/her performance in leadership roles.

## 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 budgetary process in government with emphasis on the conflict between traditional "interest group budgeting" and newer program planning and budgetary (PPB) and "zero based" budgetary approaches. Budgetary roles in policy formation, evaluation and reform 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.

### 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)

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 twice for credit.

#### 440. Seminar in Public Organization Development and Change (4)

An exploration of values, methodologies, strategies and theories of organization development in relation to public organizations. Since organization change requires that people develop their self-concepts, work values and interrelationships, organization change will be considered as a facilitative process.

# 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. Third World and Communist Foreign Policies (4)

An examination of the objectives, strategies and tactics of Communist and 3rd World Countries with emphasis on the influence of domestic, economic and political factors on their foreign policies. Unofficial determination of their foreign policies will be studies: foreign aid, intelligence operations, OPEC. Communist and non-communist strategies and national capabilities will be compared.

#### 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)

An analysis of the major causes of and cures for underdevelopment in Latin America. Specific attention is given to studying the Mexican and Cuban models, Allendes' Chilean experiment and the Peruvian military's program for political, social and economic development. Students also will be encouraged to study the selected countries of their choice.

#### 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.

### 363. Social Science Data Analysis and Modeling (4)

Students will use one or more of the statistical techniques available in the SPSS programs for the analysis of Social Science data from the North Coast Data Archive with application to politics, sociology, economics, management and psychology. We will emphasize the appropriateness of the model rather than the mathematics.

## 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.

#### 464. Childhood and Politics (4)

Analyses of the processes by which children and adolescents acquire their political beliefs. Attention will be given to families, educational institutions, mass media and peer groups as political learning contexts.

#### 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.

### 466. Personality, Authority and Politics (4)

Examination of political behavior from a psychological point of view. Emphasis will be upon individual personality as a response to and source of authoritarian social organization. Alternatives to present forms of social and political organization will be considered.

### 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.

#### 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 policy 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 Scarcity (4)

This course analyzes the new currents in American politics which emerge from declining economic growth and growing environmental deterioration facing the United States and other nations. In this undertaking the class will review the efforts of Governor Jerry Brown and others to design new public policies reflective of these emergent economic realities.

# 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. Seminar in 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

395. Community Involvement Program (1-4)

Service projects developed by students after consultation with a member of the Political Science faculty and approved by the department.

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.

499. Field Experience (1-4)

Supervised field experience, other than internship positions, allowing students to work with campaigns, volunteer groups or other approved activities.

# **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.

### 531. Seminar in Leadership and Public Management (4)

An experiential and didactic exploration of the meaning and practice of leadership within public organizations. In addition to the examination of leadership theories, the class provides an opportunity for the individual to explore the dimensions of his/her performance in leadership roles.

#### 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.

### 537. Seminar in Administrative Law (4)

Study of the judicialization of the administrative process with special emphasis on consequences for public administrators. Open only to graduate students.

### 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.

#### 540. Seminar in Public Organization Development and Change (4)

An exploration of values, methodologies, strategies and theories of organization development in relation to public organizations. Since organization change requires that people develop their self-concepts, work values and interrelationships, organization change will be considered as a facilitative process.

### 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.

### 567. 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.

## 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 (2-4)

#### 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.

#### 599. Field Experience (1-4)

Supervised field experience, other than internship positions, allowing students to work with campaigns, volunteer groups or other approved activities.

# **PSYCHOLOGY**

(Division of Psychology, Health Sciences and Physical Education)

Barry Godolphin, Chairman of Department

Carlos Cordero, Eleanor Criswell, Victor Daniels, Ann Dreyfuss, Stanley Goertzen, Robert Greenway, Laurence Horowitz, George Jackson, Bernd Jager, Chuc Kemesu, Bill Kwong, Norma Lyman, George McCabe \*, Edith Menrath, Charles Merrill, Paul Molinari, Leonard Pearson, Gerald Redwine, Robert Rueping, Frank R. Siroky, 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 under standing 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 poeple 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.

Reassigned to the Concortium of the CSUC system.

# 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 miminal 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 Sonoma State College or equivalent.
- B. A grade point average of 2.5 for the last 60 units of academic work.
- C. Familiarity with the history and theoretical foundations of psychology. This may be met by appropriate course(s) in the applicant's undergraduate background or by passing an examination administered by the Psychology Department.
- D. 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.
- E. Admission will be limited to full-time students and will be accepted for the fall semester only.

Application Deadline for Fall 1978 is December 30, 1977. Applicants will be notified by April 15, 1978 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 Master's 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 Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Psychology, refer to page 33.

## **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 Concepts 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 (1-4)

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.

#### 335. Seminar Za-Zen (4)

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 behavoir. 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 behavoir 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. Behav. or Modification (1-4)

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.

### 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.

#### 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 Program (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.

## 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.

#### 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, oneparent 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 (1-4)

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. Limited to 15.

Prerequisite: Group process or equivalent and 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.

## 454AB. Psychological Ecology of the SSC 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.

### 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. History and Theoretical Foundations of Psychology (4)

An examination of the historical roots of modern day psychology, a study of the major theoretical foundations underlying psychology, and an examination of key topics from a historical-theoretical view.

# 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.

### 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.

# 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 (1-4)

Methods and theories for facilitating self-understanding and interpersonal contact in the dyadic or small-group situation. Course content varies from semester to semester.

### 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.

#### 570. Directed Field Experience (1-6)

Internship arranged at an approved college, school, hospital or clinic. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences.

#### 580AB. Seminar in Teaching College Psychology (4)

Discussions in methods and materials of teaching psychology in junior colleges and fouryear 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)

# **SOCIAL SCIENCE PROGRAM**

(Division of Social Sciences)

Glenn Price, Chair Robert A. Karlsrud, Coordinator, Diane Brown, Assistant to Division Chairman Secondary Education

# RYAN SINGLE SUBJECT SOCIAL SCIENCE PROGRAM

In addition to an academic major in one of the social sciences, all candidates for the Single Subject Credential—Social Sciences—must complete a breadth requirement to meet State requirements for the waiver program. These courses must total at least half the unit value of courses taken in the department of the major.

In order to qualify for the Social Science Secondary Education Program, a student shall take an academic major in Anthropology, Economics, Geography, History, Political Science, or Sociology and, simultaneously, either as part of his General Education program, as part of the major requirements, as a means of fulfilling the Support Subjects requirement included in some social science majors, or through electives, each student shall fulfill the following requirements:

4 units

Anthropology 203—Introduction to Cultural Anthropology	4 units
Economics 201—Introduction to Economics	4 units
OR	
other courses by advisement	
Geography 302—Physical Geography	4 units
History 201—Foundations of World Civilizations	4 units
History 202—Development of the Modern World Since 1600	4 units
History 251—Founding to ferment: U.S. to 1865	4 units
History 252—From the Civil War to Civil Rights: U.S. Since 1865	4 units
Political Science Choose one of the following:	
423—Constitutional Law and the Judicial System	6 units
425—The American Party System	4 units
426—The Legislative Process	4 units
427—The American Presidency	4 units
Sociology Choose one of the following, listed in preferential order:	
306—Survey of Sociological Thought	4 units
300—Sociological Analysis	4 units
201—Introduction to Sociology	4 units

Students who are completing the General Education requirements at Sonoma State College are to complete the Ethnic Studies requirement by taking AMES 210, MAMS 445 or AAMS 345. Upon consultation with an advisor, a transfer student without an Ethnic Studies component will add an elective from the Ethnic Studies area. Students are also encouraged to complete the "Electives" requirement in G.E. by taking Psychology 200—Human Behavior (4 units).

In addition to the Ryan Single Subject Social Science Program requirements, all social science credential candidates are required to take the following course prior to beginning Phase III of the Professional Education Program:

Social Science 400—Concepts and Methodologies of the Social Sciences............ (4 units)

# 400—Concepts and Methodologies of the Social Sciences

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. An academic prerequisite to enrollment in Education 422E, offered Fall semester only. (Harris)

# SOCIOLOGY

(Division of Social Science)

Daniel Haytin, Chairman of Department

David Arnold, Kathleen Charmaz, James Driscoll, Susan Garfin, Carl Jensen, Richard Rizzo, Harvey Segal, John Steiner, Clarice Stasz, 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.

All majors contemplating a career in secondary social science education should see Page 323 for Ryan Single Subject Social Science Program requirements.

# SOCIOLOGY MAJOR FOR THE B.A. DEGREE

General Education		units
Sociology Courses		units
Supporting Subjects	-	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 ap-		
proval of, the major advisor.		
Upper division courses in Anthropology, Economics, Ethnic Studies, Geogra-		
phy, History, Management, Political Science, Women's Studies	8	units

# 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		

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);
- 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.

# 295. Community Involvement Program (1-4)

Students can earn from 1–4 units of credit for work as a volunteer in community agencies which serve as future employment possibilities for Sociology majors. Placements will be made by the Center for Field Experience which has over two hundred available placements.

# 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 every-day 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

# 395. Community Involvement Program (1-4)

Students can earn from 1-4 units of credit for work as a volunteer in community agencies which serve as future employment possibilities for Sociology majors. Placements will be made by the Center for Field Experience which has over two hundred available placements.

# 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.

# 414. Economic Sociology (4)

Analysis of the economic basis of current American social problems, such as inflation, unemployment, alienation, racism, sexism and imperialism.

# 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.

#### 442. Social Work and Community Organization (4)

Community problems will be analyzed and strategies for their resolution proffered. The processes underlying the organization of communities that influence the form and substance of social welfare programs is examined.

# 443. Social Welfare and Society (4)

The history of social welfare as an institution and its relation to the process of industrialization is examined. The benevolent as well as the regulatory effects of our present welfare institution are studied in relation to various impoverished and trouble segments of the society.

# 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.

# 453. Humanistic Sociology (4)

Humanistic sociology emphasizes the autonomy of the individual who has the potential to construct a social order in accordance with his/her needs in light of a vision of the good life. Rooted in existentialism, phenomenology and critical theory, it is an alternative to deterministic theories and scientific methodologies.

# 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)
- 499. Internships (1-4)

# THEATRE ARTS

#### Division of Humanities

Livia Blankman, Carla Guggenheim, Robin Jackson, Nancy Lyons, Linda Magarian, Peter Maslan, Peggy Mundt, William Sherman, Ann Woodhead

The study of Theatre Art is experienced as a practical approach to the field of Humanities. It offers an opportunity to understand human relationships and the human condition as we see ourselves in the past and experience ourselves today. Involvement in live theatre performance sharpens our vision of the world and focuses our perception of the function of art in culture. Preparation in basic techniques, the tools of the theatre artist, are assumed to be a prerequisite to the development of active, integrated participation in the process of Theatre Art. Through a series of courses, the student experiences deepening involvement in ensemble theatre as well as the development of proficiency in the area of his/her interest, drama, dance or design. The work progresses towards the concept of ensemble theatre as characterized by community resident theatres and small cooperative and organic theatre companies. Structured experiences aim at broadening participation as well as building specific expertise so the student may make a qualitation contribution to his/her future participation in theatre. Senior projects offer an opportunity for independent work within the framework of an ensemble theatre. Through regular counseling and advising the student can prepare for graduate and professional study or ensemble theatre.

# THEATRE ARTS MAJOR FOR THE B.A. DEGREE

General Education	40 units
Theatre Arts	48 units
Required	38-40 units
Electives	10-12 units
Electives	36 units
Total	124 units

# THEATRE ARTS MAJOR COURSE REQUIREMENTS

# 

The Theatre Arts student is required to have a broad background in the discipline and to demonstrate proficiency in drama, dance or design. The course offerings are divided into three stages. Stage I offers preparatory techniques which are necessary prerequisites for major course requirements. These courses may be waived as major requirements by examination. Stage II is an integrated process course entitled "Structure and Analysis Workshop," and is required of the Theatre Arts major before progressing to Stage III. Stage III is a combination of ensemble production courses and advanced technique courses that lead towards independent work in ensemble theatre.

towards independent work in ensemble theatre.	mat lead
STAGE I	8 units
Courses necessary as prerequisites for major course requirements:	
110A Beginning Modern Dance A	1 unit
120A Beginning Acting A	1 unit
130A Production Techniques	2 units
110B Beginning Modern Dance B or 120B Beginning Acting	1 unit
140A Rhythmic Analysis or 140B Speech or 130B Design	2 units
150 Voice or 170 Mime or 160 Beginning Ballet	l unit
	8 units
(All of the above courses may be waived as major requirements by examination	on)
STAGE II	6 units
Required Courses:	
200A and 200B Structure and Analysis Workshop (3-3)	6 units

Prerequisites: 8 units from courses listed in Stage I or their equivalents.

(This course is a prerequisite for all major requirements)

310 Intermediate Modern Dance or 320 Acting Scenes		units units
340 Choreography I or 350 Directing		units
370A,B History of Theatre A and History of Theatre B	. 6	units
380 Research	. 2	units
390A,B Orientation to Theatre Within the Humanities (1/2-1/2)	. 1	unit
391A,B Exploration of the Theatre Artist in Contemporary Culture (1/2-1/2)	. 1	unit
400 Senior Project Ensemble Workshop	. 3	units
440 Choreography II (Dance Interest Only)	. 2	units
	30–32	units
Electives		
(Electives must be selected from the following courses and alternative cou	irses lis	ted in
Stage I and Stage II required courses)		
260 Beginning Ballet B		unit
270 Tap Dance		unit
360 Musical Theatre		units
410 Advanced Modern Dance		units
420 Advanced Acting		units
430 Advanced Design Projects	-	units
450 Teaching/Directing for Dancers	. 2	units
2 Diana of Children		
470 Dance for Children		units
English—Any 3 unit Shakespeare Course		units units
Health 310 Kinesiology		units

# THEATRE ARTS

# 110A. Beginning Modern Dance A (1)

An exploration of exercises to increase body awareness and develop skills that provide a basis for creative dance movement. Exercises include modern dance techniques, improvisation, studies in rhythm and choreography. Open to majors and non-majors.

#### 110B. Beginning Modern Dance B (1)

Exercises in a variety of approaches to modern dance techniques are used to explore and increase flexibility, strength and control as a basis for creative dance movement.

Prerequisite: Theatre Arts 110A, Beginning Modern Dance A, or concurrent enrollment in Theatre Arts 110A or Theatre Arts 200B, Structure and Analysis Workshop. May be repeated for credit.

#### 115. Dance Styles (1)

Class may focus on a particular dance style, e.g., jazz or tap, or on dances of a particular era, e.g., social dance from 1935–1960. The emphasis will be on American dance styles. As some styles of dancing require more generalized dance background than others, consent of the instructor is required. Open to majors and non-majors.

# 120A. Beginning Acting A (1)

Exercises that focus on the role of improvision in understanding acting techniques. Games and improvisation help in the development of the senses, awareness of relationships to people, talking and listening, spontaneity and creative expression of the individual and the group. The exercises lead towards a methodical approach to acting techniques. Open to majors and non-majors.

# 120B. Beginning Acting B (1)

Exercises in a methodical approach to acting to develop the actor as a unique person in performing actions that lead to specific objectives. Exercises include sense and emotional recall, the use of speech as action, and moment to moment reality in the theatre.

Prerequisite: Theatre Arts 120A, Beginning Acting A or consent of instructor. May be repeated for credit.

# 130A. Production Techniques (2)

A series of experiences in theatre production crafts including scenery and prop construction, costume execution, lighting and makeup. Skills are developed in the use of power tools, hand and machine sewing, hanging, focusing and controlling lights, recording, and reproducing sound. Introduction to technical theatre drawings. Experience on a production crew is coordinated within the framework of design for theatrical production. Open to majors and non-majors.

# 130B. Design (2)

Exercises in theatre graphics; technical drawings for the stage, figure drawing for costume illustration, makeup design, as well as three dimensional design will form the basis for exploring specific aspects of design for the theatre. Beginnings of portfolio projects.

Prerequisite: Theatre Arts 130A, Production Techniques, or Theatre Arts 200A, Structure and Analysis Workshop, or consent of instructor.

# 140A. Rhythmic Analysis (2)

Rhythmic resources for dancers. Learning to write and read musical notation of dance rhythms. Experience in writing percussion compositions for dance and in accompanying dances with percussion instruments.

Prerequisite: Theatre Arts 130A, Beginning Modern Dance A or Theatre Arts 200A, Structure and Analysis Workshop.

# 140B. Speech (2)

Individual investigation of speech including corrective exercises for deviances such as stuttering, sibilance, and foreign dialects. Special emphasis will be placed upon oral interpretation and dialects for the actor with a continual use of the international phonetic alphabet and basic methods of scansion and rhythmic analysis. May be repeated for credit.

# 150. Voice (1)

Individual work on the correction of tonal problems such as nasalization, breathiness, hoarseness, etc. Special emphasis will be placed upon the fundamentals of singing inclusive of breathing, articulation, projection and resonance. Open to majors and non-majors.

#### 160A. Beginning Ballet A (1)

Fundamentals of classical ballet technique. Basic steps, positions and body placement, barre exercises, allegro, adage, turns and simple combinations are approached as skills and disciplines essential in developing modern dance techniques. Open to majors and non-majors.

# 170. Mime (1)

An exploration of non verbal communication through the development of body and emotional awareness and covering Commedia dell Arte classical technique and pantomime. Exercises will include isolation of facial and body movements, use of masks, music and props, the spoken work and the development of the mime mask. Open to majors and non-majors. May be repeated for credit.

# 200A,B. Structure and Analysis Workshop (3-3)

An integrated examination of the purposes of theatre and the skills, techniques and processes necessary for the development of a theatrical performance. Using practical problem solving exercises and improvisations in dance, drama and design, the work leads towards the understanding of form, content, technique and structure in relation to all aspects of theatrical production. An informal performance may be presented during the spring semester. Prerequisite: 8 units of Stage I.

This class is a prerequisite for all major course requirements.

#### 260B. Beginning Ballet B (1)

Further experience in the technique and discipline of classical ballet including barre exercises, allegro, adage, turns and combinations.

Prerequisite: Theatre Arts 160A, Beginning Ballet A. May be repeated for credit.

#### 295. Community Involvement Program (1-4)

#### 300A,B,C. Ensemble Workshop (3-3-3)

This is a production workshop, required three times of all Theatre Arts Majors; twice in the area of major interest, once in the other area. Members of the ensemble are assigned

tasks; i.e., acting, dancing, designing and various production crew jobs, for either a drama or dance production. the production will vary each semester covering a variety of styles, periods and approaches to form. The basic organization of the class will lead towards practical experience similar to work in community resident theatres, cooperative and organic theatres.

Prerequisite: Theatre Arts 200A, 200B, Structure and Analysis Workshop and consent of instructor.

# 310. Intermediate Modern Dance (2)

Extensions of movement skills and abilities through modern dance techniques.

Prerequisite: Theatre Arts 110B, Beginning Modern Dance B or Theatre Arts 200A, 200B, Structure and Analysis Workshop and consent of instructor. May be repeated for credit.

# 320. Acting Scenes (2)

Analysis of the script in preparation for acting a role. Emphasis will be placed on the development of characterization, use of environment and costumes in working with specific texts. The use of improvisation as a rehearsal technique will be explored.

Prerequisite: Theatre Arts 200A and 200B, Structure and Analysis Workshop or Theatre Arts 120B, Beginning Acting B. May be repeated for credit.

# 330A. Design Experiences: The Stage (2)

Concentration on designing of stage scenery, props and lighting. Projects in the class will cover several periods and the use of various kinds of staging; arena, thrust and proscenium. A history of stage design and theory will be an integral part of the course.

Prerequisite: Theatre Arts 130B, design or Theatre Arts 200B, Structure and Analysis Workshop and consent of instructor.

# 330B. Design Experiences: Costume (2)

Concentration on the design of costumes and makeup for the theatre. As well as history of costume, the course will cover pattern making and design projects for a variety of periods and styles. The use of makeup will include work in hair styles and wig making.

Prerequisite: Theatre Arts 130B, Design, or Theatre Arts 200B, Structure and Analysis Workshop and consent of instructor.

#### 340. Choreography I (2)

Fundamentals of choreography through a problem solving approach. Studies deal with aspects of time, space, dynamics and movement with an emphasis in extending the communication skills of the body as explored in Structure and Analysis Workshop.

Prerequisite: Theatre Arts 200A and 200B, Structure and Analysis Workshop and Theatre Arts 140A Rhythmic Analysis or Rhythmic Analysis and Theatre Arts 110A, Beginning Modern Dance.

#### 350. Directing Exercises (2)

Practical exercises will involve the student director in the conceptual and technical creation of theatrical presentation. Problems of script analysis, style and form, aiding the actor in interpretation, blocking and functional relationship with designers, technicians, and production personnel will be explored.

Prerequisite: Theatre Arts 320, Acting Scenes. May be repeated for credit.

# 360. Musical Theatre (2)

An exploration of the various styles and techniques of American musical theatre through the preparation of songs and scenes. Practice in basic voice, dance, and acting with classroom performances in solo and group arrangements. Prerequisite: Consent of instructor.

# 370A. History of Theatre (3)

The review of the development of dance and drama (prehistory to 1600) from a variety of sources, anthropological, archeological, social and cultural literary history as well as remaining artifacts. Field trips to various performances and current Ensemble Workshop presentations may be compared with these theatres. This course may fulfill the GE requirements in Humanities.

#### 370B. History of Theatre (3)

Development of dance and drama from 1600 to present. Social and artistic conventions of their respective eras are related to a variety of theatres as they develop towards contemporary theatre. Field trips to various performances and current Ensemble Workshop presenta-

tions may be compared with these theatres. This course may fulfill the GE requirements in Humanities.

# 380. Research (3)

Investigation of theatre literature, art and society relating to the production of the play chosen for the Ensemble workshop. The exploration provides in-depth material concerning the era, style or type of theatre with special investigation of material beneficial to the actors, directors, and designers and other production personnel.

# 390A,B. Orientation to Theatre Within the Humanities (1/2-1/2)

A study of resources in the Humanities and the liberal arts for personal development in relation to Theatre Arts. Included in the process, journal keeping, counseling, self evaluation and individually directed experiences leading towards greater awareness.

Required two successive semesters. Credit/No Credit. For Majors Only.

# 391A,B. Exploration of the Theatre Artist in Contemporary Culture (1/2-1/2)

An ongoing process of identifying the possibilities of individual interaction between the theatre artist and the contemporary cultural forces.

Required two successive semesters. Credit/No Credit. For Majors Only.

# 395. Community Involvement Program (1-4)

# 400. Senior Project Ensemble Workshop (3)

The senior student, under faculty supervision, is engaged in a production process in which all the production members while participating in the area of their main interest also support the entire production. The group is a self contained unit producing both dance and drama senior projects.

Prerequisite: Completion of Stage II required courses.

# 410. Advanced Modern Dance (2)

Advanced modern dance technique with greater emphasis on longer movement combinations, phrasing, clarity and performance.

Prerequisite: Consent of instructor. May be repeated for credit.

#### 420. Advanced Acting (2)

Finding an approach to "period styles", i.e., the ancient Greeks, Elizabethians, Restoration, Shaw, Coward, Brecht. The class may also include comedy techniques. At least one third of the semester will be programmed to explore contemporary experimental techniques and the use of "period styles" in a contemporary manner. Students will work collectively on projects and will individually develop audition pieces.

Prerequisite: Theatre Arts 310, Acting Scenes and consent of instructor.

May be repeated for credit.

#### 430. Design Projects (3)

Practical and theoretical design problems in costume, stage lighting, scene and prop design and makeup. Projects may be directly related to current productions by the ensembles. The approach to problem solving will include some background in cultural and art history.

Prerequisite: Theatre Arts 330A Design Experiences: The Stage and Theatre Arts 330B Design Experiences: Costume. May be repeated for credit.

# 440. Choreography II (2)

Further development of choreography skills and artistry. Problems relating movement to sound or music and group choreography. Emphasis is on deepening the personal involvement and extending the range.

Prerequisite: Theatre Arts 340 Choreography I.

# 450. Teaching/Directing for Dancers (2)

Seminar and experiences in organization and communicating about movement for choreography and teaching. Including teaching methods and skills for adult dance classes, student teaching and directing choreography. Recommended for the fall semester of senior year, as preparatory experience for senior project.

Prerequisite: Consent of instructor.

# 460. Drama for Children (2)

Developing resources for working with children including theatre games, creative dramatics, puppetry and plays for children.

# 470. Dance for Children (2)

Developing resources for working with children in creative movement; participation in rhythmic activities and movement experiences.

# 480. Coordinated Projects in the Community (3)

Specific experiences in teaching and working with various age levels within the local community, i.e., teaching dance or drama to children, directing and choreographic projects in community elementary and high schools and at recreation centers and parks and community and cooperative theatres.

Prerequisite: Consent of instructor.

# 495. Special Studies (1-4)



# SCHOOL OF ENVIRONMENTAL STUDIES AND PLANNING

Kenneth M. Stocking, Provost

Leland W. Gralapp, Douglas B. Greene, Stephen L. Greene, Roy Irving, Raymond E. Krauss, J. Bruce Macpherson, Jean A. Merriman, Philip T. Northen, Stephen A. Norwick, Edward

- L. Pankow, Stanley Scher, John Simmons, James C. Stewart, Kenneth M. Stocking, Philip
- O. Temko, Margaret F. Wheaton, Bruce E. 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 B.A. degree in Environmental Studies and Planning has emphases in environmental studies, with curriculum plans in general environmental studies, environmental education, parks and natural resources studies, and water quality studies; and in planning, with curriculum plans in city and regional planning, as well as rural planning. The B.A. degree in Urban Studies has curriculum plans both in city, and regional planning and in rural planning.

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 Sonoma State College 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, planning, education and water quality are an important part of a variety of courses in our school.

#### **ADMISSION**

After being admitted to Sonoma State College 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. Freshmen and Sophomore students may declare a major in Environmental Studies and state an emphasis. It is desirable for them to take one course in our school 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 environmental 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.



We emphasize flexibility in considering applications; and value diversity in student background.

1. Awareness & Creativity

2. Social Concern & Understanding

# **NOTE WELL**

In the following recommendations course numbers are those listed in the 1977–78 Sonoma State College catalog. Students at other institutions, and even at SSC 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. The freshmen and sophomore program at Hutchins School of Liberal Studies is well suited to meet not only the college general education requirements but also the breadth and depth requirements which follow.

#### 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) various humanities courses 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 270, AMES 210, or MAMS 210. (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), (c) Geography 201 or 302, (d) Geology 102, 202, and (e) Physics or mathematics (Physics 100 or 210A, or Mathematics 105, 107,114, 115, 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 Sonoma State College courses listed below or similar ones are appropriate.

- 1. Awareness and Creativity
  - Courses selected from: AAMS 270, MAMS 219, NAMS 200, PHIL 200, 202, PSYCH 200. 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: AAMS 285, ANTHRO 201, ASAM 200, MAMS 200, NAMS 200, MGMT 225, ECON 220, POL SCI 201, SOC 203.
- 3. Analytical Process
  - Courses selected from: Biol. 116 or 117 and Biol. 215. Chemistry 115AB instead of Chemistry 102. Additional courses from Geology 120, 233. Mathematics 110, 120, 162, or 165.

# **ENVIRONMENTAL STUDIES EMPHASIS**

# PLAN 1: GENERAL ENVIRONMENTAL STUDIES

# REQUIREMENTS FOR THE B.A. DEGREE

REQUIREMENTS FOR THE B.A. DEGREE	
* ENSP 301—The Human Environment	3 units
* ENSP 311—The Social Environment	3 units
* ENSP 321—The Biological Environment	4 units
* ENSP 331—The Physical Environment	4 units
or	
ENSP 350—Introduction to Environmental Studies & Planning	16 units
ENSP 341AB—Current Problems	1-1 units
ENSP 441AB—Current Problems	1-1 units
** ENSP 490—Senior Project-Seminar	4 units

Students with strong backgrounds in any discipline related to the content of required courses are encouraged to discuss the possibility of a waiver with their advisors and the instructor of the course.

ENSP 350 may be taken instead of ENSP 301, 311, 321, 331.

<sup>\*\*</sup> A minimum of 3 units in each of two semesters must be taken. The Senior Project may be closely related to and include ENSP 303, 308, 334, 351, or 499, and must be part of an emphasis of at least 20 units.

# 342 / Environmental Studies and Planning

** ENSP 491—Senior Project-Seminar	4 units
Electives in Environmental Studies & Planning	0-16 units
TOTAL UNITS FOR GRADUATION	36 units

#### Plan 2: ENVIRONMENTAL EDUCATION

ENSP is the only environmental studies degree in California which meets the academic requirements of the Multiple Subjects credential program under the Teacher Preparation and Licensing Law of 1970 (Ryan Act). These interested in this program should contact both the School of Environmental Studies and Planning and the department of Education for advisement.

In addition to the above credential program individuals and small groups of students with the aid of their advisors may design their own plans in such fields as outdoor environmental educaton and environmental media.

#### Plan 3: PARKS AND NATURAL RESOURCES STUDIES

This plan prepares environmentally oriented students with our broad based major for careers in parks and related fields.

REQUIRED COURSES FOR THE B.A. DEGREE		
ENSP 301, 311, 321, 331 (or 350); 341AB, 441AB	18 or 20 ur	nits
ENSP 311A—Introduction to Planning	(2) ur	nits
ENSP 325—Introduction to Parks/Natural Resources	(3) ur	nits
ENSP 326—Interpretations in Parks and Natural Resource Agencies	(3) ui	nits
ENSP 490, 491, 499—Includes a two semester Park or Natural Resource		
project	(2-8) ui	nits
Supporting courses chosen from the following list		nits
TOTAL UNITS FOR GRADUATION	36 ui	nits
Supporting courses suggested:		
Human Relationships		
Management—325, 340, 381		
Physical Ed.—400		
Psychology—200, 307, 319		
Social and Physical Understanding		
Anthropology—332		

Astronomy-100, 200, 231

Geography-310, 330, 355, 470

Natural Resources

Biology-116, 117, 203, 300, 314, 330, 350, 360, 401, 402, 460, 462, 468, 475 Chemistry—302

Environmental Studies and Planning-323A, 323B, 338, 321B

#### Plan 4: WATER OUALITY STUDIES

This plan prepares environmental oriented students for water quality related occupations; in cooperation with other disciplines, it provides upper division courses for students who have had previous training in community college programs; and gives upgrading training to workers already employed in water-related occupations.

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REQUIRED COURSES FOR THE B.A. DEGREE	
ENSP 301, 311, 321, 331 (or 350); 341AB, 441AB	18 or 20 units
ENSP 335—Water Quality Management	(4 units)
ENSP 336—Water Quality Assessment*	(4 units)
and/or	
ENSP 338—Environmental Problems and Aquatic Systems	(4 units)
ENSP 490/491/499—Internship and/or Sr. Project	(2-8 units)
Supporting courses chosen from the following list and contracted for with	
self and advisor. We strongly recommend a minor or a second major	(2-10 units)
TOTAL UNITS FOR GRADUATION	36 units

<sup>\*</sup> Prerequisite: Math 105, Chem 115AB, and Biol 340

<sup>\*\*</sup> A minimum of 3 units in each of two semesters must be taken.

The Senior Project may be closely related to and include ENSP 303, 308, 334, 351, or 499, and must be part of an emphasis of at least 20 units.

Supporting courses suggested:
Biology—202, 300, 315, 338, 340, 350, 460, 497 (appropriate topics)
Chemistry—232, 255, 381, 455, 457
Economics—324
Geography—370, 323
Geology—306, 470
Management—415
Mathematics—165
Physics—323, 354, 355, 491
Pol. Sci.—330, 438

# PLANNING EMPHASIS

Students may follow either plan in the Planning Emphasis. The plan for City and Regional Planning focuses on cities, small urban centers, and suburban areas within the region. The plan for Rural Planning focuses on rural areas within the region including parks.

#### REQUIRED COURSES FOR THE B.A. DEGREE Plan 1: CITY & REGIONAL PLANNING and Plan 2: RURAL PLANNING \* ENSP 301—Human Environment 3 units \* ENSP 321—Biological Environment 4 units \* ENSP 331—Physical Environment ..... 4 units ENSP 350—Introduction to Environmental Studies & Planning ...... 16 units ENSP 341AB—Current Problems 1-1 units ENSP 441AB—Current Problems 1-1 units ENSP 311A—Introduction to Planning 3 units ENSP 316—Planning Methods 4 units \*\* ENSP 413B—Planning Theory 4 units 1 unit ENSP 499—Internship Plan 1: CITY AND REGIONAL PLANNING ADDITIONAL REQUIRED COURSES ENSP 311B—City and Regional Planning Problems..... 4 units ENSP 411C—Community Design..... 4 units HIST 469—The City in History..... 4 units ECON 322—City and Regional Planning—Current Practices ...... 3 units ELECTIVE COURSES (18 units of which 6 must be in ENSP): EXAMPLE ENSP 311E—Politics of Housing 4 units ENSP 311G—Urban Transportation 3 units MATH 165—Elementary Statistics 3 units SOCI 437—Social Planning 4 units GEOG 350—Urban Realm 4 units 41 units TOTAL UNITS FOR GRADUATION: REQUIRED COURSES ..... ELECTIVE COURSES 18 units Plan 2: RURAL PLANNING ADDITIONAL REQUIRED COURSES ENSP 351—Environmental Analysis and Planning ..... 8 units ENSP 411E—Environmental and Planning Law ..... 3 units GEOG 335—Rural Geography 4 units ELECTIVE COURSES (18 units of which 6 must be in ENSP): EXAMPLE ENSP 315—Environmental Impact Reporting 3 units ENSP 321B—Native Plants, Indians, and Survival 3 units GEOG 385—Cartography..... 4 units POLS 438—Regional Planning Resource Management ..... 4 units MGMT 427—Land Use Law 4 units

Students with strong backgrounds in any discipline related to the content of required courses are encouraged to discuss the possibility of a waiver with their advisors and the instructor of the course. ENSP 350 may be taken instead of ENSP 301, 321, 331.

<sup>\*\*</sup> MGMT 455B is a substitute.

TOTAL UNITS FOR GRADUATION: REQUIRED COURSES 41 units
ELECTIVE COURSES 18 units

# 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 four 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**

# 300. Understanding Environmental Concerns (3) I, II

A short introduction to Environmental Studies and Planning. Humans in relation to the global ecosystem. An overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, etc. Contributing factors and future prospects. An all day field trip.

# \*\* 301. The Human Environment (3) I, II

The identification and enunciation of principles fundamental to the esthetic and ethics of the environment, and to logical thinking. A consideration of wilderness and human personality. Lecture, lab. (Stewart)

# 302. The Human Environment Independent Study (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. (Stewart)

Prerequisite: ENSP 301 or its equivalent.

#### 303. Inhumane and Humane Environments (3)

Biological and physical environmental problems facing poor and minority citizens; some of their economic and political causes and cures. Team taught by Ethnic Studies and ENSP faculty. (Norwick/Stocking)

# 304. World Food Crisis (3)

Examination of current and future prospects of feeding world's expanding human population. Analysis of agricultural techniques and consumption patterns in U.S. and worldwide. Potentials of the sea, synthetic foods, improved varieties, improved agricultural technology, and the "Green Revolution." Personal social, economic, political, and ecological implications of the crisis. (Stewart)

# 306. Rights of Living Things (3)

Philosophical issues; concepts of extending rights to non-human entities, of nature and the question of man's place in nature; logical and conceptual foundations for an environmental ethic. (Temko)

# 308. Environmental Awareness Through Education and Media (3)

The development of environmental values in schools and the media. A practical and theoretical review of various usual oral and written techniques. Outside community involvement is required. Field trips.

# \*\* 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. (Wheaton, Woelfel)

# 311A. City and Regional Planning Problems (3) I

A core course for planning majors. Individual and group problem solving in City and

<sup>\*\*</sup> ENSP 350 may be taken instead of 301, 311, 321, 331.

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. (Wheaton, Woelfel)

# 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. (Wheaton, Woelfel)

# 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.

# 311G. Urban Transportation (3)

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. (Wheaton, Woelfel)

# 311N. Planning Media (3)

A survey of commonly utilized graphic presentation tehniques, conventions, and interpretations with emphasis on development of technical skills valuable to the professional planner. Production of planning base maps, interpretation of assessor's parcel maps and legal descriptions, basic surveying and area measurement, and planning applications for aerial photography and computer graphics.

# 311Z. Housing for Masses (3)

A study of housing problems of low and middle income families; of the limitations of the housing industry, the Housing and Community Development Act of 1974, and the concept of Housing Assistance. Interdisciplinary approach. Opportunity for involvement with the development of low to middle income housing programs. (Simmons)

# 312. Social Environment and Planning, Independent Study (1-4) I, II

(See 302 description.) (Wheaton, Woelfel)

Prerequisite: ENSP 301 or its equivalent.

# 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.

#### 314. Shelter for People (3)

Study of personal shelter, buildings and effects of buildings on people. Making a building. Field trips. (Woelfel)

# 315. Environmental Impact Reporting (3) II

An introduction to the EIR process; doing, reviewing and managing EIR's; legislation for EIR's and EIS's; CEQA and NEPA. (Krauss, Wheaton)

# 316. Planning Methodology (4) I

Basic analytical and other methodological skills which predominate in the professional practice of planning; population projections and distribution, housing needs and economic base analyses, capital budget preparation, simultation of urban land economy. (Wheaton)

# 319. Planning for Historic Preservation (4)

An introduction to the law of preservation at the national, state, and local levels, and to the tools of resource surveys, organizational analysis, neighborhood conservation, and finance, through lectures, discussion, field trips and community involvement. (Wheaton)

#### \*\* 321. The Biological Environment (4) I, II

Lecture 3 hours; laboratory 3 hours.

Studies of ecosystems; populations, succession; biological controls; species extinction. Field trips. (Merriman)

Prerequisites: A basic course in life science or permission of instructor.

<sup>\*\*</sup> ENSP 350 may be taken instead of 301, 311, 321, 331.

# 346 / Environmental Studies and Planning

# 321B. Native Plants, Indians, Survival (3) I, II (Formerly ENSP 421B)

Past and present uses of plants of various biotic communities of this region. (Stocking) Field trips.

# 322. Biological Environment Independent Study (1-4) I, II

(See 302 description.) (Merriman, Stocking) Prerequisite: ENSP 321 or its equivalent.

# 323AB. Habitat, Birds and People (2) I, II

Based on the premise that change in bird population and distribution furnish essential information concerning human impact on the environment. Major emphasis on species identification in relation to habitat. Field trips, lecture and discussion with slides and films. (Gralapp)

# 324A. Experimental-Organic Gardening (1-2)

Natural gardening methods (biodynamic, French Intensive) and soil-building techniques. Composting and use of fertilizers. Mulching and watering. Pest, disease, and weed control. \$2.00 charge for material. (Gralapp)

# 324B. Experimental-Organic Gardening (1-2) I, II

Methods of second-season gardening. Available in Spring Semester to students who have completed 324A in the Fall Semester; available in Fall Semester to students who have completed 324B in Spring. Two unit enrollment involves completion of a semester's research project. \$2.00 charge for material. (Gralapp)

Prerequisite: 324A. Consent of instructor required for 2 units of credit.

# 325. Introduction to Parks/Natural Resources (3)

Examination of a park ranger's and related work. Employment opportunities within various agencies, the art of interpretation and development of related communication skills to be considered. Major emphasis on field work, including field trips to various park systems. Seminar 1 hour, laboratory and field work 8 hours. Field trips. (Merriman)

# \*\* 331. The Physical Environment (4) I, II

Lecture 3 hours; laboratory 3 hours.

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. Field trips. Prerequisites: A basic course in physical science, or permission of instructor.

#### 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. (Norwick)

#### 332. Physical Environment Independent Study (1-4) I. II

(See 302 description.) (Norwick)

Prerequisite: ENSP 331 or its equivalent.

#### 334. The Energy Crisis (4) (Formerly ENSP 431A)

Natural and man-made systems in terms of energetic principles. Energy considered as a fundamental measure of organization, structure, and trasnformation in systems. Perspective on the current energy crisis.

# 335. Problems in Water Quality Management (4)

Course objectives: Introduction to natural and modified aquatic environments; a foundation for more technical training in water and wastewater chemistry and aquatic microbiology, environmental economics and planning aspects of water resources development as well as public policy analysis, legislative action and intervention strategies.

# 336. Water Quality Assessment (4)

A practical introduction to the special chemical and biological laboratory techniques used in water quality control technology not normally taught in biology and chemistry courses. Prepares environmentalists to pass the analytical sections of the examination for the California Water Quality Control Operators Certificate Grade I. Prerequisites: Chem. 115AB, Math 105, Biol 340.

<sup>••</sup> ENSP 350 may be taken instead of 301, 311, 321, 331.

# 338. Environmental Problems and Aquatic Systems (4)

A study of the hydrologic chemical, biological, economic and political parameters which govern the quality and use of natural waters. Provides insights into the interaction of ecosystems and managerial procedures for environmentalists and water quality personnel. Topics vary from year to year. (Merriman)

# 341AB. Current Problems in Environmental Studies (1) I, II

Regular weekly school meeting. Student and other 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.

Prerequisite: Permission of Instructor.

# 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.

# 360. Assistance Projects (1-4)

Offers work experience to students functioning as facilitators or assistants under faculty supervision.

# 395. Community Involvement Program (1-4) I, II

Involvement in human, social, biological or physical problems of the off-campus community. A total of six units may be applied to the degree.

# 411C. Community Design (4) II

Practical experience in dealing with growth and appearance of local communities. Attempts to develop environmental limitations on growth. (Wheaton)

# 411E. Environmental and Planning Law (3)

The emphasis is on the practical aspects of environmental law and politics.

# 4110. Planning For Housing in a Transitional Community (4) II

Planning design, construction, selling, and managing. Field experience and the cluster concept emphasized. (Simmons, J.)

# 411P. Advanced Planning Problems (Seniors Only) (3)

In depth study of one planning problem in a community within the Sonoma State Service area, ie.e. housing, open space, solid or liquid waste disposal, community services, finances, education.

#### 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. (Wheaton)

# 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. (Wheaton)

# 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.

# 348 / Environmental Studies and Planning

- 490. Senior Project-Seminar (1-4) I, II
- 491. Senior Project-Seminar (1-4) 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.

\* 492AB. Design with Nature, A Coordinated Senior Project (1-4) (1-4) 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.

499. Internships (1-4)

For senior students (in most cases) working off campus in work-learning programs in park, planning, environmental education or media, water quality or other positions; with written contract and faculty guidance.

# B.A. In Urban Studies

The School of Environmental Studies and Planning in 1977–78 offers the city and regional planning and the rural planning curriculum plans in both the B.A. in Environmental Studies and Planning and the B.A. in Urban Studies degree programs. It is in cooperation with representatives of ethnic studies and social science departments refining its Urban Studies plans. The new degree will be based on the following plan.

Students planning to major in Urban Studies should get in touch with Prof. Wheaton, Prof.

Woelfel or Provost Stocking.

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# REQUIREMENTS FOR THE B.A. DEGREE

JUNIOR YEAR	
** 301—The Human Environment	3 units
** 311—The Social Environment	3 units
** 321—The Biological Environment	4 units
** 331—The Physical Environment	4 units
or	
350—Introduction to Environmental Studies	16 units
341AB—Current Problems in Env. Studies	1-1 units
SENIOR YEAR	
Completion of one of the emphases described below or	
Senior Project**	4-4 units
A minimum of 3 units in each of two semesters	
441AB—Current Problems in Enrivonmental Studies	1-1 units
Electives in Environmental Studies	0-16 units
TOTAL UNITS FOR GRADUATION	36 units

# THE HUTCHINS SCHOOL OF LIBERAL STUDIES

The Hutchins School of Liberal Studies is a four year interdisciplinary school granting a B.A. in Liberal Studies. It is one of three Cluster Schools within Sonoma State College.

# J. Anthony Mountain, Provost

Les Adler, Susan Barnes, Maurice Blaug, Michael Coleman, Lu Mattson, Lou Miller, Edgar Morse, Warren Olson, Frederick Rider, Jeannine Schuler-Will, Jacqueline Strain, Richard Zimmer

Interdisciplinary education focuses on the interrelated nature of knowledge and offers innovative ways of bridging the traditional divisions among disciplines. The Hutchins pro-

\* Either four or eight units must be taken in each semester.

The senior project may be closely related to and include ENSP 303, 308, 334, 351, or 499, and must be a part of an emphasis of at least twenty units.

<sup>••</sup> Students with strong backgrounds in any disciplines related to the content of required courses are encouraged to discuss the possibility of a waiver with their advisors and the instructor of the course.

gram is taught by a faculty drawn from the humanities, social sciences and natural sciences. The School provides students with integrated intellectual skills and the ability to define and develop personal and professional interests leading to a variety of career options.

Education in the Hutchins School is an active process requiring self-motivation and responsibility from students. The learning environment consists of small seminar discussions and close student-faculty interaction with increasing emphasis on independent study.

All Hutchins students can transfer at the end of any semester to another program on campus or to other accredited institutions with no loss of credit successfully completed in the Hutchins School.

# **ADMISSION**

The Hutchins School accepts students either for the Fall or Spring semesters and at any undergraduate level. Students seeking admission to the Hutchins School should list "Hutchins School" as their major when applying to Sonoma State College (code: #49015). Students must also submit the Hutchins School's own application form directly to Hutchins School. These may be obtained at the Hutchins office or by writing to the Provost in care of Hutchins School.

# Liberal Studies Degree Requirements

Students must fulfill the degree requirements specified for all graduates of Sonoma State College. 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.)
- Complete in the Hutchins School an upper division area (or areas) of emphasis of 40 units.

# Synopsis:

General Education Requirements	40 units (Taken in the Hutchins School or another institution.)
Hutchins Major Electives	<ul><li>40 units (Taken in the Hutchins School.)</li><li>44 units (Taken in the Hutchins School or elsewhere in SSC.)</li></ul>
TOTAL	104

#### CURRICULUM

#### Lower Division

The lower division of the Hutchins School fulfills the General Education requirements for its majors. The requirements are met through four interdisciplinary seminars (LIBS 101–202) of 12 units each. These seminars focus on specific issues and themes (in both Western and Non-Western cultures) for which common readings from many disciplines are drawn. With these materials students and faculty together grapple with current problems in the light of their meaning now and in their rootedness in the past.

Hutchins School is dedicated to the use of seminars (small 10–15 student discussion groups) because of the degree to which seminars allow students to participate directly and meaningfully in their education. Students over the four semesters in the lower division consider and discuss together a variety of important issues. Students are also encouraged to discover and develop their artistic self-expression, to carry out directed independent study projects, do considerable expository writing and explore various research methods.

Only Credit and No Credit grades are used in the Hutchins G. E. seminars. The emphasis in these seminars is entirely on the educational experience for its own value and not for the value of a letter grade. It is possible, however, for a student to receive "Credit" with a probationary or terminal qualification. If a student receives the latter (or remains on probation for two semesters), he or she must transfer from the Hutchins program. In any case, each student at the end of every semester receives a written evaluation of his or her work. This evaluation considers strengths as well as weakness and tries to put the student's work in an over-all perspective. Students are also encouraged to evaluate themselves, their educational commitment and all aspects of their seminar experience. In fact, evaluation by all participants is considered an integral and on-going part of each seminar.

# 350 / Hutchins School

The use of seminars in the lower division is intended to accomplish a number of things. Students are introduced to important material and are encouraged to learn various ways to discuss and assess significant issues. Just as important, students have an opportunity to consider, explore and articulate their own intellectual and emotional development. This is often called the process of "learning how to learn", and it is, as much as anything else, the object of the Hutchins G. E. program.

# LOWER DIVISION COURSE OFFERINGS

# 100. Lecture-Discussion Series (2)

Drawing upon the diverse perspectives of the Hutchins faculty, this lecture-discussion series introduces new students to the nature of interdisciplinary study. Required of all freshmen.

# 101. The Human 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. Exploring the Unknown (12)

A study of the human's attempt—as expressed in language, myth, the arts, religion, and science to understand the limits of his situation and to reach beyond. Approaches to the unknown which employ reason, intuition, artistic expression, mystical insight, and experimentation will be examined and evaluated. Materials will be drawn from both the Western and Eastern traditions.

# 201A. In Search of the Self (9)

An exploration of the ways in which social environment, personal history and unconscious processes influence our perceptions and actions. This course attempts to develop a fuller understanding of these processes through scientific investigation and creative expression, employing materials drawn from biology, psychology, sociology, literature and the arts.

#### 201B. The American Experience (3)

An examination of the major political, economic, social and cultural ingredients in the American experience of the recent past.

#### 202. Challenge and Response in the Modern World (12)

An exploration of modern social, psychological political and ecological problems in light of the changes wrought by the revolutionary thinkers of the 19th and 20th centuries—Darwin, Marx, and Freud. Contemporary responses to the issues raised by these thinkers will be confronted in our examinations of the problems and promises implied in social revolutions, technological advance, economic theory, and the arts.

# 299. Community Involvement Program (1-4)

C.I.P. involves students in basic community work for college units. Students receive 1 to 4 units depending on the work performed. A total of 6 units may be applied toward B.A.

# **UPPER DIVISION**

The Hutchins School major, which consists of 40 units, leads to a B.A. in Liberal Studies. In the upper division, under the guidance of a faculty advisor, the student plans a program of study which may be composed of interdisciplinary LECTURE COURSES, SEMINARS, WORKSHOPS, INDEPENDENT STUDY, and SPECIAL STUDIES, as well as COMMUNITY INVOLVEMENT PROGRAM and FIELD EXPERIENCE. At present the School of fers areas of emphasis (described below) within which the student may design a program. Depending on his interests and needs, the student may plan his program so that he attains a broad background in liberal studies, or he may choose to develop expertise in specific areas. By selecting an area of emphasis, a student can gain access to deeper knowledge of a field which is of particular personal interest, or he can prepare himself for later professional or vocational work. It is the role of the faculty advisor first to help the student clarify his own aims and then select the appropriate means of furthering his understanding and expertise.

Two courses are required of all incoming juniors. LIBS 300 is an introductory lecture course which explores a major theme from the perspectives of various disciplines. Hutchins faculty members share in presenting these lectures; hence, the course helps to acquaint the incom-

ing student with the various interests and approaches of the teaching staff. LIBS 301 is the Junior Seminar which introduces the student to the small discussion group process which is the primary mode of instruction in Hutchins' classes. The student takes the remainder of his required units in any *one* of the following four plans.

# (Plan I) INDIVIDUALLY DESIGNED PROGRAM

This option is designed for the student who has a considerable degree of self-motivation and some general sense of direction. It gives the student maximum flexibility to pursue his own interests. With his advisor the student designs his own major, utilizing lecture courses, elective seminars and workshops of his choice, and developing independent study projects to explore areas of interest that are not being offered in the classroom. As many as 16 units can be used for independent study, which can be carried out on campus, or in the community. The student can organize his program around intellectual concerns and/or job related vocational interests and skills. (Students who demonstrate exceptional competence can petition to do more than 16 units of independent study.)

Using this option Hutchins students have designed courses of study that have gained them entrance to a variety of graduate programs, including American studies, early childhood education, English, history, law, management, podiatric medicine, religion, sociology. Others have qualified themselves for careers in education, photography, politics, radio broadcasting,

social work, theater arts.

# (Plan II) THE NATURE AND HISTORY OF CONSCIOUSNESS

Students today face an overabundance of available information and a bewildering variety of approaches to learning. This program is designed to give the student an orientation in whatever fields he may choose to investigate. It is based on two simple observations: that personal consciousness is the field in which all our knowledge appears; and that our individual consciousness is deeply imbedded in natural, social, and historical processes.

The program centers around elective seminars in four categories:

Mind, Body, and the Natural World

The Self and the Social World

Language, Reason, and the Irrational

History, Culture, and Individual Expression

Two introductory courses, Consciousness and Reality and Consciousness and History, provide a network of connections among the various seminars.

In addition, students are invited to explore and expand their consciousness in workshops devoted to self-awareness and creative processes.

The Junior Seminar is devoted to skills of interpretation and communication—both oral and written—which are essential to effective work in the program. The Senior Seminar provides students with the opportunity to share with each other the process of working on a senior project and the results of their work. (LIBS 301 and 401)

Lastly, each student has the opportunity to pursue his or her special interests and to give a personal focus to the program through independent study, culminating in a senior project.

# Plan II Course Descriptions

# 370. Consciousness and Reality (3)

A survey of the structures and processes of consciousness which underlie human experience and inquiry in any field whatsoever. Concepts of consciousness and the unconscious; perception, projection, art, and myth; the social construction of reality; language and thought; development of consciousness in the individual; freedom and the evolution of consciousness.

#### 371. Consciousness and History (3)

A survey of the ways in which consciousness appears to alter with time. The forces shaping contemporary consciousness: technology, alienation, counter-cultural trends, and transcendence; interpretation of historical documents in terms of models of "period consciousness"; the development of hypothetical (including scientific) thought; the future of consciousness: possibilities and limitations.

# 360. Workshop: Self-awareness (2)

Methods of exploring and expanding self-awareness will vary from semester to semester, and may include such techniques as autobiography, intensive journal-keeping, Gestalt exercises, dream analysis, meditation, biofeedback, etc. Since instructors and techniques will change frequently, the course may be repeated for credit.

# 460. Workshop: Creative Processes (2)

Practice of the arts, including exploration of a variety of media. May include the visual arts, creative writing, musical composition, improvisational theatre and dance, etc. Since instructors and media will vary from semester to semester, the course may be repeated for credit.

The remaining courses in this program are chosen by the student from among the various Hutchins elective seminars available.

# (Plan III) ELEMENTARY TEACHING CREDENTIAL (Ryan Act)

Students entering Hutchins with the intention of acquiring an elementary teaching credential must, under the Ryan Act, complete the multiple subject major. This major can be completed in the Hutchins School for students entering either as freshmen, sophomores, juniors or seniors. Through work in the lower and upper division in Hutchins, and courses taken outside of Hutchins, the student will be able to complete the following unit distribution required for the multiple subject major: 18 units in English, 18 units in math/science, 24 units in social science, and 24 units in humanities. Normally these units will be completed, if possible, by the end of the first semester of the senior year since the second semester is devoted entirely to student teaching.

# (Plan IV) FIELD EXPERIENCE

The student may choose either an internship or apprenticeship program and at the same time obtain a wide background in Liberal Studies. First participating in the C.I.P. program, the student will then move to a field placement. He will take part in an Internship seminar, analyzing his placements from appropriate perspectives. In the Apprenticeship program, the student will participate in an outside activity which lends itself to critical analysis. With the advisor's help, the student will structure his independent study to explore this activity.

# NEW DIRECTIONS IN THE HUTCHINS SCHOOL

The Hutchins School is also involved in special areas of investigation and in unique methods and techniques of study. Currently the School is developing simulation approaches to historical material ("Experiencing History" and "Experiencing Scientific Revolutions"); and is also organizing, with other programs on the Sonoma campus, an Historical Preservation program (including oral history).

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#### **Historic Preservation**

Hutchins School majors may also minor in Historic Preservation. This new program, which is described elsewhere in this catalog, is intended to take an interdisciplinary perspective on the nature and value of the "built environment". Nine of the required twenty units in this program may be fulfilled by Hutchins School courses, and additional units of independent study may also apply. One of the required courses in this minor is LIBS 382. See course descriptions below: LIBS 381, 382, 383.

In each of the above options the Hutchins School provides a variety of instructional modes. In addition to LECTURE-DISCUSSION courses, the School offers ELECTIVE SEMINARS. These seminars, usually comprised of 10–15 students, approach an interdisciplinary theme through discussion of a shared reading list. Small group WORKSHOPS are available for students interested in specific activities (e.g., in the arts). STUDENT INSTRUCTED SEMINARS may be planned and offered by students with the approval and supervision of the faculty. In guided INDEPENDENT STUDY and SPECIAL STUDIES the student works with a faculty member on projects of particular interest to the student. Together the student and

instructor negotiate a contract for the work and agree upon the number of units to be awarded. Students who are pursuing similar interests in independent study may be grouped together in INDEPENDENT STUDY TUTORIALS. Seniors may choose to present a senior project as the culmination of their work in the School. The SENIOR SEMINAR is available to help interested seniors in the development of these projects.

# **UPPER DIVISION COURSE OFFERINGS**

Course offerings in the upper division at the Hutchins School fall into the following categories:

# **REQUIRED COURSES**

Lecture-Discussion Series LIBS 300 A & B Junior Seminar LIBS 301

[NOTE: these courses are not required of students who have done their lower division work at Hutchins School.]

# **ELECTIVES**

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Elective Seminars:	LIBS 320, 321, 322,
	324, 326, 327, 328, 330,
	331, 332, 333, 334,
	336, 338, 340, 348,
	370, 371, 380, 381,
	382, 420, 421, 422,
	423, 424, 425, 426, 427, 428,
	430, 432, 436,
	438, 440, 465.

Senior Seminar:	LIBS 401	
Workshops:	LIBS 360, 460	May be repeated for credit.
Independent Study	LIBS 310; 410	
Independent Study Tutorials:	LIBS 361; 461	May be repeated for credit.
Student Instructed Seminars:	LIBS 350	May be repeated for credit.
Special Studies:	LIBS 315; 415	May be repeated for credit.
Community Involvement		
Program:	LIBS 395; 495	May be repeated for credit.
Field Experience:	LIBS 399; 499	May be repeated for credit.

# UPPER DIVISION COURSE DESCRIPTIONS

# Required Courses:

#### 300AB. Lecture-Discussion Series (2-2)

Drawing upon the diverse perspectives of the Hutchins faculty, this lecture-discussion series introduces new students to the nature of interdisciplinary study.

#### 301. Junior Seminar (3)

Practice of the skills needed for effective seminar learning and independent study: small-group dynamics, interpretation of texts, research and expository writing.

#### Electives:

310. Independent Study for Juniors (1-7)

315. Special Studies (1-4)

320. Elective Seminar (3) Staff

This course will be offered under different titles each semeter, as new topics arise.

# 321. 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. Microcosm and Macrocosm (3) Blaug

An interdisciplinary course which explores the breadth and interrelatedness of scientific explanation. While designed for students pursuing the Multiple Subject major, this course is open to all upper division students.

# 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 presentative 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 other things we shall look at Shaw, Ibsen, Lawrence, and Wilde.

# 327. The English Language (3) Mountain

Restricted to Hutchins students; this course is designed for students pursuing the Multiple Subject Major.

# 328. Childhood in America (3) Adler

An interdisciplinary seminar concentrating on the changing concept and nature of child-hood 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.

# 331. Alienation (3) Olson

The problem of man's "alienation" from himself, from others, and from his environment is often viewed as centrally important in our era. How serious is the malady? What are its causes? What might be done to achieve wholeness? Readings are drawn from philosophy, literature, sociology, and psychology. Authors include Beckett, Ellul, Marx, Bellow, and Buber.

# 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.

# 333. Myth, Thought, and the Arts of Ancient Midde Eastern Civilizations (3) Schuler-Will

Sumerian, Assyrian, Minoan, Babylonian, Hebrew and Egyptian civilizations will be explored through readings and visual material. The nature of life and thought in these cultures will be studied through the epic of ancient Sumeria, (*Enuma Elish*, the *Epic of Gilgamesh*). Articles on myth and archaeology (Kirk, Eliade, Levi-Strauss) will also be covered.

# 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: Metaphors for Experience (3) Morse and Mountain

This seminar will consider the immense impact of the physical science on both our culture and our personal attitudes, assumptions, and relations with ourselves and with the physical world. Readings will include Shakespeare, Jane Austen, Joyce, Henry James, T. S. Eliot, Nabakov, 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.

# 348. The Florentine Renaissance (3) Olson

An interdisciplinary approach to the momentous changes occurring in Florence from 1300-1500. This study seeks to understand the Early Renaissance world view by examining Florentine beliefs, values, and attitudes as expressed in the fine arts, philosophy, literature, and politics. The city itself receives consideration as the special "world" in which the modern sensibility was born.

# 350. Student Instructed Course (2)

# 361. Independent Study Tutorial (1-4)

# 380. North from San Francisco (3) Morse

An interdisciplinary field study of various topics in the history and quality of life in the North Bay region. Particular emphasis is placed on discovery of how the man-made environment reveals and influences every-day experience.

# 381. Collecting Local Stories (3) Morse

Practical experience and discussion of the problems of collecting and transcribing "oral history" from long-time residents of the North Bay region.

# 382. Old Building Construction and Restoration (3) Morse

Theoretical and practical study of how old buildings were built, why particular materials were chosen, and how study of buildings can reveal how life was lived in the farms, towns, and cities of the past. Study of how old buildings can be made a part of contemporary existence.

# 395. Community Involvement Program (1-4)

C.I.P. involves students in basic community work for college units. Students receive 1-4 units depending on the work performed. A total of 6 units may be applied toward B.A.

#### 399. Field Experience (3)

This course is designed to provide supervised field experience to Juniors in their chosen field. May be repeated for credit.

# 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.

#### 410. Independent Study for Seniors (1-7)

415. Special Studies (1-4)

#### 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.

#### 421. The Light Side: Rationalism in the Western Tradition (3) Strain

Rationalism has been one of the most potent factors in the history of Western culture. This course will examine the various forms which it has taken from the ancient period to the present day. Among these will be included philosophy, religion, science, music, art, and the social sciences. Materials will be drawn from the works of Plato, Aristotle, Greek artists, St. Thomas Aquinas, Galileo, Descartes, Locke, J. S. Bach, the *Philosophes*, the 19th Century Positivists, and the contemporary behaviorists.

#### 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.

# 423. The Dark Side: The Irrational in the Western Tradition (3) Mattson

While most consider the rational the crucial factor in the evolution of Western civilization. the vitality and appeal of the irrational have moved individuals to explore "the dark side of human existence." Their contribution constitutes a rich vein in our culture which is expressed in art as well as humor, Western mysticism, philosophy and psychology. Materials Greek, Renaissance and modern drama; courtly romances; accounts by mystics; art, poetry and fiction which illuminate the unconscious; literary and psychological studies of insanity.

# 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.

# 425. Autobiography (3)

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.

# 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 student's 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,

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.

#### 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.

# 461. Independent Study Tutorial (1-4)

# 465. Experiencing History (4) Adler, Miller

An experimental inter-campus course employing simulation techniques in the teaching of history.

# 495. Community Involvement Program (1-4)

C.I.P. involves students in basic community work for college units. Seniors receive 1–4 units depending on the work performed. A total of 6 units may be applied toward B.A.

# 499. Field Experience (3)

This course is designed to provide supervised field experience to Seniors in their chosen field. May be repeated for credit.

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); James Joyce and the Odyssey of Western Man (Rider); The Next Ten Years (Zimmer); Discovery of the Unconscious (Adler, Barnes).

# SCHOOL OF EXPRESSIVE ARTS

Lynn Waddington, Provost

Ernest L. Caillat, Elizabeth Herron, William McCreary, Wright W. Putney, Hobart F. Thomas.

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 Sonoma State College may apply for admission to the School of Expressive Arts by writing to the School of Expressive Arts directly. Prerequisites:

- 1. First semester junior standing.
- 2. Completion of all, or nearly all, of the General Education requirements.

# To apply:

- 1. The applicant should write a letter to the Provost, School of Expressive Arts, Sonoma State College, 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.
- The applicant's letter should include his address and a telephone number where he may be contacted.
- 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:

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:

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.

Th	ese block classes will be supplemented by the following special courses:		
	Junior Tutorial		
495	Independent Study	l-4 ι	inits
	Senior Tutorial		
	Special Problems		
	opeoid : recent		

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.



# **HEALTH PROFESSIONS**

#### PRE-DENTAL PREPARATION

- A four-year degree curriculum is highly recommended even though 90 semester units is the basic requirement.
- Any undergraduate curriculum is acceptable. The following are listed by most schools of dentistry as being the minimum requirements.

	Courses at Sonoma
	College
Biology 1 year	Biology 117 and 215
Chemistry 2 years	
1 year of general	Chemistry 115AB
1 year of organic	Chemistry 335AB
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 (in California schools over 90% had degrees).

Any undergraduate major is acceptable as long as the following courses are presented for admission. The following are listed by most schools of medicine.

	Semester Units
Biology or Zoology (including vertebrate zoology)	8-10
Embryology	3-4
Genetics	3-4
Chemistry	
l 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

The following courses at Sonoma State College, are recommended to meet the basic

requirements for most medical schools.	
	Semester
	Units
Biology 117, 215	8
Biology 320	4
Biology 370	4
Biology 372	4
Biology 117, 215	10
Chemistry 255	4
Chemistry 335AB	8
Chemistry 336	2
English 101AB	6
Mathematics 162 and 212	0-6
Physics 209AB, 210AB	8
Other recommended courses	
Chemistry 310AB	4

Courses at Sonoma

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.

For more specific information the student should consult catalogs from the specific schools of interest or the book *Medical School Admission Requirements*.

3. GPA-2.5 (applicants are almost never accepted below 3.0, few below 3.4).

#### PRE-PHARMACY PREPARATION

- A four-year degree curriculum is highly recommended even though 60 semester units is the basic requirement.
- The following courses are considered to be the minimum requirements at some pharmacy schools.
- For more specific information the student should consult catalogs from the specific schools of interest or the book Medical School Admission Requirements.

		Courses at Consonia
		State College
Biology	1-2 year(s)	Biology 116, 117, 215
General Chemistry	l year	Chemistry 115AB
English	l year	English 101AB
Mathematics*	1 year	Mathematics 162 & 212
Physics	l 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.

<sup>\*</sup> Required at some schools.



# **Pre-Legal Preparation**

Students planning to enter law school may elect any one of several majors. In general, most fully accredited law schools require a bachelor's degree for admission. Although law schools do not require any specific major, they recommend that prospective law students prepare themselves in such fields as English, American History, economics, political science, philosophy, science, and foreign language. For further information consult a pre-law advisor and law school catalogs.

# Community Involvement Program

The Community Involvement Program is a student volunteer program designed to facilitate experiential learning and service to the community. Students work an average of 6 to 8 hours each week in a variety of placements including schools, hospitals, recreation programs, day care centers, and various social service agencies. The C.I.P. office within the Career Development Center maintains listings of more than 200 volunteer requests from community agencies.

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 21 different departments, and each of these departments provides a faculty sponsor who coordinates seminars and evaluates each student's work.

# Internships

Internships are supervised programs of work and study that involve students working in governmental, organizational, or business settings for an average of 12 to 20 hours each week. Internships usually involve advanced undergraduate or graduate students working as pre-professionals or para-professionals in fields that relate directly to their career or academic interests.

Internships are required in some academic departments while they are optional in others. Internship placements can be arranged through the Career Development Center where there are many listings available, while supervision and evaluation are handled by faculty sponsors in the departments where the academic credit is generated. Internships often involve regularly scheduled classroom meetings that expand upon the supervised work experiences.

Internships can be both paid and non-paid, and they may extend a semester, a year, or a summer. Many students begin as volunteers through the Community Involvement Program and then develop a more highly structured placement as an internship. This continuum of experience often provides the skills and background necessary to gain meaningful employment upon graduation.

# **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 Sonoma State College 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.

# 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, the Historical Preservation Minor, Linguistics, B.A. in Liberal Studies, Media Studies, and the Gerontology Minor. 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 poster which describes each new course in detail. You may pick it up in the Institute's office, presently Trailer 6A. Some of our students develop special interdisciplinary majors with faculty advisors, in fields where no traditional major exists. (See Special Majors)

### INTERDISCIPLINARY STUDIES COURSES

Each semester, the Institute offers experimental interdisciplinary courses open to students in any major\*. Consult the Class Schedule for current offerings. (under ITDS).

## 300. Introduction to Library Research (1-3)

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.

## 301. Interdisciplinary Series (1-2)

Varies in theme and format from semester to semester (see ITDS poster), but in approach is invariably interdisciplinary, drawing on faculty and other speakers from many areas of interest. The series is open to the general public, but may also be taken for unit credit. Consult faculty coordinator or ITDS office for details.

#### 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.

599AB. Thesis and Interdisciplinary Research (3-3)

#### **EUROPEAN STUDIES PROGRAM**

John Hess, Program Director

Ellen Amsterdam	Associate Professor of Music
Mary Arnold	
Robert Brown	Associate Professor of History
Gerald Egerer	Professor of Economics
Adele Friedman	Associate Professor of French
Robert Smith	Associate Professor of Political Science
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

<sup>\*</sup> These classes are often of special interest to undeclared majors also.

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

1. Concentration (34 units)	Units
A selection of Art and Art History courses	12
History 405—Europe: The Age of Dominance, 1789–1914	
History 414—Intellectual and Cultural History of Europe	4
History 412—Origins of Modern France to 1870	4
Sociology 450—History of Sociological Thought	
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
Language Minor      General Education	40
	97
4. European Studies seminar (3 semesters)	9
Senior thesis	
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.

#### HISTORIC PRESERVATION MINOR PROGRAM

Peter Mellini, Director, History Department

Advisory Committee

Professor Timothy Bell, Geography Professor David Fredrickson,

Anthropology

Professor Theodore Grivas, History Professor Daniel Markwyn, History

Professor Edgar Morse, Hutchins School

of Liberal Studies

Professor David Peri, Anthropology Dan L. Peterson, A.I.A. Sonoma County

Landmarks Commission

Professor John Smaby, Philosophy Professor Margaret Wheaton,

Environmental Studies and Planning

The only interdisciplinary undergraduate program in western America, the preservation minor program offers students from any major the opportunity to apply their knowledge and skills to the maintenance and improvement of the fabric of their community. It is a practical and immediate application of a liberal education.

The student learns how to read the built environment, historically, architecturally and socially; how to plan for preservation, and the rudiments of building restoration. The rest of the minor is then developed according to the student's interest and skills. A wide range of opportunities exist from use of the media in preservation, to economics, to historical research, to the implementation of a variety of restoration or preservation projects in a community.

Students completing the minor in historic preservation will be prepared for certain kinds of employment in government and private industry, for graduate work and for volunteer or avocational work in preserving their own communities. In addition, the interdisciplinary perspective and the research and organizational skills they will acquire are readily transferable to other fields. A less tangible, but no less important, result can be an increased sense of "rootedness" in their country and their community.

The minor is intended to prepare individuals to plan for historic preservation. A variety of skills and experience are necessary. Employment for graduates will usually require, in addition to the course work, a coherent set of field work. The program Director and faculty will develop suitable opportunities for internships, and in some cases, paid field work.

The program is open to any student on approval of the Program Director. Students should inform their major advisor of their intention to add this minor to their course of studies.

## **MINOR PROGRAM REQUIREMENTS:**

20 units of related courses, 12 units required and 8 units elective. Other elective courses may be substituted by petition.

11 units of required courses:	
ENSP 319—Planning for Historic Preservation	4 units
HIST 362—Society and Architecture	4 units
LIBS 382—Old Buildings: Past, Present and Future (Tentative)	3 units
	11 units
1 unit required courses:	1 unit
ENSP 499—Section 1. Internship—Parks	
ENSP 499—Section 11. Internship—Planning	
LIBS 410 or 411—Independent Study—Museums	
4 units of below courses elective:	4 units
HIST 471—The American West (3–4)	
HIST 472—California: Amazons to Argonauts (3-4)	
HIST 469—The City in History (4)	
HIST 494—Senior Seminar: The American West (4)	
MAMS 445—Mexican American History (4)	
NAMS 301—Native California Cultures (4)	
4 units of below courses elective:	4 units
ANTHRO 328—Cultural Resources Management (4)	
ANTHRO 332—Archeology of California (4)	
ANTHRO 422—Archeological Methods (6)	
GEOG 330—Historical Geography of North America (4)	
GEOG 332—Rural Geography (4)	
HIST 360—Photography in History (1-2)	
HIST 361—Techniques of Historic Preservation (1-2)	
LIBS 380 Oral History—Collecting Local Stories (3)	
LIBS 381—Site Interpretation—North from San Francisco (3)	
MAMS 346—Mexican and Mexican American History of Sonoma County (4)	
NAMS 330—Regional Historical Studies (4)	

20 units

#### ENSP 319. Planning for Historic Preservation (4)

An introduction to the history, legislation, organization, and administration of historic preservation at the national, state, and local scales; to local historic preservation societies, historic surveys, historic landmarks or district ordinances; to community organization techniques, community rehabilitation financing, and building and remodeling financing.

#### HIST 362. Society and Architecture (4)

The course will begin with the present, and establish vocabularies for historical and social analyses and for architectural criticism. The "laboratory" of the course will be Sonoma County and environs. The focus will be the interaction of architecture and society, largely in America, but from interest and necessity sweeping over much of the rest of the modern world.

## LIBS 382. Old Buildings: Past, Present, and Future (3) (Tentative)

The major topics to be covered in this course include the social history of building technology in California, California architects' response to national trends in architectural styles, and the basic physics of structures. Attention will be given to assessment of the present condition and prospects for restoration and adaptive reuse of old buildings.

## **INDIA STUDIES**

Roshni Rustomji, Program Director

Barry Ben-Zion (Economics), Roshni Rustomji (India Studies), Eleanor Criswell (Psychology), Victor Daniels (Psychology), Nirmal Singh Dhesi (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), Alan Sandy, Gordon Tappan (Psychology), Robert Tellander (Sociology), Laxnii G. Tewari (India Studies).

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 of electives 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:

- 1. The major requirements of 36 units, INDS 301AB (not retroactive before '76) and at least one course in the humanities, one in the social sciences and one in psychology.
- 2. A Field of Emphasis: The basic list requirement is replaced by a field of emphasis. 18–20 units in India Studies courses must focus on either Social Sciences, Philosophy/Psychology or the Humanities.
- 3. 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 321—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 310A—Beginning Hindi	3 units
India Studies 310B—Intermediate Hindi	3 units
India Studies 316—Indian Devotional Songs	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 301—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 335—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.

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#### 301A. Indian civilization: The Sacred Tradition (4)

An exploration of the culture and thought of India with an emphasis on the philosophical and spiritual tradition.

## 301B. Indian civilization: The Secular Tradition (4)

An exploration of the culture and thought of India with an emphasis on the secular rather than religious tradition.

#### 302A. Beginning Sanskrit (3)

This course covers elementary Sanskrit grammar, the reading of Sanskrit in the Devanagari script, and translation of easy texts.

### 302B. Intermediate Sanskrit (3)

This course is a continuation of the study of Sanskrit grammar and consists of readings from various Sanskrit texts. *Grammar* and Lanman's *Sanskrit Reader* will be the required books.

## 310A. Beginning Hindi (3)

Conversation and simple texts are used to introduce the student to Hindi. Language lab is available to supplement practice in spoken Hindi.

## 310B. Intermediate Hindi (3)

A continuation of 310A.

## 315. Introduction to Indian Music (3)

This course covers the elaborate melodic and rhythmic systems (*Raga* and *Tala*) of Indian music: an analysis of modal structure, melodic structure, melodic construction, ornamentation and the principles of drumming; historical factors in the development of the music from the vedic period to present. Class participation in learning simple song lines and experimenting with Indian instruments.

## 316. Indian Devotional songs (3)

Study of devotional songs in terms of their importance in daily life. Explanation of song texts and the lives of Saint musicians.

#### 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).

Students will satisfy the B.A.L.S. major by completing 28 units in the four areas of English, Humanities, Natural Science and Social Science. There are four required core Liberal Studies courses (one in each of the four areas) plus one cross-disciplinary seminar. The four Liberal Studies core courses are each built on the subject matter of a specific discipline. To ensure the cross-disciplinary nature of the program each student will take already existing courses offered in other departments to complement the Liberal Studies core courses. Particular complementary courses from departmental listings will be determined by the students and their advisors.

Majors are required to complete a minimum of 28 units developed within a minimum of four areas, (English, Humanities, Social Science, or Mathematics and Science). Students may apply during the second semester of their sophomore year in order to begin the program

as first semester juniors. Those seeking admission to the program must 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 6A.

## 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

#### Eli Katz, Program Coordinator

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.)

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

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English 404—The History of English English 405—Social Functions of Language English 406—Linguistics and Language Learning English 408—Special Studies in Language English 508—Seminar in Language Study	3 units 3 units 3 units 3 units 3 units
Ethnic Studies:	
AMES 356—Language and EthnicityAMES 445—Seminar: Ethnic Groups, Social Variables, and Language Behav-	4 units
ior	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**

The Media Studies Program is an interdisciplinary curriculum focusing on radio-TV, newspaper, periodicals, film, and graphics. The program is designed as a possible career field and as a communication tool relevant to major degree areas or as a factor affecting their lives which should be understood.

Because of the diverse nature of student interest in Media Studies, an interdisciplinary approach involving campus-wide courses, departments, and programs was selected. Students in Media Studies may choose courses for their area of study from the English, Economics, Art, History, Political Science, Ethnic Studies, Institute for Interdisciplinary Studies, Sociology, and Education Departments and Women's Studies Program.

Three avenues are open to incoming students for enrollment in the Media Studies Program. The English Department offers Media Studies as an elective program in the regular major.

Additionally, the English Department Alternative Major allows students to develop, under careful faculty supervision, their own individualized course of study.

Students with at least one full year of academic work still to be completed may apply to enter the Special Major in order to design their own course of study leading to an academic or professional degree. It is anticipated that each student will acquire media skill and literacy in at least two areas of established communications. An additional requirement will be work or interning in the industry for some specified period under the direction of a professional designated by the college as an instructor or by a qualified faculty member.

Students wishing to construct a Special Major in Media Studies should seek advisement

from the Office of Academic Advising, Stevenson Hall, Room 1027.

Students interested in pursuing Media Studies through the English Department should contact the Department for advising

## 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		
ART	213	Introduction to American Film History	3.0
ART	270	Experimental Art	1-3
ART	275	Multi-Media Arts	2.0
ART	285	Basic Filmmaking	2.0
ART	313	Classical Film Studies	3.0
ART	489	Individual Film Projects	3.0
ENGL.	310	Writing for the Media	3.0
ENGL.	392	Introduction to Library Research	1-3
ENGL.	396	Media Workshop	1 <b>-</b> 6
ENGL.	405	Social Functions of Language	3.0
ENGL.	410A	Studies in Communication	3.0
ENGL.	410B	Small Systems Video	3.0
ENSP.	308	Environmental Education and Media	4.0
FR.	475	French Mass Media	3.0
LIBS.	326	Censorship and the Arts	3.0
HIST.	349C	Women's History Media Proj	2.0
HIST.	449M	Advertising in Modern America	4.0
HIST.	360	Photography in History	1.0
MGT.	361	Advertising Management	4.0
MUS.	261	Beg. Electronic Music Composition	3.0
POLS.	461	Politics and the Media	3-4
POL.	467	Seminar: Campaign Management	3-4
SOCI.	318	Films for Sociology	4.0
SOCI.	339	Seminar: Mass Media	
SOCI.	341	Sociology of Mass Communications	4.0
WOMS	450	Woman and Madia	0 4

# **SPECIAL MAJOR**

The purpose of the Special Major is to provide a carefully controlled opportunity for exceptional students to design, with faculty approval, a course of study leading to a Bachelor of Arts or Bachelor of Science 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. A student should be thoroughly acquainted with the regulations pertaining to a Special Major and the expectations of persons authorized to approve the major.

#### Procedures:

- A student takes the responsibility of contacting an advisor or advisors in the departments in which (s) he wishes to take courses and plans with the advisor(s) a coherent, original and feasible course of study.
- 2. A student then submits an application proposal in duplicate to the Coordinator of the Institute of Interdisciplinary Studies, stating the rationale, major thrust, areas of interest, and goal(s), including the specific information requested in items 3–8 below.
- 3. In order to be considered for the Special Major program, a student must have more than one full year of academic work still to be completed to meet minimum degree requirements. The application proposal will include a statement of acknowledgement by the student of the requirement that 31 or more units will be completed for the degree after approval of the program.
- 4. Minimum requirements for a bachelor's degree with a Special Major will be a program

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of 24 upper division graded units approved by the student's advisors. These units will constitute the core and should be listed as such in the application proposal.

- 5. Additional courses totaling a minimum of 24 units are required as supporting courses. They may be taken Credit/No Credit, may include some lower division courses and may, to some extent, overlap with a second major. They should be listed in the application proposal as supporting courses.
- No courses applied to general education requirements or professional education courses may be included in the Special Major.
- 7. It is recommended that a Special Major applicant have a grade point average of 3.0.
- 8. The application proposal should include the student's signature and address and signatures of advisors and dates of their approval of the program. The title of the Special Major must be approved by the Coordinator of the Institute of Interdisciplinary Studies.
- 9. Advisors should be provided by the student with a copy of the approved projected program and students should keep in close communication with them. Any changes from the original proposed curriculum must be approved by the appropriate advisors and filed with the Institute of Interdisciplinary Studies. The advisor (s) will be responsible for any recommendations for graduation "with distinction."
- 10. If the student applicant was not originally admitted to the College as a Special Major, (s) he must submit a change of curriculum petition signed by the Coordinator of the Institute of Interdisciplinary Studies.

CAUTION: This is a unique major that suits individual goals and is personally valuable, but it may pose professional obstacles, particularly as a major for a teaching credential. At the present time, a Special Major cannot be used to satisfy the requirements for a credential program unless the student passes the National Teachers Examination. For additional information, the student should contact the Department of Education. As a supplement to an approved teaching major, a Special Major could be a distinct advantage. By itself, it might be too specialized unless it meets the criteria for approved majors commonly taught in the public schools. Prerequisites for higher degrees and career goals should be reviewed before proceeding with a Special Major.

## **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 Studies Office, Trailer 6C. Many of the courses in this program are student taught. We are concerned about the child care needs of our students and will attempt to help you solve them. Contact your teacher or the Women Studies Office, 664-2840.

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 above.)

## 200. Changing Woman (4)

A good introduction to Women Studies which seeks new ways of looking at woman's experience, achievements, and struggles and her potential for social and personal change.

## 300. Survival as a Woman (4)

Seminars which focus on the perspectives 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 (1-4)

Women's access to practical skills and technical competence is pursued in workshops which vary each semester.

#### 311. Special Problems (4)

Intensive exploration and study of the specific problems and situations women face: eg., rape, aging, returning to college, job discrimination, child care, etc.

### 325. Our Bodies-Ourselves (4)

An opportunity to share experiences of the body, in relation to herself and to others from pre-puberty to childbirth on through to aging, and to understand women's anatomy, physiology, the study of bio-rhythms, self-help, sexuality, our relation to the medical profession, 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. Classes offered under this rubric may have academic and/or experiential emphasis.

# 395. Community Involvement Program (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 and achievements 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 superstructure, 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 Studies or in Women's Movement.

## 485. Women's Advanced Research Seminar (2-4)

Seminars for students with background in Women Studies who wish to do in-depth research on a particular area of concern to women. Usually an advanced course which follows more elementary study within the Women Studies Program.

## 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

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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. 332—The Third World: Problems and Prospects

Econ. 333—Comparative Economic Systems

Geography

Geog. 320-Political Geography

History

Hist. 422—Great Britain Since 1867

Hist. 424-Varieties of Imperialism

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. 447) OR
  - b) Seminar in International Organization (Poli. Sci. 345)

Total units required for the International Studies Minor: 20 (21 if including Poli. Sci. 345).

### **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 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.

<sup>\*</sup> All courses carry four units of credit except Political Science 345 (2).

<sup>†</sup> 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.



# **FACULTY (1977-78)**

†Leslie K. Adler (1970)
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)Professor of Philosophy B.A., 1961, University of Florida; M.A., 1965; Ph.D., 1967, Tulane University.
Gerald J. Alves (1965)
B.A., 1959; M.A., 1960, Chico State College.
Ellen I. Amsterdam (1969)
Thomas B. Anderson (1968)
Anthony H. Apollini (1975)Lecturer in Education B.S.E., 1968; M.Ed., 1969, Memphis State University; Ph.D., 1975, George Peabody College.
Kathryn Armstrong (1966)
††David O. Arnold (1970)
†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)
Michael E. Baldigo (1975)
Thomas A. Barnebey (1974) Lecturer in Physics and Astronomy B.A., 1964; M.S., 1966; Ph.D., 1971, University of California, Los Angeles.
Susan van den Hoek Barnes (1972)Associate 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)
Isaac L. Bass (1970)
Philip H. Beard (1969)
Timothy A. Bell (1968)
Richard Bellamy (1969)
Paul V. Benko (1970)
Sterling Bennett (1967)

<sup>†</sup> Sabbatical leave, spring semester 1976-77 †† Sabbatical leave, 1975-76.

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. B.A., 1954, Stanford University: M.L.S., 1956, University of California, Berkeley. Patrick L. Biernacki (1976) ...... Lecturer in Sociology B.A., 1966; M.A., 1969, San Francisco State University; Ph.D., Candidate, University of California, San Francisco. Dorothy M. Blake (1973) ...... Associate Professor of Nursing B.S., 1956; M.Ed., 1958, University of Minnesota, \*\*Ronnie A. Blakeney (1970) ......Associate Professor of Afro-American Studies B.A., 1968, University of California, Berkeley. Esteban A. Blanco (1970) ...... Associate Professor of Mexican American Studies B.A., 1968; M.A., 1970, San Francisco State College. Maurice Blaug (1970) .. Associate 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. B.A., 1959, Queens College; M.A., 1960; Ph.D., 1970, New York University. B.A., 1957, Brandeis University; M.A., 1959; Ph.D., 1965, University of California, Berkeley. Daniel R. Bomberry (1975) ...... Lecturer in Native American Studies B.A., 1970, California State College, Long Beach. B.A., 1966, Blackburn College; M.A., 1970, University of Illinois. B.A., 1962, University of British Columbia; M.A., 1964, University of California, Berkeley. 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. B.A., 1961, University of California, Berkeley, M.S., 1971, California State College, Hayward. B.S.Ed., 1952, Miami University; M.S., 1956, Purdue University; Ph.D., 1965, Stanford University. 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. B.S., 1931; M.S., 1932; Ph.D., 1935, University of Wisconsin. B.A., 1943, Hunter College; M.A., 1968, San Francisco State College; Ph.D., University of California, Berkeley. School of Expressive Arts

B.A., 1959, San Francisco State College, M.A., 1973, Sonoma State College.

<sup>••</sup> On leave, 1976-77

H Sabbatical leave, 1976-77

<sup>§</sup> Retired December 31, 1976

Thorsten R. Carlson (1961)
Thomas C. Carroll (1976)
Herbert M. Castillo (1974)
David A. Castleberry (1972)
Peter Chang (1976)Lecturer in Hutchins School of Liberal Studies B.A., 1968; M.S., 1969, University of Southern California.
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)
B.S., 1948, University of Idaho.
Robert B. Clayton (1963)
Galen E. Clothier (1962)
Douglas A. Coe (1976) Lecturer in Chemistry B.S., 1969, Montana State University; Ph.D., 1974, Oregon State University
††Michael D. Coleman (1970)
Robert Coleman (1972)
Thomas P. Cooke (1974)
†William O. Cord (1963)
Carlos Cordero (1971)
Earl F. Couey (1972)
Eleanor C. Criswell (1969)
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)
Victor Daniels (1968)
B. Jean Day (1968)

<sup>††</sup> Sabbatical leave, 1976–77 † Sabbatical leave, spring semester 1976–77

B.S., 1966, University of Minnesota; M.S, 1971, Saint Xavier College. B.S., 1968, University of San Francisco; M.S., 1973, California State University, San Jose. B.S., 1964, Ball State University; M.A., 1967; Ed.D., 1970, Teachers College, Columbia University. Roberto A. DeVillar (1976) ...... Lecturer in Mexican American Studies B.A., 1966, University de las Americas, Mexico; M.A., 1975, San Jose State University. B.A., 1950; M.A., 1953, Punjab University, India; Ph.D., 1968, Michigan State University. B.A., 1952; M.A., 1956; Ph.D., 1957, Harvard University. Mildred Dickeman (1968) ...... Professor of Anthropology B.A., 1950, University of Michigan; Ph.D., 1958, University of California, Berkeley. B.A., 1949; M.A., 1950; Ph.D., 1955, University of Denver. Certified Psychologist. Donald A. Dixon (1972) ...... Associate Professor of Political Science B.A., 1966, Sonoma State College; Ph.D., 1975, University of California, Santa Barbara. B.A., 1955; M.A., 1959, University of California; D.M.A., 1964, Stanford University. Jeffrey T. Doutt (1973) ....... Assistant Professor of Management B.S., 1968; M.S., 1970; Ph.D., 1976, University of California, Berkeley. B.S., 1948, Rutgers University: M.A., 1968, San Francisco State College: Ph.D., 1977, University of California, Santa Barbara. B.F.A., 1965, Kansas City Art Institute; M.F.A., 1967, Stanford University. B.A., 1942; M.A., 1944, University of British Columbia; Ph.D., 1951, University of Michigan. B.S., 1960; M.S., 1961, Yale University; Ph.D., 1965, Harvard University. C. Douglas Earl (1969) ....... Associate Professor of Physical Education B.A., 1961; M.A., 1963, Chapman College; Ph.D., University of New Mexico. B.S., 1961, University of Minnesota; M.S., 1963; Ph.D., 1964, University of California, Davis. B.A., 1963, University of Montana; Ph.D., 1967, Washington State University. 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) ...... Assistant Director, Student Resource Center B.A., 1970, University of California, Irvine. B.S., 1959, Michigan Technological University; M.S., 1962; Ph.D., 1968, University of Arizona. Norman F. Erken (1976) .....Lecturer in Education

B.A., 1961; M.A., 1969, Central Washington State College; Ph.D., 1976, Utah State Univer-

sity.

<sup>\*\*\*\*</sup> Part-time leave, 1976-77

out, raising
Sally L. Ewen (1964)
Priscilla M. Ewing (1971)
Clement E. Falbo (1964)
Yvette M. Fallandy (1964)
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)
Norman Feldman (1957)
Robert F. Fletcher (1969)
Kenneth W. Flynn (1968)
Albert G. Fortin (1974)
Herbert Fougner (1961)
Joseph W. Frasca (1975)
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)
Laurel A. Freed (1972)
Adele C. Friedman (1970)
Johanna E. Fritsche (1963) Senior Assistant Librarian B.A., 1936, Hunter College; B.S. in L.S., 1939, Columbia University.
Vivian A. Fritz (1972)
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)
Francisco Gaona (1964)Professor of Spanish B.A., 1953, Yale University; Ph.D., 1963, Tübingen University, Germany.
** Jesus Garcia (1971) Associate Professor of Mexican American Studies B.A., 1966, San Francisco State College; M.A., 1971, University of California, Berkeley.
††Susan B. Garfin (1970)

<sup>†</sup> Sabbatical leave, Spring Semester 1976-77 •• On leave, 1976-77. †† Sabbatical leave, 1976-77

Ph.D., 1973, University of California, Berkeley.

Victor A. Garlin (1970)
Suzanne M. Gaughen (1976)Lecturer in Counseling B.A., 1964, San Diego State University; M.A., 1969; Ph.D., 1976, University of Oregon.
Evangeline A. Geiger (1968)
Robert K. Girling (1976)
Barry W. Godolphin (1969) Associate Professor of Psychology B.A., 1960; M.A., 1966, Ph.D., 1974, University of California, Los Angeles.
Stanley M. Goertzen (1963)
Bernice Goldmark (1966)
Leland W. Gralapp (1964)
B.S., 1943, University of Oregon; M.F.A., 1948; Ph.D., 1953, State University of Iowa.
James E. Gray (1970)
Samuel L. Greene, Jr. (1966)
Robert G. Greenway (1969) Associate Professor of Psychology B.S., 1955, University of Washington; M.A., 1963, Brandeis University.
Theodore Grivas (1962)
Robert K. Gronendyke (1968)
Jose E. Gutierrez (1976)Lecturer in Education B.A., 1965, San Francisco State University; Ph.D., Candidate, University of California, Berkeley.
††William H. Guynn (1968)
Betty W. Halpern (1968)
David F. Hanes (1969)
Dennis E. Harris (1965)
Marcia K. Hart (1972)
Gerald W. Haslam (1967)
**Sue E. Hayes (1974)
Daniel L. Haytin (1971)

<sup>††</sup> Sabbatical leave, 1976–77 •• On leave, 1976–77

B.A., 1959, University of California, Santa Barbara; B.S., 1960, University of Wisconsin; Ph.D., 1963, University of Connecticut. B.A., 1973; M.A., 1974, Sonoma State College. 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. B.A., 1965, DePauw University; M.A., 1967; Ph.D., 1973, Indiana University. 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) ...... Associate 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. B.A., 1957; M.A., 1961, San Francisco State College. B.S., 1958, St. Mary's College; Ph.D., 1965, Oregon State University. B.A., 1957, Sacramento State College; M.A., 1962; Ph.D., 1967, University of California, Berkeley. B.S., 1949, Long Island University; B.A., 1949, University of California, Berkeley; M.A., San Francisco State College; Ph.D., 1958, Stanford University. B.A., 1965, California State College, Long Beach, M.S., 1967, University of Southern Califor-B.A., 1967, University of Arkansas, Little Rock; M.L.S., 1969, University of Maryland, College Park; M.A., 1976, Sonoma State College. B.A., 1949, Chico State College; M.A., 1953; Ph.D., 1967, University of California, Berkeley. B.S., 1946, New Mexico State University; M.S., 1948, University of Illinois; Ph.D., 1968, Claremont Graduate School. 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. Carl M. Jensen (1973) ....... Assistant Professor of Sociology B.A., 1971; M.A., 1972; Ph.D., 1977, University of California, Santa Barbara. and Educational Services and Professor of Education B.S., 1952; M.A., 1956, Northeast Missouri State College; Ed.D., 1966, University of Southern

California.

<sup>††</sup> Sabbatical leave, 1976-77

B.A., 1952, University of Minnesota; M.A., 1957; Ph.D., 1960, Columbia University. George C. Johnson (1975) ...... Assistant Professor of Management B.S., 1954; M.S., 1963; Ph.D., 1972, University of California, Berkeley, and Lecturer in Foreign Language and English B.A., 1946, Connecticut College; M.A., 1966; Ph.D., 1972, University of California, Berkeley. 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. B.A., 1961, California State College, Long Beach; M.A., 1967, University of New Mexico. B.S., 1959, Florida A. & M. University; M.S., 1974, California State University, 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) ...... Acting Director, Counseling Center 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. B.A., 1949, State Teachers College of Oslo, Norway, M.A., 1951, University of Nebraska; Ph.D., 1954, University of Minnesota. 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) .......Professor Euro-American 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) ...... Lecturer in Psychology B.A., 1966, University of California, Berkeley; M.S., 1972, California State University, Hayward. B.A., 1958; M.A., 1959, Fresno State College; Ph.D., 1966, University of Western Ontario, B.S., 1954, University of Maryland; M.D., 1959, University of Tennessee. 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. 

B.A., 1951, University of California, Berkeley; M.A., 1962, San Francisco State College.

<sup>\*\*</sup> On leave, 1976-77.

B.A., 1959, Miami University; M.S., 1961, University of Illinois; Ph.D., 1969, Massachusetts Institute of Technology. B.A., 1941, University of Minnesota; Certificate, California School of Fine Arts; Certificate, Acadèmie de la Grande Chaumiére. B.A., 1956; M.A., 1958, Fresno State College. Judith L. Lamare (1976) ...... Lecturer in Political Science B.S., 1966; M.A., 1968; Ph.D., 1973, University of California, Los Angeles. Carol Ann Landis (1976) ...... Lecturer in Nursing B.S.N., 1967, University of Pittsburgh; M.S., 1973, University of California, San Francisco. B.A., 1939, University of California, Los Angeles; M.A., 1945, Ed.D., 1961, University of Southern California. B.A., 1964; M.A., 1966, Wayne State University; Ph.D., 1972, The University of Connecticut. ttRaymond 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. Michael P. Lerner (1976)......Lecturer in Sociology B.A., 1964, Columbia College; M.A., 1968; Ph.D., 1972, University of California, Berkeley; M.A., 1976, Wright Institute. 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. B.A., 1954, Rutgers University; M.A., 1963, University of California, Berkeley. Han-sheng Lin (1969) ...... 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) ....... Director, Career Development Center B.A., 1968, University of California, Santa Barbara; M.A., 1970, Ohio State University. B.A., 1969, City College of New York; M.A. (Geography), 1973; M.A. (Philosophy Geography), 1975, Columbia University. B.S., 1955, National Taiwan Normal University, M.S., 1964; Ph.D., 1970, University of Oklahoma. M.D., 1948, Medical College of Virginia. ttF. 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. B.S., 1964, California State College, Hayward; M.L., 1965, University of Washington; M.P.A., 1975, California State University, Hayward. B.A., 1961, Amherst College; M.S., 1963, Stanford University; Ph.D., 1967, University of Norma J. Lyman (1968) ....... Associate Professor of Psychology B.A., 1965, Sonoma State College; M.S.W., 1967, University of California, Berkeley. Certi-

fied Social Worker, ACSW.

<sup>11</sup> Sabbatical leave, 1976-77

Physical Education B.A., 1954; M.A., 1960, Sacramento State College; M.S., 1968; Ed.D., 1969, University of Oregon. 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. Antoinette O. Maleady (1968) ......Associate 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. B.A., 1959, University of Colorado; M.A., 1967, San Jose State College; Ph.D., 1970, Cornell University. B.A., 1957, University of California; M.S., 1958, University of Nevada; Ph.D., 1965, Washington State University. B.S., 1963, McNeese State College; M.S., 1967, University of California, Los Angeles; F.N.P., 1973, University of California, Los Angeles Extension. Peter Maslan (1976)...... Lecturer in Theatre Arts B.A., 1966, University of Washington; M.A., 1968, San Francisco State University. Ada Hall Mason (1972) ...... Assistant Professor of Afro-American Studies B.A., 1971; M.A., 1973, California State University, San Francisco. 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. B.S., 1958, Stanford University; M.B.A., 1964, Harvard 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 Stanley V. McDaniel (1966)......Associate Professor of Philosophy B.A., 1953, University of California, Santa Barbara; M.A., 1964, University of California, Los Angeles. Susan R. McKillop (1975) ...... Lecturer in Art A.B. (English), B.J. (Journalism), 1951, University of Missouri, Columbia; M.A., 1953, University of California, Berkeley; Ph.D., 1966, Harvard University. Peter J. D. Mellini (1970) ...... Associate Professor of History B.A., 1962; M.A., 1965; Ph.D., 1971, Stanford University. B.A., 1955, St. Scholastica's College; M.A., 1956, Dominican College; Ph.D., 1973, University of Pennsylvania. Higher School Certificate, Cambridge University; License-ès-Lettres, University of Paris,

France.

<sup>1</sup> On assignment to Chancellor's office

B.S., 1961; M.S., 1962, East Texas State University; Ed.D., 1968, University of Florida, Licensed Psychologist. Jean A. Merriman (1974) ..........Assistant Professor of Environmental Studies and Planning B.A., 1961, University of Utah; M.A., 1966, San Jose State University; Ph.D., 1972, University of Pittsburgh. B.S., 1963; M.S. 1964, University of California, San Francisco Medical Center. Louallen F. Miller (1971) ...... Associate Professor of Political Science Hutchins School of Liberal Studies B.A., 1963, Occidental College; M.A., 1968; Ph.D., 1975, 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) ................................. Associate Vice President for Administrative Affairs and Educational Services and Professor of Education B.A., 1955; M.A., 1962; Ph.D., 1964, University of Washington. B.A., 1968; M.A., 1969, Sonoma State College. B.A., 1962, Oberlin College; M.A., 1966; Ph.D., 1968, University of California, Santa Barbara. 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 Educational Opportunity Program Assistant Professor of Afro-American Studies B.A., 1947, Roosevelt University. 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. B.S., 1971, San Francisco State College; M.S., 1972, University of California, San Francisco. B.A., 1966, University of California, Davis; M.A., 1969; Ph.D., 1977, Stanford University. J. Anthony Mountain (1970) ...... Provost, Hutchins School of Liberal Studies and Associate Professor of English 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. B.A., 1951, Cornell University; M.A., 1955, Princeton University. B.S.E.E., 1961; M.S.E.E., 1963, Santa Clara University; Ph.D., 1969, Oregon State University. B.A., 1967, Universidad de las Americas; M.A., 1972, California State University, Sacramento. 

B.S. 1935, Utah State University; M.A., 1936, Stanford University; Ph.D., 1945, Stanford

University.

<sup>†</sup> Sabbatical leave, Spring Semester 1976-77

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.
Philip T. Northen (1970)
Stephen A. Norwick (1974)
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.
†Dorothy Overly (1961)
**John T. Palmer (1967)
Sue Taylor Parker (1971)
Don R. Patterson (1970)
Richard W. Paul (1969)
****William A. Payne (1971)
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)
§A. S. Pickett (1961)
Thomas R. Plowright (1966)
William H. Poe (1970)Dean of Academic Planning and 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)
Rebecca R. Polland (1976)

<sup>+</sup> Sabbatical leave, Spring Semester 1976-77

•• On leave, 1976-77

••• Part-time leave, Fall Semester 1976-77

Retired, October 1, 1976

Thomas R. Porter (1968)
Joseph H. Powell (1968)Professor of Biology B.S., 1959, Whitworth College; Ph.D., 1964, University of Washington.
Giovanni Previtali (1970)
Glenn W. Price (1967)
** Deborah R. Priddy (1971)
George L. Proctor (1968)
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)
Lenore S. Radtke (1962)
Gerald W. Redwine (1964)
William L. Reynolds (1972)
B.A., 1972, University of California, Berkeley.
Charles H. Rhinehart (1961)
Mary M. Rich (1967)
Frederick J. Rider (1972)
B.A., 1951, Yale University; M.A., 1953, University of Washington; Ph.D., 1971, University of California, Santa Cruz.
A. Richard Rizzo (1974)
Irene L. Romanko-Keller (1973)Assistant Professor of Nursing B.S., 1961, University of Colorado; M.A., 1963, Columbia University.
Pablo J. Ronquillo (1968)
R. Thomas Rosin (1970)
‡G. Edward Rudloff (1961)

<sup>••</sup> On leave, 1976-77.

I On assignment to chancellor's office

B.S., 1954; M.S., 1956, University of Wisconsin; Ed.D., 1967, University of Oregon. B.A., 1957, University of California, Los Angeles; M.A., 1959; Ph.D., 1970, University of California, Berkeley. B.S., 1962; M.S., 1964, University of Washington, Ph.D., 1967, University of California, Berkeley. B.S., 1946, University of New Mexico; M.A., 1958, San Francisco State College; Ed.D., 1965, Colorado State College. B.A., 1961, American University of Beirut; M.A., 1963, Duke University; Ph.D., 1972, University of California, Berkeley. Alan F. Sandy, Jr., (1971) Professor of English B.A., 1954, Amherst College; Diplôme de langue, 1958, Sorbonne, Paris; M.A., 1961; Ph.D., 1965, University of California, Berkeley. Katherine E. Sater (1975) ......Lecturer in Education B.A., 1953, University of California, Berkeley; M.A., 1975, Somona State College. B.S.N., 1961, Loyola University; M.S., 1973, University of California, San Francisco. 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. \*\*\*\*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. 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. B.A., 1965; M.A., 1968, George Washington University; Ph.D., 1971, Southern Illinois University. Brian T. Shears (1970) Professor of Education B.A., 1958, University of Wales; M.A., 1960; Ph.D., 1969, University of Minnesota. B.A., 1962, Coe College; Ph.D., 1968, Oregon State University. 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) ...... Associate Professor of Education B.S., 1949; M.A., 1956, Northwestern University; Ph.D., 1975, University of California, Berkeley. John R. Simmons (1971) ...... Director of Housing B.A., 1954, Transylvania College; B.D., 1961, Lexington Theological Seminary. Frank R. Siroky (1964) .......Professor of Psychology B.S., 1952, John Carrroll University; M.A., 1954, Fordham University; Ph.D., 1964, Du-

quesne University.

<sup>\*\*\*\*</sup> Part-time leave, Fall Semester 1976-77

Sabbatical leave, Spring Semester 1976-77

Harald D. Chinner (1995)
Harold R. Skinner (1965)
B.A., 1949, Earlham College; M.S., 1958; Ed.S., 1960; Ed.D., 1963, Indiana University.
††Robert W. Slagle (1970) Associate Professor of Psychology B.S., 1963, University of New Mexico; Ph.D., 1968, University of California, Berkeley. Licensed Psychologist.
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